

**Career and Technical
Education
Administrator Manual
2019**



Office of Career and Technical Education

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ACRONYMS AND ABBREVIATIONS

The following is a list of acronyms and abbreviations used throughout this manual.

ACA	Annual Career Authorization
AMA	Assessment Monitoring and Accountability
CEAC	Career Education Advisory Councils
CEPD	Career Education Planning District
CTEIS	Career and Technical Education Information System
CTEPD	Career and Technical Education Professional Development
CIP	CTE Instructional Program
CMS	Cash Management System
CRCR	Civil Rights Compliance Review
CRU	Career Readiness Unit
CTE	Career and Technical Education
CTSO	Career and Technical Student Organization
EMC	Early Middle College
EDP	Educational Development Plan
FCS	Family and Consumer Science
FER	Financial Expenditure Report
GAME	Grants, Assessments, Monitoring, and Evaluation Unit
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IPE	Individual Plan for Employment
ISD	Intermediate School District
LEA	Local Educational Agencies
LEO	Department of Labor and Economic Opportunity
LEP	Limited English Proficiency
LTCS	Less-Than-Class-Size
MCCTE	Michigan Center for Career and Technical Education
MDE	Michigan Department of Education
MEDC	Michigan Economic Development Corporation
MEIS	Michigan Education Information System
MEMCA	Michigan Early Middle College Association
MMC	Michigan Merit Curriculum

MRS	Michigan Rehabilitation Services
MSDS	Michigan Student Data System
MVHS	Michigan Virtual High School
MVU	Michigan Virtual University
OAG	Office of the Attorney General
OCTE	Office of Career and Technical Education
OEE	Office of Educator Excellence
PAR	Personal Activity Report
PC	Personal Curriculum
PD	Professional Development
Perkins	Carl D. Perkins Career and Technical Education Act of 2006
POS	Programs of Study
PSA	Public School Academy
REP	Registry of Educational Personnel
SA CTE	State-Approved Career and Technical Education
SCC	Standard Career Certificate
TDCC	Talent District Career Council
TRAC	Technical Review, Assistance, and Compliance
UIC	Unique Identifier Code
USDE	United States Department of Education
WD	Workforce Development
WDB	Workforce Development Board
WBL	Work-Based Learning

SECTION 1

Career and Technical Education Administrators Roles and Qualifications

The challenges facing CTE demand the availability of highly qualified CTE administrators to meet the needs of youth, adults, business, industry, and labor in the state. Knowledgeable administrators with strong leadership skills and a commitment to serving the CTE needs of high school students and adults are even more important today with the need for continued economic growth, high academic standards, and a globally competitive workforce.

Sections 61a(1) and 61b of the State School Aid Act, other CTE categoricals, and federal legislation, including Perkins, provide funding to support comprehensive career-related education opportunities for both youth and adults in communities statewide. Educators at both the secondary and postsecondary level must plan together cooperatively to demonstrate that CTE can deliver the programs and services needed in their region.

Planning must also be done in cooperation with business, industry, and labor to reflect their changing needs for trained personnel. Coordination and cooperation among educational agencies to share students and resources are essential if CTE is to grow and flourish in many areas of the state. The CTE leadership must maintain the secondary delivery system and improve or initiate the relationship with the adult CTE student, economic development initiatives, and postsecondary education.

Role of CEPD Administrators

Leadership and Technical Assistance

1. Provide technical assistance, leadership, and coordination for planning activities in the CEPD.
2. Initiate, facilitate, and help to implement an interagency approach to providing CTE services to special populations students enrolled in CTE.
3. Provide administrative assistance for those districts lacking CTE directors. In some cases, the CEPD Administrator also functions as the Local Director of CTE and will perform/administer Local Director of CTE duties.
4. Provide technical assistance for LEAs operating or desiring to operate CTE programs. Complete program review and evaluation of SA CTE programs and submit requested documentation to the OCTE.
5. Oversee program management functions, new CTE programs, financial reports, and data reports for the region.

Coordination

1. Initiate and develop activities necessary to bring about closer business/industry/education cooperation, including postsecondary partnerships, as well as work with community workforce and economic development activities.
6. Initiate activities necessary for the coordination and articulation of programs and services between and among secondary and postsecondary institutions to train youth, as well as adults.
7. Promote and coordinate gender equity activities that result in the enrollment and completion of students in CTE programs that are nontraditional for their gender.
8. Initiate and develop activities necessary to bring about closer cooperation between CTE and academic partners.
9. Provide leadership and coordination of CTE technical skills assessments for the region.

Planning and Evaluation

1. Provide leadership and/or support for CEPD/regional program development activities.
2. Provide information about the CEPD and regional programs to the Education Advisory Group.
3. Serve as liaison between the CEPD and the OCTE on matters relating to planning and evaluation.
4. Provide leadership to assist LEAs in meeting CPI requirements under Perkins.
5. Provide leadership for conducting CIP Self-Review of the local districts' delivery systems for CTE. At least 20% of all programs must be reviewed each year in Navigator. Review documents must be kept on file at the local, CEPD, and/or regional level office.

Job Placement

Serve in a leadership role in the design and implementation of a placement delivery system for CTE completers, which includes postsecondary, job, and military opportunities.

Professional Development

1. Coordinate professional development activities for CTE staff, support staff, career guidance personnel, and appropriate school administrators.

2. Coordinate CRCR and onsite monitoring TRAC workshops for LEAs within the CEPD to prepare for onsite reviews and in meeting other compliance obligations in the absence of a Local Director of CTE.
3. Participate in state-sponsored in-services, meetings, and conferences to remain current in the OCTE policy, procedures, and requirements.

Data Management

1. Serve as the primary link for coordinating CTE data collection on the CTEIS, including student follow-up reports.
2. Provide technical assistance and facilitate LEA reporting procedures so that the OCTE forms and reports are completed accurately and in a timely manner.

Technical Skills Assessments

CEPD Administrators are responsible for determining how technical skill assessment administration will be coordinated within the CEPD. (CEPDs have different students to be tested, varying by program area or cluster). CEPD Administrators may choose to coordinate assessment ordering and administration at the CEPD level and may choose to have each district or building within the CEPD order and administer assessments individually. The OCTE directs all communication regarding technical skill assessments to CEPD Administrators who are then expected to share the information within their CEPD.

Different assessment vendors may require different procedures for ordering assessments and for obtaining assessment reports. It is recommended that one or more individuals be identified as assessment coordinators to handle the technical skill assessment logistics. Specific responsibilities include:

1. Determine how technical skill assessment ordering, administration, and reports will be coordinated within the CEPD.
2. Identify one or more assessment coordinators within the CEPD to handle the technical skill assessment logistics, including:
 - a. Identify students to be assessed or coordinate identification within each program/school/class.
 - b. Determine whether there are students to be assessed who require assessment specific accommodations specified in the student's IEP.
 - c. Coordinate space and equipment assessments (usually computer labs).
 - d. Order assessments according to vendor requirements.
 - e. Identify and arrange for appropriate assessment proctors.
 - f. Oversee assessment administration logistics.

- g. Ensure that assessment reports are provided to administrators, teachers, and students, where available.
 - h. Coordinate with OCTE to ensure that assessment data are complete and accurate.
 - i. Coordinate review and correction of unmatched assessment scores during summer open period.
3. Share all information regarding assessments with appropriate staff within the CEPD.
4. Review assessment data for accuracy.

Role of Local Directors of CTE

Program Review/Planning and Development

1. Assure that the district's CTE delivery system is based upon goals and objectives in accordance with state program standards and guidelines and is approved by the local board of education.
2. Provide leadership for conducting CTE CIP Self-Review of the district's delivery system for CTE. At least 20% of all programs must be reviewed each year in Navigator. Program review documents are available from the OCTE. Review documents must be kept on file at the local, CEPD, and/or regional level office.
3. Annually develop, update, and prepare with the CEPD/region, a plan for providing secondary CTE in the district.
4. Provide leadership and direction for program evaluation and improvement.

Program Management

1. Assure that appropriately certified or approved personnel, including support personnel, are employed in all positions requiring such qualifications.
2. Provide technical assistance to district administration and staff to meet state and federal guidelines and requirements for SA CTE programs.
3. Facilitate and/or coordinate the acquisition of appropriate instructional equipment, supplies, and materials for all SA CTE programs in the district.
4. Facilitate efforts to locate programs in facilities that are safe, accessible, and operated with equipment that meets local, state, and federal guidelines.
5. Prepare and oversee the district's budget for CTE programs.
6. Accountable for data collection and submission of all state and federal required reports within the timelines prescribed.

7. Accountable, along with other district administrators, for CTE records maintenance and accuracy.
8. Responsible for the district's annual follow-up survey and assist in meeting the state's goals of obtaining a 100% response rate from program completers.
9. Assist with postsecondary and job placement services for CTE students.
10. Provide leadership and technical assistance to staff regarding use of materials, services, and programs that achieve gender equity, help eliminate gender bias, discrimination, and stereotyping, and 0 nontraditional enrollments and completion.
11. Promote and actively encourage involvement in CTE student organizations.
12. Ensure that CTE curriculum is consistent with state program standards and representative of labor market needs.
13. Provide leadership and technical assistance to ensure access to SA CTE programs for special populations students.
14. Provide leadership to ensure CTE program advisory committees are established and utilized in planning, reviewing, and promoting each CTE program offered.
15. Provide leadership in comprehensive guidance and counseling services for CTE students.

Professional Development

1. Responsible for promoting and/or providing CTE in-service activities for personnel in the district.
2. Participate in state-sponsored in-services, meetings, and conferences to remain current in the OCTE policy, procedures, and requirements.

Collaboration and Coordination

1. Participate in CEPD/regional-level planning and coordination meetings and activities to maximize cooperation among and between agencies offering CTE and/or employment and training programs.
2. Encourage program coordination and curriculum articulation with postsecondary agencies.
3. Participate in efforts to bring about closer business, industry, labor, education, government cooperation and work with community economic development activities.
4. Participate in marketing CTE activities with other agencies in the CEPD.
5. Encourage program coordination and articulation between LEAs, area CTE programs, and postsecondary partners.

6. Develop and initiate activities necessary to bring about closer cooperation with CTE and academic partners.

Program Marketing

Plan and lead marketing activities within the CEPD/region and districts to create increased understanding and awareness of CTE programs, needs, and successes.

Technical Skill Assessments

The CEPD Administrators have responsibility for determining how technical skill assessment administration will be coordinated within their CEPD. Some CEPD Administrators may choose to delegate coordination of technical skill assessment ordering, administration, and reports to the Local Directors of CTE. Local Directors of CTE should check with their CEPD Administrator, regarding technical skill assessment coordination within the CEPD.

Qualifications for Administrator Certification in Michigan

The Revised School Code Act 451 of 1976, as amended, Section 380.1246 mandates that a school district, PSA, or ISD shall not continue to employ a person as a superintendent, principal, assistant principal, or other person whose primary responsibility is administering instructional programs unless the person meets one or more of the following requirements:

1. If employed as a school administrator before January 4, 2010, and the person has completed the continuing education requirements, he or she is not required to hold administrator certification.
2. If employed as a school administrator after January 4, 2010, the person must hold a valid school administrator certificate or be enrolled in a program leading to certification as a school administrator not later than six months after he or she begins the employment. The person then has three years to complete certification requirements or the school district, PSA, or ISD shall not continue to employ the person as a school administrator.

For more information, contact the MDE - OEE, at 517-241-5000.

Qualifications to Apply as a New CEPD Administrator or Local Director of CTE for Reimbursement

Approval of a full-time administrator of CTE is dependent upon meeting the requirements established by the OCTE. In addition, the district must be operating a minimum of three wage-earning programs. Half-time administrator positions may be considered under unusual or exceptional circumstances.

The following credentials for new CEPD and Local Directors of CTE administrator approvals must be submitted with the reimbursement application:

1. Education Credentials

- a. Secondary CTE administrators shall be graduates of an approved and accredited college or university with at least a master's degree, and
- b. Shall have completed preparation in the administration, supervision, and organization of educational programs.

A copy of the transcript of all course work must be submitted. This need not be an official transcript. Student copies are acceptable.

2. Experience Credentials

- a. Secondary CTE administrators shall have a minimum of three years of experience in administering and/or teaching in CTE programs. The following documents must be provided:
 - i. A current resume or curriculum vitae
 - ii. A notarized copy of the teaching certificate and/or vocational authorization (required)
 - iii. A notarized copy of the Administrator Certification or evidence of prior employment as an administrator

Reimbursement Procedures

Applications for full-time CEPD Administrator or Local Director of CTE reimbursements are approved annually. Form CTE-4003 may be obtained upon request via email to the OCTE at ReyesL1@michigan.gov.

Reimbursement Eligibility

Only school districts with administrators who meet the requirements established by the OCTE will be eligible to receive funds under Section 61a(2) of the State School Aid Act.

Approved CEPD Administrators and Local Directors of CTE will be funded based upon a flat rate reimbursement. Reimbursement is limited to a maximum of \$18,000 per administrator. Administrator reimbursement is based on the percentage of time devoted to functions as a CTE administrator, if the person is employed at least 50 percent in CTE administrative functions.

Eligible Agencies Reporting CTE Administrative Costs

Only school districts which receive administrator reimbursement funds (Section 61a(2)) will be eligible to report these administrator expenditures on the CTE Fund Expenditure Report (CTE-4033). The intent of state funding for administrators is to help offset the cost of approved CTE administrators' salaries.

The CEPD Administrators receive first priority for reimbursement of Section 61a(2) funds. The funds will be distributed to CEPD Administrators up to \$18,000 cap. The remaining funds will then be equally divided among approved Local Director of CTE.

The amount of state aid reimbursement received by Local Directors of CTE is dependent upon the number of approved administrators, as well as the amount of funds remaining once CEPD Administrators have been reimbursed.

SECTION 2

Perkins Federal Programs

The OCTE has responsibility for major CTE Programs of Study that affect high school through postsecondary learners. The OCTE has primary responsibility to administer Perkins. The purpose of the Perkins Act is to more fully develop the academic and career and technical skills of students who elect to enroll in State Perkins CTE programs. For most students, a postsecondary experience with specific focus on workforce preparation will be necessary for gaining economic independence. The goal of CTE is to ensure that students have the academic foundations, as well as the specific technical skills, to enter and succeed in their postsecondary program.

Perkins provides opportunities for students in grades 9-16 to pursue specific CTE programs of their choice.

State-approved secondary CTE programs provide academic and technical skill development, knowledge of all aspects of the industry, and the opportunity for WBL. These secondary CTE programs lead directly to Perkins POS at the postsecondary level.

Perkins Secondary Grants

Perkins provides federal funding to support and improve SA CTE programs, consistent with state and regional high-skill, high-wage, and in-demand occupations. The Perkins Act focuses on strengthening academics and CTE skills through high standards and curriculum integration. It also broadens professional development and technical assistance opportunities for CTE personnel and supports linking secondary and postsecondary CTE POS's.

Although there is some flexibility for the use of funds at the regional level, there is a focus on accountability for all CTE students, including measures for all the categories of special populations. Perkins requires that SA CTE programs provide services for special populations students.

In Michigan, Perkins dollars are distributed on a regional basis. The current regional structure consists of 27 regions. All 27 regions are currently eligible to participate because they meet the definition of "sufficient size, scope, and quality." The CEPD structure, initially established for the purpose of State School Aid Act and Public Act 94 of 1979, as amended Section 61a(1) (Added Cost) distribution, also supports the structure of regional planning for Perkins. The vital role of CEPDs, regional, and local CTE administrators and directors is to foster coordination and cooperation among educational agencies. The goal is to share resources and services to best support student achievement in CTE.

Perkins POS provides a seamless transition from high school to postsecondary education. Through aligned programs and articulated coursework, partnering

institutions collaborate to develop 2+2 or 2+2+2 POS. Through articulation and postsecondary credit agreements, POS's seek to reduce remediation and duplication of coursework, ensure smooth transfer to post high school education, and provide opportunities for advanced coursework and skill development. Other postsecondary education connections are supported and encouraged with opportunities such as dual enrollment, direct credit, and early middle college options.

Regional Leadership Team

Although Tech Prep funding is no longer available (beginning 2011-2012), Tech Prep legislation is still in place. With that in mind, the OCTE seeks to continue a systems approach to planning through the alignment of secondary and postsecondary POS. To foster the aligned system of educational efforts among local partners first developed under Tech Prep, each region must develop a regional leadership team to facilitate coordinated grant planning and implement strategies to reach the desired goals within the entire region.

The goal of the regional leadership team is to develop, design, and participate in the implementation and evaluation of the CTE POS for their region. It is essential to have the team assist in gathering and analyzing information that will need to be considered and to recognize the uniqueness of the region during the process. Communication with all the stakeholders is the main goal of a leadership team and must be in conjunction with Administrators and postsecondary partners.

The TDCC must review the secondary Perkins grant application and long-range plan on an annual basis. The TDCC has the responsibility to advise the WDB on education-related issues. This assures that priorities of the TDCC and the LEAs are being met.

It is highly recommended that the region designates and supports a leadership team coordinator (Regional Perkins Federal Grant Coordinator) to provide technical assistance to the local districts and supervise/coordinate the assembly and submission of the long-range planning documents, annual applications, and end-of-year reports.

The regional leadership team should:

1. Determine the configuration of the educational structure within the region if it is a large and complex territory.
2. Determine fiscal agent and fiscal agency responsibilities.
3. Organize and utilize an effective communication/leadership/planning strategy for the region.
4. Determine the leadership structure for implementing and facilitating activities included in the regional plan.
5. Organize an effective monitoring/accountability process and structure for the region.

6. Communicate with the CEAC regarding grant planning so that the educational goals in the region are met.

Characteristics of an effective leadership team:

- Provide for continuity over time
- Persons assigned and time allotted are commensurate with the task assigned
- Strategies assure inter-relatedness of all initiatives
- The structure represents/reflects the entire region
- All key members meet at least quarterly to assure input and communication between the team members

Application for Funds

The OCTE awards formula grants to regional fiscal agents. Eligible recipients of funding are public educational agencies that provide SA CTE POS.

Each region must submit an annual application for Perkins funds. The application is submitted in the spring of each year for approval. The annual plan must identify the projects that will be completed during the next fiscal year to reach the region's long-term goals and objectives and address the needs and priorities identified in the CLNA. Success of programs and projects will be measured by how well students in the region achieve the Perkins CPIs.

Criteria for Funding

Please refer to [Section 8](#).

SECTION 3

State School Aid Act

CTE Funding Through the State School Aid Act Section 61a(1) (Added Cost)

The State Legislature has appropriated categorical funds through the State School Aid Act (Section 61a(1)) for support of secondary CTE programs. The MDE administers these funds, commonly referred to as "Added Cost," through the OCTE. The State Board of Education has approved the allocation and distribution policies. A CTE program must meet certain state standards to be eligible for Section 61a(1) funds.

The purpose of these funds is to provide partial reimbursement to school districts and area centers for the extra costs associated with the operation of SA CTE programs (above the cost of non-vocational programs). Most SA CTE programs cost more to operate than non-vocational programs due to such factors as:

- Smaller classes
- Specialized equipment
- Supplies
- Specialized supportive services
- High quality instructors with specialized certifications

Section 61a(1) Funding Formula Explanation

Beginning with the 2015-16 school year, the Section 61a(1) funding formula was significantly changed, and is now based on the following three variables:

- Student advancement through the CTE program
- Program costs associated with each CTE program (Program Cost Factor)
- Rank assigned to each CTE program on the State Rank List (State Rank Factor)

Student Advancement (Progress) The curriculum for each SA CTE program is broken down into 12 segments of instruction or into standard courses. The progress of each student is determined at the end of the school year, based on the total number of segments or courses successfully completed in each program.

Program Cost Factor (1, 5, 10) – takes into account the cost of operating different kinds of CTE programs. The program cost factors (**M**) are based on a 3-year average of the total expenditures per student, reported for each CIP Code – ranked from most expensive to least expensive. The top third of the programs (most expensive) have a cost factor of 10; the next third of the programs have a cost factor of 5; and the bottom third of the programs have a cost factor of 1.

State Rank List Factor (1, 2.5, 5, 10) – The State Rank List of CTE programs is based on three equally weighted factors: job openings, placements, and wages. Only the top 20 programs on the State Rank List will be weighted for funding with the “60% funds” (see below). Of the top 20 ranked programs, the top 7 programs have a rank factor weight of 10; the next 7 programs have a rank factor weight of 5; and the next 6 programs have a rank factor weight of 2.5.

Distribution of Section 61a(1) Added Cost Funds (60% and 40%)

Distribution of Section 61a(1) funds takes into account state priorities, as well as Local priorities. Sixty percent of the total Section 61a(1) allocation is distributed based on state priorities, and 40% of the allocation is distributed based on local priorities.

State priority for program funding is based on the State Rank List. The State Rank List is updated every four years and provides a priority ranking of CTE programs based on high employment demand (job openings), wages, and related placement data, which are weighted equally in determining the overall rank for each program.

Local priority for program funding is determined at the CEPD level via the CEPD Options report. Each CEPD receives a portion (CEPD Share) of the 40% funds and selects individual programs to support with their CEPD Share dollars.

60% Funds (Based on State Rank List)

Sixty percent of the Section 61a(1) funds are generated, based on the top 20 programs (CIP Codes) on the State Rank List. The following formula is used to calculate the 60% funds for each individual program that is ranked among the top 20 CIP Codes:

$$\text{Student Advancement} * M * R = \text{PFV}$$

Explanation:

$$\text{Student Advancement} * \text{Cost Factor} * \text{Rank Factor} = \text{Program Formula Value}$$

To calculate the amount of 60% funds each individual program will generate, the PFV for each program is divided by the State Total 60% PFV to produce a fraction. This fraction is then multiplied by the total amount of 60% funds to calculate the dollar amount for each individual program.

40% Funds (Based on CEPD Option Selections)

Forty percent of the Section 61a(1) funds are distributed based on individual programs selected by each CEPD. Each CEPD received a percentage of the 40% funds (CEPD Share) – based on each CEPD’s percentage of concentrators and completers – as compared to the state total concentrators and completers. The following formula is used to calculate the CEPD Share:

$$(N \text{ CEPD} + C \text{ CEPD}) \div (N \text{ State} + C \text{ State}) = \text{CEPD Share}$$

Explanation: $(\text{CEPD Concentrators} + \text{CEPD Completers}) \div (\text{State Concentrators} + \text{State Completers}) = \text{CEPD Share}$

Each CEPD then selects individual programs (via CEPD Options) to receive a portion of their CEPD Share dollars. The following formula is used to distribute the 40% funds to each individual program selected by a CEPD. (Note: The only difference between the 60% and 40% formula, is that the Rank Factor is not included in the 40% formula):

$$\text{Student Advancement} * M = \text{PFV}$$

Explanation: $\text{Student Advancement} * \text{Cost Factor} = \text{Program Formula Value}$

The 40% program formula values are calculated by individual CEPD. To calculate the amount of 40% funds each program in a specific CEPD will generate, each program formula value for a specific CEPD is divided by the CEPD Total 40% program formula value for that specific CEPD, to produce a fraction. This fraction is then multiplied by the CEPD Share amount for that specific CEPD to calculate the dollar amount generated by each program selected by that CEPD. Note: It is possible that a program will generate both 60% and 40% funds, as CEPDs may choose to support specific PSNs that generate 60% funds with their CEPD Share (40%) funds.

SECTION 4

SA CTE Programs

Description of SA CTE Programs

The OCTE provides technical assistance and support for the improvement of existing SA CTE programs and the development of new CTE programs for secondary students attending career centers, ISDs, and local school districts in Michigan. A current listing of the CTE programs eligible to receive funding is located on the OCTE website.

Students enrolled in state-approved secondary CTE programs have an opportunity to acquire skills that prepare them for successful career entry, advancement, and/or continuing education. CTE program choices should relate to the career goals identified in the students' EDP. These skills should be transferable, as well as career specific and basic to students' education, providing them with a foundation for lifelong learning and career employability.

Each state-approved program is required to integrate four key components of a successful program.

1. Integration of academic and technical skills to support core knowledge needs.
2. Laboratory hands-on learning to develop skills.
3. Work-based learning opportunities to further develop and apply skills.
4. Student leadership opportunities to support employability and career readiness skills.

The primary objectives for secondary CTE programs are:

- To provide students the skills needed for employment now (wage earning), and broad transferable academic, employability and career skills, allowing students further employment and education flexibility.
- To acquire an awareness of the structure and future trends within high-skill, high-wage and high-demand industries, to increase student options for occupational choice in the pursuit of a career and provide the requisite knowledge and skills for continued advanced education and training.
- To provide classroom, leadership, and WBL experiences to bridge the gap between education and the world of work.

All SA CTE programs have been aligned by the OCTE with the following 17 career clusters:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communications
- Business, Management and Administration
- Education & Training
- Energy
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

These 17 career clusters provide a useful framework to aid both students and educators in making those meaningful connections to the current and emerging world of work leading to students being successful in a career of choice and lifelong learning.

Definition of CTE Programs

To be approved and eligible for funding by the State of Michigan, a SA CTE program must be a program that prepares students to earn a wage (except for 19.0000 Family and Consumer Sciences). A CTE program must have a federal U. S. Department of Education CIP Code number and descriptor. All CTE programs include classroom, leadership, and laboratory experiences and work-based instruction. Instruction must be competency-based and aligned with state level CIP-specific CTE program standards, as defined by the OCTE on the [MCCTE Navigator](http://ctenavigator.org/) website at <http://ctenavigator.org/>.

Navigator, for Michigan's CTE community (state, local, and regional CTE administrators and instructors), provides real-time access to Michigan's SA CTE program standards. This is necessary for educational decision-making, management, and ultimately student achievement. This comprehensive, statewide, web-based system is user-friendly, instructor-driven, and can be used for managing the technical standards, career cluster content, segments, resource content, and academic alignment results for all of Michigan's CTE program areas.

Navigator provides Michigan CTE programs with the capability of listing programs by Cluster and CIP Code. A list of the minimum standards (Michigan Technical Skills, National Cluster, Pathway, and Career Ready Practices) is available for each CIP. Teachers have the capability of adding resources that they would use to deliver the standards (images, documents, presentations, and lesson plans). Gap analysis documents are available online in Excel format. For monitoring purposes, the CIP Self-Review must be completed for each state-approved program.

Family and Consumer Science is a non-wage earning CTE program but, by CEPD Option, State School Aid Section 61a(1) funding is available. Family and Consumer Science CTE (CIP Code 19.0000) programs should include classroom and laboratory experiences. Instruction must be competency-based with either state or national curriculum or locally developed curriculum based on Michigan Life Management Education Content Standards and Benchmarks (approved by the Michigan State Board of Education) and the FCS National Standards.

For information on developing new CTE programs, refer to [Section 5](#) of this manual.

CIP Self-Review Program Criteria

A CTE CIP Self-Review must be completed for all SA CTE programs with any student enrollment. This excludes new and emerging programs. A regional CIP Self-Review Summary Report must be completed by June 30th of each year for the selected 20% of SA CTE programs in the region. A description of each area of the CIP Self-Review Criteria may be found in Section 5 of this Manual. Please note that Family and Consumer Science programs have different criteria.

CTE Curriculum Integration

CTE, integrated course sequences, and project-based learning are delivery models in which students may earn credit or partial academic credit by successfully demonstrating that they have met subject area content expectations. The assignment of credit must be based, in part, on student performance on an assessment that measures student achievement of expectations. These programs give students the opportunity to apply academic content in real-world situations to demonstrate proficiency. Students must complete all the high school credit requirements at the same level of performance as required of all Michigan students. CTE students must also meet the technical standards and certification requirements of their chosen field of technical study.

[Guidelines for Awarding Credit in Career and Technical Education:](#)

http://www.michigan.gov/documents/mde/Guidelines_for_Awarding_Credit_in_CTE_468150_7.pdf

[Michigan Merit High School Graduation Requirements Frequently Asked Questions:](#)

http://www.michigan.gov/documents/mde/Complete_MMC_FAQ_August_2014_467323_7.pdf

Program Concentrator – Program Completer Definitions

The definition of a program concentrator and program completer are as follows:

Concentrator Students who successfully completed courses covering 7 to 11 segments of a program (with a grade of 2.0 or better); or completed all 12 segments but did not take the assessment (if required).

Completer Completed all 12 segments with a grade of 2.0 or better and the technical skill assessment (if applicable).

Career Clusters

The States' Career Clusters Initiative was designed and developed under a cooperative agreement with the Office of Vocational and Adult Education, by the U. S. Department of Education. The initiative is now managed by the National Association of State Directors of Career and Technical Education Consortium.

A career cluster is a grouping of occupations and broad industries based on commonalities. The career clusters provide an organizing tool for schools. The cluster foundations represent the knowledge and skills, both academic and technical, that all students within the cluster should achieve regardless of the career specialty chosen. The cluster Pathways within the clusters represent the knowledge and skills necessary to pursue a full range of career opportunities, ranging from entry level to management, including technical and professional career specialties. The career specialties represent the full range of career opportunities within each cluster pathway.

There is no educational level to the clusters. Acceptance of these among secondary and postsecondary institutions can easily aid the seamless transition from secondary to postsecondary. All cluster foundations support the Michigan Merit Content Expectations for high school students.

The clusters are the first national approach to a set of standards in CTE with continuity between and among occupations. All clusters are in the same format, using knowledge and skill statements, performance elements, and sample indicators, thus assuring some standardization in requirements among clusters. Each cluster is divided into multiple cluster pathways (sections) to provide students a clear focus in specialized occupational areas.

Michigan utilizes 17 career clusters. There are many benefits to Michigan students using the cluster framework. Some of these benefits are outlined below:

- Clusters were produced by nationally represented advisory committees using state and national standards that already existed. These committees were composed of experts and leaders in their fields nationally.
- Clusters have all been cross-walked with national resources and federal CIP codes.

- Once developed, they were validated electronically nationwide, and are revalidated approximately every three years.
- Solid postsecondary, secondary, and business and industry representation assured all parties had input in development of the POS.
- Career clusters are being embraced all over the country in state-to-state standards alignment.
- Clusters are the first national approach to a teachable set of standards with continuity.
- Portability of credentials within the state and state-to-state are now possible in SA CTE programs.
- All the states and territories have contributed funds to the National Association of State Directors of Career and Technical Education Consortium for continuation of the cluster concept.
- Several clusters are currently forming an assessment tool that may offer a national credential to students.
- All OCTE Consultants are using the National Clusters to approve new programs.

All secondary SA CTE programs in Michigan align their curriculum to the related CTE program standards as contained in [MCCTE Navigator](http://ctenavigator.org/) found at: <http://ctenavigator.org/>.

Agriculture, Food and Natural Resources

The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products and resources. Programs in this cluster should provide an extend program for the teaching staff. This will allow for the enhancement of student learning outstand of the traditional school day and year. It is recommended that eight weeks be provided for staff that teach 100% in this cluster.

01.0000 Agriculture, Agriculture Operations and Related Sciences

A program that focuses on the general principles and practice of agricultural research and production to prepare individuals to apply this knowledge to the solution of practical agricultural problems. This program includes instruction in basic animal, plant, and soil science, animal husbandry and plant cultivation, soil conservation, natural resources, and agricultural operations such as farming, ranching, and agricultural business.

01.0601 Applied Horticulture and Horticulture Operations

A program focusing on the general production and processing of domesticated plants, shrubs, flowers, foliage, trees, ground covers, and related plant materials, the management of technical and business operations connected with horticultural services, and the basic scientific principles needed to understand plants and their management and care.

01.0903 Animal Health and Veterinary Science

A program that focuses on the application of biological and chemical principles to the study, prevention, and control of diseases in agricultural and companion animal populations. Includes instruction in environmental science, pharmacology, animal population studies, genetics, animal physiology and diet, disease prevention, treatment methodologies, and laboratory and testing procedures.

03.0000 Natural Resources and Conservation

A program that focuses on the studies and activities relating to the natural environment and its conservation, use, and improvement. It includes instruction in subjects such as climate, air, soil, water, land, fish and wildlife, and plant resources, basic principles of environmental science and natural resources management, and the recreational and economic uses of renewable and nonrenewable natural resources.

26.1201 Biotechnology

A laboratory-based program preparing students for work in the science, technology, and business of the biotechnology industry related to plants, animals, and renewable fuels. Instruction includes an overview of the biotechnology industry, standard laboratory practices, and organisms used in research, DNA and protein manipulation, assays, genetic engineering, product development and marketing, and industrial applications.

Architecture and Construction

Careers in designing, planning, managing, building, and maintaining the build environment.

15.1301 Drafting and Design Technology/Architectural

This program prepares individuals to generally apply technical skills to create working drawings and computer simulations for a variety of applications. Instruction includes specification interpretation, dimensioning techniques, drafting calculations, material estimation, technical communications, computer applications, and interpersonal communications.

19.0605 Home Furnishings Equipment Installers and Consultants

This program prepares individuals to assist in home furnishings and decorations. Instruction includes selecting, purchasing, and designing home furnishings, decorations, and equipment, floral design, accessory construction, textiles, and upholstery.

46.0000 Construction Trades

This program generally prepares individuals to apply technical knowledge and skills in the building, inspecting, and maintaining of structures and related properties. The program may include instruction in masonry, carpentry, electrical and power transmission installation, building/construction finishing, management, inspection, and applicable codes and standards.

46.0301 Electrical and Power Transmission Installation

This program generally prepares individuals to apply technical knowledge and skills to install indoor and outdoor residential, commercial, and industrial electrical systems, and associated power transmission lines. Includes instruction in electricity, safety, safety procedures, wiring, insulation and grounding, schematic blueprint interpretation, equipment operation and maintenance and applicable codes and standards.

46.0503 Plumbing Technology

A program that prepares individuals to practice as licensed plumbers by applying technical knowledge and skills to lay out, assemble, install, and maintain piping fixtures and systems for steam, natural gas, oil, hot water, heating, cooling, drainage, lubricating, sprinkling, and industrial processing systems in home and commercial environments. Instruction includes source determination, water distribution, waste removal, pressure adjustment, basic physics, technical mathematics, blueprint reading, pipe installation, pumps, welding and soldering, plumbing inspection, and applicable codes and standards.

47.0201 Heating, Air Conditioning, Ventilation and Refrigeration

A program that prepares individuals to apply technical knowledge and skills to repair, install, service, and maintain the operating condition of heating, air conditioning, and refrigeration systems. Includes instruction in diagnostic techniques, the use of testing equipment and the principles of mechanics, electricity, and electronics as they relate to the repair of heating, air conditioning, and refrigeration systems.

Arts, A/V Technology and Communications

Designing, producing, exhibiting, performing, writing, and publishing multi, broadcast and social media content that includes visual and performing arts and design, journalism and entertainment services.

19.0906 Fashion Design

A program that prepares individuals to assist in apparel and fashion selection with traditional training in the use of digital production equipment and technology, style coordination, sales, personal shopping and consulting, fabric selection, clothing, accessories, and buying activities. Instruction may also include home furnishing, interior design and decorating. Specialized instruction in event planning.

10.0202 Radio and Television Broadcasting Technology

A program that prepares individuals to apply technical, broadcast journalism knowledge, and skills to the production of radio television broadcast media, social media, and related operations under the supervision of broadcast and studio managers, directors, editors, and producers. Includes instruction in writing and reporting, sound, lighting, camera operations and maintenance, audio recording and production, digital media, control room and studio operations, pre-and post-production. Will also include broadcast engineering, related computer applications and specialized training in communication and networking, social media content production, news, entertainment, live talk, sports, commercials and film.

10.0301 Graphics and Printing Technology and Communications

This program prepares individuals to apply technical knowledge and skills in the manufacturing and distribution or transmission of graphic communications products. Includes traditional and digital instruction in the pre-press, press and post press phases of production operations, and processes such as, offset lithography, flexography, gravure, letterpress, screen printing, photography, foil stamping, digital imaging, and other reproduction methods.

50.0101 Visual and Performing Arts

A general theater, visual and performing arts program that prepares individuals in any of the artistic media or performing disciplines. May also include, dance, choreography, stage production, talent agent, make-up artistry, directors, writers, composers and costume design.

Business Management and Administration

Careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

52.0299 Business Administration Management and Operations

This program prepares individuals to plan, manage, supervise, and market business operations, products, and services. Includes instruction in business administration, information management, human resource management, business law, ethics, business communications utilizing application software, preparing and delivering presentations, planning and organizing projects, and decision making in a business environment.

Education and Training

Planning, managing, and providing education and training services and related learning support services such as administration, teaching/training, administrative support, and professional support services.

13.0000 Education General

This program introduces students to employment possibilities in the field of education/training. The program prepares individuals to begin their formal preparation for careers in teaching/training, administration of teaching/training programs, and/or support services for education/training programs.

Energy

Prepares individuals for careers in the designing, planning, maintaining, generating, transmission, and distribution of traditional and alternative energy.

46.0303 Line Worker

A program that prepares individuals to apply technical knowledge and skills to install, operate, maintain and repair local, long-distance, and rural electric power cables and communication lines; erect and construct pole and tower lines; and install underground lines and cables. Includes instruction in cable installation and repair, fiber-optic technology, trenching, mobile equipment and crane operation, high-voltage installations, maintenance and inspection, safety, remote communications, and applicable codes and standards.

46.0502 Pipefitting/Pipefitter and Sprinkler Fitter

A program that prepares individuals to design, install, and test industrial and commercial piping systems and automatic fire and exposure protection systems. Includes instruction in water systems, steam systems, heating and cooling systems, lubricating systems, piping materials, installation tools operation and maintenance, valve installation and repair, technical mathematics, blueprint interpretation, and applicable codes and standards.

Finance

Careers in planning, services for financial and investment planning, banking, insurance, and business financial management.

52.0800 Finance and Financial Management Services

A program that prepares individuals to plan, manage, and analyze the financial and monetary aspects and performance of business enterprises, banking institutions, or other organizations. Includes instruction in principles of accounting, financial instruments, capital planning, funds acquisition, asset and debt management, budgeting, financial analysis, and investments and portfolio management.

52.1701 Insurance

A program that prepares individuals to manage risk in organizational settings and provide insurance and risk-aversion services to businesses, individuals, and other organizations. Includes instruction in casualty insurance and general liability, property insurance, employee benefits, social and health insurance, loss adjustment, underwriting, risk theory, and pension planning.

Government and Public Administration

Planning and executing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.

28.0301 Army (JROTC)

A program that introduces students to the theory and practice of military science, life in the U.S. Army, and prepares them for cadet status (Junior ROTC or JROTC) or for service as commissioned reserve or active duty officers (Senior AROTC or ROTC). Programs are offered as adjuncts to regular high school or college instructional programs.

Health Science

Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

26.0102 Biomedical Sciences, General

A general, program that focuses on the integrative scientific study of biological issues related to health and medicine, or a program in one or more of the biomedical sciences that is undifferentiated as to title. Includes instruction in any of the basic medical sciences at the research level, biological science research in biomedical faculties, and general studies encompassing a variety of the biomedical disciplines.

51.0000 Health Services/Allied Health/Health Sciences, General

A general, introductory, undifferentiated, or joint program in health services occupations that prepares individuals for either entry into specialized training programs or for a variety of concentrations in the allied health area. Includes instruction in the basic sciences, research and clinical procedures, and aspects of the subject matter related to various health occupations.

51.0707 Health Information/Medical Records Technology/Technician

A program that prepares individuals, under the supervision of health information administrators and other professionals, to construct medical records and clinical databases, perform manipulations on retrieved data, control the security and quality of records, and supervise data entry and technical maintenance personnel. Includes instruction in clinical and biomedical science data and information requirements, database management, data coding and validation, information security, quality control, health information content and structure, medical business procedures, and legal requirements.

51.1000 Clinical/Medical Laboratory Science/Research and Allied Professions

A program that prepares students to test biological specimens to gather information about patient conditions, analyze for abnormalities or other problems using special mechanical or electrical devices, understand and interpret requests for procedures, and plan for implementation of services and procedures. Instruction includes healthcare safety and maintenance practices, ethical and legal responsibilities, problem solving and critical thinking, technology applications, biology, and chemistry.

Hospitality and Tourism

Preparing individuals for employment in career pathways that relate to families and human needs such as restaurant and food/beverage services, lodging, travel and tourism, recreation, amusement, and attractions.

12.0500 Cooking and Related Culinary Arts, General

A program that focuses on the general study of the cooking and related culinary arts, and that may prepare individuals for a variety of jobs within the food service industry. Includes instruction in food preparation, cooking techniques, equipment operation and maintenance, sanitation and safety, communication skills, applicable regulations, and principles of food service management.

Human Services

This diverse career cluster prepares individuals for employment in career pathways related to families and human needs.

12.0401 Cosmetology

A program that generally prepares individuals to cut, trim, and style scalp, facial, and body hair, apply cosmetic preparations, perform manicures and pedicures, massage the head and extremities, and prepare for practice as licensed cosmetologists in specialized or full-service salons. It includes instruction in hair cutting and styling, manicures, pedicures, facial treatments, shampooing, chemical applications, esthetics, shop management, sanitation and safety, customer service, and applicable professional and labor laws and regulations.

Information Technology

Building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

11.0201 Computer Programming/Programmer

This program focuses on the general writing and implementation of generic and customized programs to drive operating systems and that generally prepares individuals to apply the methods and procedures of software design and programming to software installation and maintenance. Includes instruction in software design, low- and high-level languages and program writing; program customization and linking; prototype testing; troubleshooting; and related aspects of operating systems and networks.

11.0801 Digital/Multimedia and Information Resources Design

This program prepares individuals to apply HTML, XML, JavaScript, graphics applications, and other authoring tools to the design, editing, and publishing (launching) of documents, images, graphics, sound, and multimedia products on the World Wide Web. Includes instruction in Internet theory, web page standards and policies, elements of web page design, user interfaces, vector tools, special effects, interactive and multimedia components, search engines, navigation, morphing, e-commerce tools, and emerging web technologies.

11.0901 Computer Systems Networking and Telecommunications

This program focuses on the design, implementation, and management of linked systems of computers, peripherals, and associated software to maximize efficiency and productivity, and that prepares individuals to function as network specialists and managers at various levels. Includes instruction in operating systems and applications; systems design and analysis; networking theory and solutions; types of networks; network management and control; network and flow optimization; security; configuring; and troubleshooting.

11.1001 Systems Administration/Administrator

This program will prepare individuals to manage the computer operations and control the system configurations emanating from a specific site or network hub. Includes instruction in computer hardware and software and applications; local area (LAN) and wide area (WAN) networking; principles of information systems security; disk space and traffic load monitoring; data backup; resource allocation; and setup and takedown procedures.

11.1003 - Computer and Information Systems Security/Information Assurance

A program that prepares individuals to assess the security needs of computer and network systems, recommend safeguard solutions, and manage the implementation and maintenance of security devices, systems, and procedures. Includes instruction in computer architecture, programming, and systems analysis; networking; telecommunications; cryptography; security system design; applicable law and regulations; risk assessment and policy analysis; contingency planning; user access issues; investigation techniques; and troubleshooting.

Law, Public Safety, Corrections and Security

Planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services.

43.0100 Public Safety/Protective Services

A program that prepares individuals to apply theories and practices of organization management and criminal justice to the administration of public law enforcement agencies and operations. Includes instruction in law enforcement history and theory, operational command leadership, administration of public police organizations, labor relations, incident response strategies, legal and regulatory responsibilities, budgeting, public relations, and organizational leadership.

Manufacturing

Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

47.0101 Electrical/Electronics Equipment Installation and Repair, General

A program that generally prepares individuals to apply technical knowledge and skills to operate, maintain, and repair electrical and electronic equipment. Instruction includes electrical circuitry, simple gearing, linkages and lubrication of machines and appliances, and the use of testing equipment.

48.0501 Machine Tool Technology/Machinist

A program that prepares individuals to apply technical knowledge and skills to plan, manufacture, assemble, test, and repair parts, mechanisms, machines, and structures in which materials are cast, formed, shaped, molded, heat treated, cut, twisted, pressed, fused, stamped, or worked.

48.0508 Welding, Brazing, and Soldering

This program prepares individuals to apply technical knowledge and skills to join or cut metal surfaces. Includes instruction in arc welding, resistance welding, brazing and soldering, cutting, high-energy beam welding and cutting, solid state welding, ferrous and non-ferrous materials, oxidation-reduction reactions, welding metallurgy, welding processes and heat treating, structural design, safety, and applicable codes and standards.

48.0701 Woodworking, General

A program that generally prepares individuals to apply technical knowledge and skills to lay out and shape stock, assemble wooden articles or subassemblies, mark, bind, saw, carve, and sand wooden products, repair wooden articles, and use a variety of hand and power tools.

Marketing

Planning, managing, and performing marketing activities to reach organizational objectives such as brand management, professional sales, merchandising, marketing communication, and market research.

52.1999 Specialized Merchandising, Sales, and Marketing Operations, Other

This program focuses on planning, managing, and performing wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion. Various specialty areas are included. Skills acquired in this program include customer service, management, problem solving, process/system thinking, project management, communication, decision making, and entrepreneurship.

Science, Technology, Engineering and Mathematics

Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services and research and development services.

14.4201 Mechatronics

A program that prepares individuals to apply mathematical and scientific principles to the design, development, and operational evaluation of computer controlled electromechanical systems and products with embedded electronics, sensors, and actuators, and which includes, but is not limited to, automated robots and automation systems. Instruction includes mechanical engineering, electronic and electrical engineering, computer and software engineering, and control engineering.

15.0000 Engineering Technology

A program that generally prepares individuals to apply basic engineering principles and technical skills in support of engineers engaged in a wide variety of projects. Instruction includes various engineering support functions for research, production, and operations and applications to specific engineering specialties.

15.1306 Mechanical Drafting

A program that prepares individuals to apply technical knowledge and skills to develop working drawings and electronic simulations in support of mechanical and industrial engineers and related professionals. Instruction includes manufacturing materials and processes, mechanical drafting, electrode-mechanical drafting, basic metallurgy, geometric dimensioning and tolerancing, blueprint reading, and technical communication.

Transportation, Distribution and Logistics

Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

49.0101 Aeronautics/Aviation/Aerospace Science and Technology

A program that focuses on the general study of aviation and the aviation industry, including in-flight and ground support operations. Includes instruction in the technical, business, and general aspects of air transportation systems.

47.0399 Heavy/Industrial Equipment Maintenance Technologies

This program prepares individuals to apply technical knowledge and skills in the field of maintenance and repair of heavy equipment and in the general maintenance and overhaul of such equipment. It includes instruction in inspection, maintenance, and repair of tracks, wheels, brakes, operating controls, pneumatic and hydraulic systems, electrical circuitry, and engines and techniques of welding and brazing.

47.0603 Collision Repair Technician (ASE Certified)

A program that prepares individuals to apply technical knowledge and skills to repair, reconstruct, and finish automobile bodies, fenders, and external features. Instruction includes structure analysis, damage repair, non-structural analysis, mechanical and electrical components, plastics and adhesives, painting and refinishing techniques, and damage analysis and estimating.

47.0604 Automobile Technician (ASE Certified)

This program prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles. Instruction includes brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drive trains, and heating and air conditioning systems.

47.0606 Small Engine and Related Equipment Repair

A program that prepares individuals to apply technical knowledge and skills to repair, service, and maintain small internal combustion engines used on portable power equipment such as lawnmowers, chain saws, rotary tillers, and snowmobiles.

47.0607 Airframe Technology

This program prepares individuals to apply technical knowledge and skills to repair, service, and maintain all aircraft components other than engines, propellers, avionics, and instruments. Instruction includes layout and fabrication of sheet metal, fabric, wood, and other materials into structural members, parts, and fittings, and replacement of damaged or worn parts such as control cables and hydraulic units.

47.0608 Power Plant Technology (Aircraft)

A program that prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of aircraft power plant and related systems. Includes instruction in engine inspection and maintenance, lubrication and cooling, electrical and ignition systems, carburetion, fuels and fuel systems, propeller and fan assemblies.

47.0609 Avionics Maintenance Technology

This program prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of aircraft operating, control, and electronic systems. Instruction includes flight instrumentation, aircraft communications and homing systems, radar and other sensory systems, navigation aids, and specialized systems for various types of civilian and military aircraft.

47.0613 Medium/Heavy Truck Technician

This program prepares individuals to apply technical knowledge and skills to the specialized maintenance and repair of trucks, buses, and other commercial and industrial vehicles. Instruction includes diesel engine mechanics, suspension and steering, brake systems, electrical and electronic systems, preventive maintenance inspections, drive trains, gasoline engine mechanics, HVAC systems, and auxiliary equipment installation and repair.

Family and Consumer Sciences

19.0000 Family and Consumer Sciences

This program allows students the opportunity to develop knowledge and skills to become contributing members of society and function in multiple roles in day-to-day living and employment throughout their life. FCS education provides a foundation for achievement of life goals and assumption of future role responsibilities. If FCS programs are prioritized at the local level, they could generate funds and may qualify for State School Aid Section 61a funding for Parenthood Education, if all requirements are met.

Additional information about FCS programs may be found on the [OCTE website](http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968---,00.html) at: http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968---,00.html.

SECTION 5

Instructional Program Resources

Planning and Development of New Secondary CTE Programs

The CEPD Administrator is key in providing coordination and technical assistance for the new CTE program planning process. The new CTE program process requires the approval of the CEPD Administrator on the new CTE program application.

Planning and development of new CTE programs is a full year process, beginning in late summer with the required completion of a Local Needs Assessment by the applicant. When developing a new CTE program, several local 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 proposed CTE programs 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 SA CTE programs generate State School Aid Act 61a(1) (Added Cost) funds and are eligible to participate in regional Perkins activities.

To operate a SA CTE program, applicants must follow the new program process as outlined in annual communications from OCTE to CTE administrators through information posted to the OCTE website. Applicants will work with their CEPD Administrator to apply. Applicants will submit pertinent information following the CIP Self-Review format via the [CTEIS website](https://www.cteis.com) at <https://www.cteis.com>. CEPD Administrators are advised when the application is available. Resources and materials are available on the CTEIS website to assist with this process. OCTE program consultants are available to provide additional technical assistance.

Needs Assessment to Support Establishment of a New CTE Program

New CTE program applicants must take into consideration the investment of time and money for the development of a new program. The first step in the process is to collect pertinent data from the region, state, and nation and subject it to critical review. Results must solidly support the decision to begin a new program. Resources continue to be level or declining across the state and nation. Local districts must collaborate to eliminate duplication, support successful regional programs, and meet local workforce needs. Additionally, Perkins and State policy mandates support of high-skill, high-wage, and high-demand CTE programs.

Below is information that applicants will want to gather as they review 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?
 - i. DTMB, Labor Market Information website: <http://www.milmi.org/>
 - ii. Occupational Supply Demand System: <http://urlm.co/www.occsupplydemand.org>
 - b. What data and documentation exists that supports current job openings for this CTE program at the Regional or CEPD level?
2. To submit an application, applicants will need to develop an active Program Advisory Committee that will contribute to the development of the new CTE program and the new program application. Upon submission of the new CTE 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 CTE program.

Consider the following when involving 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 participating on a program advisory committee?
- Support training, scholarships, and student leadership opportunities?
- Support WBL opportunities for program concentrators/completers?
- Offer instructor opportunities for training/learning specific to the occupational program (i.e., externships)?

Please refer to the [Program Advisory Committee Tool Kit](https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html) (https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html) for more information and resources to assist you with this process.

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, early middle college, and programs of study?
4. Are there other related continuing education options such as training programs, apprenticeships, industry recognized certifications or licenses available in the CEPD related to this CTE program?

CTE Program Criteria

CIP Self-Review and Related TRAC Process

Be aware that there are different requirements for each individual CTE program that are described within each CTE program career cluster area. For example, all Automotive Technician SA CTE programs must be NATEF certified. While each CTE program has its own unique requirements, a CIP Self-Review document with specific criteria must be completed for each SA CTE program on [MCCTE Navigator](http://ctenavigator.org): <http://ctenavigator.org>.

This CIP Self-Review must be conducted for all programs with **any** student enrollment within a continuous three-year period over a five-year cycle. A CIP Self-Review **Summary** Report must be submitted to OCTE by June 30th of each year for each of the 53 CEPDs in the state. The annual summary report relays key information for the selected 20% of SA CTE programs that have completed the CIP Self-Review.

The OCTE has implemented a TRAC process for SA CTE programs, financial reports, enrollment reports, and grant initiatives. The TRAC process includes a review of the CEPD's CIP Self-Review summary to assist in determining if a TRAC visit to the CTE program is warranted. The TRAC process also reviews how program improvement plans are being utilized at the local level to assure program quality.

CIP Self-Review

Below is a description of each area of the CIP Self-Review Criteria. Please note that Family and Consumer Science (nonwage-earning) programs have specific notations beneath each criterion:

C01 – Program Staff/Teacher Certification

To maintain CTE state-approved program status and remain eligible for State School Aid Act, Section 61a(1) funding, the program's teacher(s) must possess one of the following current and valid credentials:

- State Standard Teaching Certificate with a Vocational Endorsement(s)
- State Professional Teaching Certificate with a Vocational Endorsement
- Standard CTE Certificate (formerly known as Interim Occupational Certificate)
- Professional CTE Certificate
- Full vocational authorization document

If the teacher holds none of these credentials, an evaluation of the teacher's credentials and work experience can be requested and if deemed appropriate, a one-year annual career authorization may be issued **to the school district**.

All Annual Career Authorizations including state-approved LTCS programs are processed via web-based submission to the MDE - OEE at: www.michigan.gov/moecs.

The processing of the application can only be done by authorized school personnel who have a MEIS account and must not be applied for by the instructor at the training site. To establish a [MEIS](http://www.mi.gov/meis) account, go to: www.mi.gov/meis. The status of individual applications can be checked on the MDE Educator Services website within the teacher personnel webpage ([MOECS Login](http://www.michigan.gov/moecs)) at www.michigan.gov/moecs.

After the annual authorization is approved, an e-mail will be sent with a pay fee link for \$40 to the address in the applicant's profile. Please note that if these fees are not paid to the MDE - OEE for approved programs, there can be a financial penalty imposed by MDE - OEE and/or by Pupil Accounting.

Any questions regarding this process should be directed to the MDE - OEE at 517-241-5000 or by email to moecssupport@michigan.gov.

Community college faculty who teach in SA CTE programs are not required to have a teaching certificate for contracted secondary programs and, for these individuals only, the process of annual authorization will be limited to the annual collection of updated information on program personnel covered by the contract. This means that community college faculty who teach CTE programs do not have to go through the annual career authorization process if they are employees of the college with which the secondary program is contracted, and the program delivery takes place on the postsecondary campus.

Fiscal agencies which contract or whose districts contract with community colleges for program delivery at the secondary building must retain records to assure instructors are employees of the community college. The assurance can be in the form of a letter or email from the community college stating their employment status. It is the responsibility of the secondary agency to apply for an annual career authorization for the college instructor teaching at the secondary facilities.

C02 – Professional Development

Each teacher must demonstrate professional development in the related occupational area within the last five years.

C06 – Program Advisory Committee

Industry Experts Providing Input to the Program

The program advisory committee is vital to becoming a state-approved program. Program advisory committees must meet a minimum of twice each school year; however, more frequent meetings may be needed. Each CTE program must have a local program advisory committee.

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 for requirements of a state-approved program. Discussions should include conversations on the development of the Gap Analysis, leadership opportunities, recruitment strategies, and safety requirements of industry. Additionally, the Program Advisory Committee should discuss how the program might be delivered and the appearance of the laboratory or classroom. Minutes shall reflect evidence of this discussion.

The Program Advisory Committee membership must include: Majority from appropriate business and industry, a committee chairperson from business and industry, a parent representative, and a postsecondary representative. It is highly recommended that you include a student representative and school counselors.

The OCTE has developed a Program Advisory Committee Tool Kit. This tool kit includes sections on selecting required committee members, the role of the advisory committee and members, an example roster, sample letters, a template for the minutes, and a list of agenda items to cover. The tool kit is available on the OCTE website within the [Instructional Programs webpage](#) in the Resources sub-section: http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968---,00.html

C10 – Implementation of Program Standards/Course Content

Family and Consumer Science programs have specific requirements that are separately outlined on the CIP Self-Review document.

All SA CTE wage-earning programs are required to be aligned with the CIP-specific national and state program standards. This is done by conducting a review of the Gap Analysis to assure that all standards have been incorporated into the CTE program's curriculum available on [MCCTE Navigator](#): <http://ctenavigator.org>.

Michigan has conducted statewide segmenting by grouping state level standards for each state-approved wage-earning CTE program. Segmenting is Michigan's way of identifying career and technical standards that have been taught to secondary students and will assist in identifying student progress to meet the data requirements for Perkins.

Active PSNs, must submit a completed Gap Analysis, Instructional Design Form, Syllabi, Leadership Activities, Safety and Work-based learning documentation in the CIP Self-Review in MCCTE Navigator.

Gap Analysis for the Program CIP Code: The correct GAP Analysis can be found on the [Navigator website](http://ctenavigator.org/) (http://ctenavigator.org/) under the references tab. The GAP Analysis should be completed by the instructor. Each performance element must be rated to indicate the level of understanding for students who complete the program. The rating scale 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, and
- 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.

Instructional Design: In the Instructional Design, you are required to document where SA 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.

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.

Work-Based Learning: CTE programs require 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. Contact the OCTE career cluster Program Consultants for assistance with questions specific to the program areas.

WBL 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.

[Work-Based Learning Manual \(Managing Your Risk\):](https://www.michigan.gov/mde/0,4615,7-140-2629_53968-472911--,00.html)

https://www.michigan.gov/mde/0,4615,7-140-2629_53968-472911--,00.html

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 FIRST Robotics 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.

Safety: Safety for students 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 in during the school day and on work-based learning sites. Information on WBL and on labor laws may be found on the OCTE website [WBL Manual webpage](https://www.michigan.gov/mde/0,4615,7-140-2629_53968-472911--,00.html) at: https://www.michigan.gov/mde/0,4615,7-140-2629_53968-472911--,00.html

Facilities: Each year when a program is in operation the program advisory committee members should be touring facilities and looking at equipment that is being used in the program. The committee then can make recommendations for equipment purchases and for design and layout of the facility. The committee brings a vast array of experiences which will be invaluable in this task.

C13 – Strategies to Eliminate Barriers to Program Access

It is required that all facilities used for any SA CTE program meet Americans with Disabilities Act standards and accessibility requirements. Compliance with all requirements of Civil Rights legislation is required by all SA 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.

MDE - OCTE is the state agency responsible for administering a compliance program to prevent, identify, and remedy discrimination based on race, color, national origin, gender, disability, or age by LEAs, CTE centers, or postsecondary institutions that receive federal financial assistance through a State of Michigan agency.

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

C16 – Secondary/Postsecondary Connections (Not applicable to FCS)

All SA CTE programs are required to have a POS that demonstrates the linkage between secondary and postsecondary wage-earning programs. The POS can be achieved through several options including:

1. **Articulated Programs:** SA CTE programs that provide students with a way to start a specific career field and potentially earn college credit or course waivers while in high school. These programs align with specific programs of study at the postsecondary level. A fully executed articulation agreement between the secondary and postsecondary institutions responsible for the programs of study must be in place.
2. **Direct Credit:** Courses that provide students with the opportunity to take college level courses at high school and are generally taught by college faculty or high school teachers who are adjunct college faculty.
3. **Dual Enrollment:** High school students may participate in dual enrollment by attending at least one high school course and simultaneously attending a degree-granting postsecondary institution.

Work-Based Learning Process and Resources

A WBL experience related to a SA CTE program is a required learning experience that is coordinated by a district through a training agreement, training plan, and with an employer providing an educational experience relating to school instruction that may be offered as part of the pupil's schedule. There are four major types of WBL for students enrolled in a SA CTE program in grades 11 and 12. Each type of WBL can impact State School Aid Act. The specific requirements for these programs are contained in the Pupil Accounting Manual and the Pupil Accounting Rules. The four types include:

1. Paid Work-Based Learning
2. Un-Paid Work-Based Learning
3. In-District Work-Based Learning
4. Un-Paid Less-Than-Class-Size

WBL experience related to SA CTE programs provide students with a combination of school-based preparation and supervised work experiences designed to enable students to acquire skills and knowledge for career and other life roles in real work settings. The goals of these CTE WBL experiences are to teach employability and technical skills, develop a sense of personal responsibility, explore career options, gain job specific skills, foster work-oriented relationships with adults, and understand the relevance of and the application to academic learning.

The purpose of WBL is to use real work as the primary source of learning. The educational experience is coordinated through the school district, with the

assistance of an employer, under the supervision of an occupationally certificated teacher or coordinator employed by the school. The experience must correlate CTE program curriculum and skill training with carefully supervised on-the-job training and performance.

All wage-earning SA CTE programs must provide at least one related WBL experience for **each student** in the program. These opportunities can be through field trips, job shadowing, internships, apprenticeships, project-based learning, small business operation, or a community enterprise. When these opportunities result in a student being released from school for a portion of their school day (no more than half of their day), requirements contained in the Pupil Accounting Manual and the Youth Employment Standards Act 90 must be followed for the district to claim full membership for that student.

The following general requirements apply for the four CTE WBL types listed above:

1. For all SA CTE programs, the training plan **MUST BE** developed from the related CTE program Standard performance elements as posted on [MCCTE Navigator](http://ctenavigator.org) (<http://ctenavigator.org>). To view the Standards, select the "Program Tab", the related Federal Cluster, and then the specific CTE program. The training plan and training agreement must be signed by the student, legal guardian, employer, and school district. Copies must be provided to the employer at their site.
2. The employer or occupationally certificated CTE teacher or coordinator shall maintain and verify records of the pupil's attendance throughout the duration of the training agreement. They should also verify that the pupil's placement and career goals relate to the pupil's EDP.
3. An occupationally certificated CTE teacher or coordinator shall develop a regular visitation plan, after first visiting the employer to establish the training site, that includes at least one site visit every nine-week period.
4. Federal and state regulations regarding the employment of minors shall be followed. Information is available on the [Youth Employment webpage](https://www.michigan.gov/leo/0,5863,7-336-94266_59590---,00.html) of the LEO website at: https://www.michigan.gov/leo/0,5863,7-336-94266_59590---,00.html.

Paid or Unpaid Work-Based Learning Experience SA CTE Programs

The specific requirements are contained in Section 5-P of the [Pupil Accounting Manual](http://www.michigan.gov/mde/0,1607,7-140-6530_6605---,00.html): http://www.michigan.gov/mde/0,1607,7-140-6530_6605---,00.html. [Rules](http://dmbinternet.state.mi.us/DMB/ORRDocs/AdminCode/552_10524_AdminCode.pdf) specific to WBL can be found at http://dmbinternet.state.mi.us/DMB/ORRDocs/AdminCode/552_10524_AdminCode.pdf under 340.16.

WBL should not be reported unless it is either providing instruction addressing the state-approved standards or providing instruction that is advanced beyond the state standards as designated by Segment Q.

Special Education Services WBL Opportunities

Students receiving special education services may participate, as appropriate, in any work-based education program designed for general education students. In doing so, the students receiving special education services must meet all of the requirements of the general education work-based program to be counted in membership. For students receiving special education services who require an additional programming option, there are two specific types of special education transition services related to WBL. These can be found in the Sections 5-L and 5-P of the [Pupil Accounting Manual](http://www.michigan.gov/mde/0,1607,7-140-6530_6605---,00.html): http://www.michigan.gov/mde/0,1607,7-140-6530_6605---,00.html.

For more information on Special Education Transition Services, refer to Section 7 of the [WBL Manual](https://www.michigan.gov/mde/0,4615,7-140-2629_53968-472911--,00.html): https://www.michigan.gov/mde/0,4615,7-140-2629_53968-472911--,00.html.

Less-Than-Class-Size

LTCS is an unpaid training program.

The specific requirements are contained in Section 5-P of the [Pupil Accounting Manual](http://www.michigan.gov/mde/0,1607,7-140-6530_6605---,00.html): http://www.michigan.gov/mde/0,1607,7-140-6530_6605---,00.html.

LTCS Annual Application Process and Timelines

Administrators must review and approve all LTCS applications prior to submission to the OCTE for final review and approval. The Administrator is responsible for maintaining a copy of all documentation related to the approval of these programs including the application forms, OCTE approval notifications, contractual/training agreements, training plans, and evidence that LTCS annual authorization to teach occupational certification was sought via web submission to the MDE. All applications for LTCS CTE programs must be received at the OCTE by the Friday after the Fall student count date listed on the CTEIS 4483D (Spring) reports. The application and related materials can be found on the [OCTE LTCS webpage](http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968-336993--,00.html) at: http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968-336993--,00.html.

LTCS coordinators must provide all necessary information to the CTEIS data entry person at the local/ISD level. Each year, the OCTE will assign or reactivate PSNs for all approved LTCS applications. Administrators are provided their PSNs on an annual basis so that enrollment can be entered on the 4483D report for the entire year.

LTCS Occupationally Annually Authorized Personnel

According to the OAG, requests for Annual Career Authorizations for LTCS contract instructors need to be formally approved by the MDE - OEE. Applications for Annual Career Authorization for instructors to teach LTCS CTE are processed by the [MDE - OEE](http://www.michigan.gov/moecs) via web based submission at: <http://www.michigan.gov/moecs>. A worksheet or resume must be kept on file to document adequate work experience. A [sample worksheet](#) form can be found on the OCTE LTCS webpage at:

http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968-336993--,00.html. The processing of the application can only be done by authorized personnel who have a MEIS account. The status of individual applications can be checked at the [Michigan Online Educator Certification System](#) at: http://www.michigan.gov/mde/0,4615,7-140-5683_57223---,00.html.

The OAG has further indicated that because most contracts are established between schools and businesses, the “instructors” are not employees of school districts. The OAG also advised that because most contracts are established between schools and businesses, the advertisement requirement for annual career authorizations do not apply to LTCS requests for annual career authorization. After the annual career authorization is approved, a fee remittance statement (invoice) for \$40 will be processed for payment. Please note that if these fees are not paid to the MDE - OEE for approved programs, there can be a financial penalty imposed by MDE - OEE and/or by Pupil Accounting. Any questions regarding this process should be directed to the MDE – OEE , PO Box 30008, Lansing, Michigan 48909.

LTCS Funding

For LTCS programs, State School Aid Act, Section 61a(1) (added cost) reimbursement is currently at a maximum of \$125 per student hour. The calculation formula for student hours is as follows: Minutes per week divided by (÷) 300; times (x) number of weeks divided by (÷) 36; times (x) enrollment; equals (=) student hours.

Additional WBL Resources

Additional WBL resources are available in Section 9 of the [WBL Manual](#): https://www.michigan.gov/mde/0,4615,7-140-2629_53968-472911--,00.html.

Training Agreement

Training Agreement – Training Plan

Requirements for training agreements are contained in Section 5-P of the [Pupil Accounting Manual](#): http://www.michigan.gov/mde/0,1607,7-140-6530_6605---,00.html.

Note: For all SA CTE programs, the training plan **must be** developed from the related CTE program standard performance elements as posted on [MCCTE Navigator](#) (<http://ctenavigator.org>). To view the Standards, select the “Program Tab”, the related Federal Cluster, and then the specific CTE program. The Training Agreement and Training Plan must be signed by the student, legal guardian, employer, and school district. Copies must be provided to the employer at their site.

Samples of the training agreement and training plan can be found on the OCTE website in Section 8 of the online [WBL Manual](#): https://www.michigan.gov/mde/0,4615,7-140-2629_53968-472911--,00.html.

Unpaid Trainee

Requirements for unpaid trainees are contained in Section 5-P of the [Pupil Accounting Manual](http://www.michigan.gov/mde/0,1607,7-140-6530_6605---,00.html): http://www.michigan.gov/mde/0,1607,7-140-6530_6605---,00.html.

Verification of Worker's Disability Compensation and General Liability Insurance

Requirements for verification of worker's disability compensation and general liability insurances are contained in Section 5-P of the [Pupil Accounting Manual](http://www.michigan.gov/mde/0,1607,7-140-6530_6605---,00.html): http://www.michigan.gov/mde/0,1607,7-140-6530_6605---,00.html.

To verify workers' compensation coverage, visit the [WCA Coverage Lookup](http://www.dleg.state.mi.us/bwuc/wkrcomp/asp/sr_bwdc.asp): http://www.dleg.state.mi.us/bwuc/wkrcomp/asp/sr_bwdc.asp. The employer must be contacted to secure the general liability policy carrier name and expiration date. Verification may be done by telephone or e-mail and the policy number is not necessary.

Occupationally Certificated Teacher/Coordinator

SA CTE program placements must be monitored by an occupationally certified teacher or occupationally certified coordinator employed by the district or ISD. It is the school district's responsibility to provide occupationally certified staff for supervision of the student-learner at the worksite.

Role of Occupationally Certificated Teacher/Coordinator

The occupationally certificated teacher/coordinator should be familiar with the rules and regulations related to CTE WBL experiences. It is also important that the teacher-coordinator have a thorough understanding of applicable child labor laws and risk management practices including prohibited hazardous occupations, safety, workers' compensation, nondiscrimination, equal opportunity, and sexual harassment. Statewide WBL workshops are offered annually by the Michigan Career Placement Association. Information on upcoming workshops can be found on the [MCPA website](http://www.micareerplacement.org/): [http://www.micareerplacement.org/..](http://www.micareerplacement.org/)

The occupationally certified staff member responsible for coordination of WBL programs must accommodate 15 minutes per week per student-learner to ensure proper coordination. Proper coordination means more than just visiting the student's employer. Coordination time should be used for these purposes:

- Locate prospective training stations
- Do an evaluation of the potential worksite
- Provide detailed program information for the purpose of orientation to employers
- Observe safety conditions on the job

- Confirm worker's compensation insurance coverage and general liability insurance coverage of the worksite
- Prepare training agreements
- Develop training plans
- Confer with employer for instructional needs of student learner
- Confer with student learner at worksites
- Maintain teacher/coordinator records
- Handle student learner work/school issues
- Maintain student learner wage and hour records
- Develop and implement a visitation plan

Visitation Plan

A regular visitation plan, calling for at least one visitation every nine weeks to the site by the occupationally certified teacher/coordinator, after first visiting the employer to establish the training station, **must** be developed with each employer. Visits must be performed by the occupationally certified coordinator signing the training agreement or the occupationally certified instructor from the related class. These visitations are to check the pupil's attendance, evaluate the pupil's progress, and to evaluate the site in terms of health, safety, and welfare of the pupil.

One essential coordination visit would be for evaluation, which would include a review of the attendance, training plan, identification and rating of competencies achieved, and an evaluation of work traits and employability skills attained. The related occupationally-certified course instructor, if different from the occupationally-certified coordinator, is encouraged to participate in the worksite visits. The student should be present when the workstation is visited. To meet state guidelines for instructional time, no portion of any coordination task or supervision of students on the job may be assigned to non-certified staff.

Visitations by the occupationally certificated teacher/coordinator are to monitor the progress of the pupil's skill attainment, determine if the pupil is eligible to receive school credit, verify the pupil's attendance, and evaluate the site in terms of health, safety, and welfare of the pupil. When training sites are licensed, the coordinator must check and note the expiration date of the license. If the license expires during the training period, there should be a check to find if the license has been renewed and is current. More visits may be required depending upon the student learner's progress and needs, the supervisor's experience in working with student learners, and other factors.

Retention of Records

The occupationally certified teacher/coordinator and the employer must maintain a file on each student-learner. The file includes a training agreement, training plan, student-learner enrollment form, student-learner weekly wage and hour reports (hours worked per week need to be verified by the employer/supervisor or teacher/coordinator), documented safety training received, evaluations, anecdotal log of worksite visits by the teacher-coordinator, and any other required documentation by the local district. The current Records Retention and Disposal Schedule for Michigan Public Schools suggests that student records related to employment of minors (including work permits and work/school training agreements and contracts) be kept until graduation (or expected graduation) of the student plus seven years. A copy of the current schedule is available on the [Publications and Reports webpage](http://www.michigan.gov/mde/0,4615,7-140-5235_6539---,00.html) of the MDE website at: http://www.michigan.gov/mde/0,4615,7-140-5235_6539---,00.html.

Local Policies

SA CTE programs and related WBL experiences need to follow state guidelines, but locally developed policies are also necessary. Policies and scope of responsibilities respectively for students, parents, schools and employers need to be developed and shared with participants. District policies may include:

- Program requirements and enrollment procedures
- School coordinator responsibilities
- Student participant responsibilities
- Parent/Guardian responsibilities
- Employer and worksite organization responsibilities
- High school credit provisions, including audit provisions, grade computation, required related instruction, attendance policies, including absence from school and/or job loss, dismissal, or layoff
- Insurance requirements
- Selection of training stations
- Supervision at the worksites
- Driving policies and other transportation issues
- Safety instruction for participants
- How to deal with sexual harassment, hazardous activities or observation of illegal activities
- Americans with Disabilities Act requirements and reasonable accommodations

- Privacy act and parental permission procedures
- Records and retention procedures
- Forms used by the district(s)
- School board policies related to WBL
- Provisions for regular review of policies

Samples of local board policies and procedures are available in the School Placement Coordinator Handbook. Located on the OCTE website in Section 10 of the [WBL Manual webpage](https://www.michigan.gov/mde/0,4615,7-140-2629_53968-472911--,00.html) at: https://www.michigan.gov/mde/0,4615,7-140-2629_53968-472911--,00.html.

Youth Employment in Hazardous Occupations

Student-learners under 18 may not be employed in hazardous occupations as listed in Michigan's Youth Employment Standards, 1988, and the Federal Child Labor Bulletin 101. However, under certain conditions, 16- and 17-year old apprentices and student-learners in SA CTE programs ONLY may be exempt from some hazardous occupations as allowed under the U.S. Department of Labor guidelines. To view [Child Labor Bulletin 101](http://www.dol.gov/whd/regs/compliance/childlabor101.htm), visit the USDOL website at: <http://www.dol.gov/whd/regs/compliance/childlabor101.htm>.

Exemptions are allowed only if the student-learner is enrolled in a SA CTE program and the student-learner is employed under a written training agreement that stipulates:

1. Hazardous work shall be incidental to the training.
2. Any hazardous work shall be intermittent and for short periods of time and such work shall be under the direct and close supervision of a qualified and experienced person.
3. Safety instruction shall be given by the school and correlated by the employer with on-the-job training.
4. A schedule of organized and progressive work processes to be performed on-the-job shall have been prepared.
5. Previous training has been given by the school and mastery documented for all hazardous occupation job duties listed on the training agreement.

Certification, Authorization, and Licensure Requirements

Teacher Certification

Michigan law requires that individuals teaching secondary CTE programs be certified, authorized, and if required, hold a valid state or federal license for the occupational areas in which they will teach. All entry credentials for teaching secondary CTE programs require that the individual seeking the credential have two years (4,000 hours) of recent and relevant work experience in the occupational area. There are three entry-level credentials for CTE teachers.

State Secondary Provisional Certification with Vocational Endorsement

A person holding this certification will have completed a program in occupational teacher education at an institution approved by the State Board of Education for the preparation of CTE (occupational) teachers in the occupational area of the endorsement. The provisional certificate the individual received will show an endorsement in one or more of the following areas, indicating a major or minor in the occupational area(s) of the endorsement:

- Career and Technical Education
VH Vocational Family and Consumer Sciences
- Vocational Natural Resources and Agriscience Pathway
VA Vocational Agriscience and Natural Resources
- Vocational Business, Management, Marketing, and Technology Pathway
VB Vocational Business Services
VM Vocational Marketing Education
VZ Vocational Hospitality
- Vocational Health Sciences Pathway
VS Vocational Health Sciences
- Vocational Engineering, Manufacturing, Industrial and Technology Pathway/Vocational Arts and Communication Pathway
VT Vocational Technical
- Vocational Human Services Pathway
VC Vocational Child Care
VE Vocational Cosmetology
VF Vocational Law Enforcement/Fire Science
VG Vocational Teacher Cadet

The person holding an occupationally endorsed secondary provisional certificate who meets all other requirements of a CTE teaching position, can teach in the occupational area of the endorsement.

Standard Career Certificate (SCC)

(Replaced the Interim Occupational Certificate)

Allows the holder to teach in state reimbursed and approved, occupational education classroom in the occupational area(s) in which he or she is endorsed.

SCC Requirements

- Bachelor's Degree
- Completion of an approved program in occupational teacher education (may also include a major or minor) in an occupational area
- Two years (4,000) hours of recent and relevant work experience in an occupational area. Refer to the MDE - [Educator Services website](http://www.michigan.gov/mde/0,1607,7-140-6530_5683_6368-122634--,00.html) at: http://www.michigan.gov/mde/0,1607,7-140-6530_5683_6368-122634--,00.html
- Passage of MTTC Basic Skills test and subject area exams if applicable
- Required preparation in the field of specialization in which occupational certification is requested

Annual Career Authorization

- Issued to district when appropriately certificated occupational education teacher is not available.
- Valid for one year; may be renewed without posting the position for up to eight years; teacher must be annually completing coursework towards certification.
- If the district/school cannot find a person with an SCC to teach in the specific occupational area, the district may apply for an ACA for an individual who may or may not hold a bachelor's degree, but must have at least two years of recent work experience in this occupational area in which he or she will be assigned to teach.

It is the responsibility of the school district and the employing agency to monitor the validity of teachers' credentials to assure individual teachers do not teach with expired credentials. Failure to fulfill this requirement can result in fines and loss of state aid. The Secondary Provisional Certificate with Vocational Endorsement and the SCC are valid for a period of six years.

Prior to the expiration of these credentials, individuals holding the credentials should fulfill the requirements for the next certification/authorization level. At the next credentialing level, an individual would acquire a State Secondary Professional Education Certification with a vocational endorsement or an SCC. Completion of a combination of successful teaching experience and additional semester hours of credit from an approved CTE teacher training institution is required to acquire these credentials.

Licensure and Teacher Certification

Under teacher certification rules, individuals who have instructional responsibility in fields for which a state or federal license is required shall hold the appropriate license before requesting occupational endorsement or authorization. In CTE, allied health, cosmetology, and several engineering, manufacturing and industrial technology programs require instructors to be licensed. Teachers in programs that require a license should be monitored to be sure the license is kept current and is appropriate for the course or program being taught.

Postsecondary Teachers of Secondary Students

College faculty who teach in state-approved secondary occupational/technical education programs are not required to have a teaching certificate and do not have to go through the annual authorization process if they are employees of the college with which a secondary program is contracted. Districts that contract with a college to provide CTE programs must send a letter stating the names and social security numbers of these personnel and an assurance that they are employees of a college to the MDE - OCTE, P.O. Box 30712, Lansing, Michigan 48909.

More detailed information about teacher credentialing options is available in publications available from the [MDE - OEE](#) at:
http://www.michigan.gov/mde/1,1607,7-140-5234_14795---,00.html.

Program Advisory Committees

Program advisory committees effectively support successful CTE programs. The primary purpose of these program advisory committees is to serve as a resource and a connection to the workplace for CTE teachers, administrators and students. Program advisory committees at the individual CTE program level can make important contributions by keeping faculty apprised of business and industry needs, providing professional development opportunities, and assisting the school in planning and implementing relevant CTE programs and related WBL experiences for students.

Program advisory committees are a required component of SA CTE programs. The expertise of individuals from business and industry plays an integral role in providing high-quality CTE programs, in addition to fostering the development of a trained and educated workforce.

More information on program advisory committee requirements can be found on the [OCTE website](#) at: http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968---,00.html.

Career and Technical Student Organizations

A CTSO is an integral part of a high-quality CTE program. CTSOs are an intra-curricular component of preparing students to assume a leadership role in the occupation of their choice.

CTSO Goals

- To encourage the development of occupational skills, knowledge, and abilities to a high level of proficiency.
- To develop leadership through participation in educational, CTE, civic, recreational, and social activities.
- To develop character, social responsibility, and national pride.
- To motivate students through active participation in events and opportunities.
- To develop and strengthen the confidence of young people in themselves and their achievements.
- To form common bonds without regard to race, creed, or national origin.
- To assist students in refining their career objectives through networking and self-knowledge.
- To develop individual and social responsibility for home and community.
- To encourage scholastic improvement and school loyalty.

Benefits to Participating Students, Teachers, Schools, and Communities

Through CTSO conferences, workshops, and competitive events, students gain a sense of belonging and increase their ability to adjust and strengthen career related skills. CTSOs:

- Provide guidance and direction to students while enhancing their personal and occupational skills.
- Provide career awareness, exploration activities, and leadership development for students.
- Motivate students and promote personal growth.
- Bring attention to CTE program benefits within the school and community.
- Provide recognition programs for student achievement.
- Involve students in community service activities.
- Assist students in preparing for success in the workforce.

Operational Structure of CTSOs

CTSOs operate within local schools. Chapters are organized in the local districts or in area CTE centers. Each CTSO is aligned with respective program areas. Typically, an instructor in the program area is the official advisor. Student officers are elected each year. Their function is to aid in planning and leading activities at all levels of participation, from the local to the national.

Each CTSO has a state advisory board that provides direction for the state organization. Local advisors and some business and industry personnel serve on the board.

Financing CTSOs

Membership dues are required annually. Generally, there are dues at the local, state, and national levels. The amount of the local dues is set at the school level, while the state and national dues are not. Payment of dues can be the responsibility of each student or they can be paid by the local chapter through fundraising, school contributions, or support from business and industry.

Costs to attend conferences and activities are the responsibility of the local chapter and are generally paid from revenue earned through fundraising activities. There are many fundraising activities that can relate to the CTE program and therefore, provide funding as well as learning opportunities.

Career and technical education State School Aid Act, Section 61a(1) (added cost) funds may be used to pay for teacher/advisor expenses (mileage, meals, lodging, etc.) to attend regional/state/national conferences and activities. These funds may also be used for some student expenses. Local districts may elect to pay for some or all student expenses out of their general fund revenues.

The OCTE supports six of the nine secondary national student organizations who are recognized by the USDE and the USDOL through a modest competitive grant and technical assistance. The CTSOs vigorously recruit new members, strongly support academic excellence, and give special attention to students with unique needs. These priorities are hallmarks of CTSOs. Although not mandated, many instructors utilize CTSOs to meet the leadership compliance evidence of SA CTE programs. A portion of Federal grant funds can be used to cover costs of participation in a CTSO. Consult with your CTE Administrator and/or your grant coordinator to learn what permissible uses of funds are available for CTSO/Leadership activities.

A List of the [state-recognized CTSOs by career cluster and CIP code](https://www.michigan.gov/mde/0,4615,7-140-2629_53968--,00.html) is available on the OCTE website at: https://www.michigan.gov/mde/0,4615,7-140-2629_53968--,00.html.

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SECTION 6

Special Populations Students

Services and Enrollment in CTE programs, Perkins refers to an identifiable segment of the CTE population as individuals who are members of special populations.

Perkins defines “special populations” as:

- Individuals with disabilities
- Individuals from economically disadvantaged families, including foster children
- Individuals preparing for nontraditional fields
- Single parents, including single pregnant women
- Displaced homemakers
- Individuals with limited English proficiency

Once a CTE student has been identified as a member of special populations, they will continue to be identified as “special populations” regardless of changes in their personal situation. Many special populations learners can succeed in CTE programs without supportive help. However, others may require supplementary services, other assistance, or accommodations in order to succeed in these programs and meet all program standards specific to their CTE program that will be reported through CPIs for Perkins.

The legislation requires that recipients of the Perkins grant must provide funding for services, support, assistance, or accommodations to members of special populations. Special populations coordinators must develop and maintain a system of recordkeeping and documentation of student support services, including monitoring the progress of special populations students in CTE programs.

Definition of CTE Special Populations Terms

The following are definitions of terms used to identify CTE special populations and the primary characteristics of individuals within the groups.

Individuals with Disabilities

Individuals with a disability means an individual with any disability as defined in Section 3 of the Americans with Disabilities Act of 1990 (i.e., an individual with a physical or mental impairment that substantially limits one or more of the major life activities of such individual, an individual with a record of such an impairment; or an individual regarded as having such an impairment).

Economically Disadvantaged Individuals, Including Foster Children

One or more of the following indicates a secondary student who would be an economically disadvantaged individual:

- An individual whose family income is at or below the national poverty level
- The individual or the individual's family receives public assistance
- The individual qualifies for the free or reduced school lunch program
- The individual participates in a federally or state funded program for economically disadvantaged youth
- The individual lives in a "foster home"
- Eligible for free and reduced lunch, including direct certification

Individuals Preparing for Nontraditional Fields

Nontraditional fields are identified as occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals usually employed in each such occupation or field of work. The state has identified the CTE program areas related to such occupations or fields of work.

Single Parents, Including Single Pregnant Women

At the secondary level, a single parent, including single pregnant woman, means an individual who meets all the following criteria:

1. Age 19 or below;
2. Without a high school diploma;
3. Unmarried or legally separated from their spouse; and
4. Pregnant or has a minor child or children for which the parent has custody or joint custody.

Displaced Homemakers

A displaced homemaker is an individual who meets the following criteria:

1. Has worked primarily without compensation/pay to care for a home and family and, for that reason, has diminished marketable skills;
2. Has been dependent on the income of another family member but is no longer supported by that income or is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act (42.U.S.C. 601 et. seq.) not later than two years after the date on which the parent applies for assistance under this title;

3. Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment; and

Displaced homemakers are usually served through adult or postsecondary education programs.

Individuals with Limited English Proficiency

An individual with limited English proficiency means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and

1. whose native language is a language other than English, or
2. who lives in a family or community environment in which a language other than English is the dominant language.

Secondary CTE programs serve only secondary LEP students.

Supplementary Services for Special Populations

Supplementary services for special populations students is an umbrella term used to refer to a broad range of additional services provided to assist special populations students to successfully enter and complete CTE programs. These services include direct services to students, such as those provided by paraprofessionals assigned to their CTE class/lab. A partial listing of supplementary services that could be provided to special populations groups follows. The listing provides examples only and is not exhaustive of the services that might be provided.

- Outreach and recruitment materials offered in accessible formats such as braille, large print, etc.
- Assessment accommodations such as extra time, test questions read to student, etc.
- Paraprofessional support staff in CTE classroom/laboratories who complement, supplement, or reinforce program requirements
- Additional guidance and counseling
- Monitoring of student progress on a defined schedule with interventions as needed
- Attendance monitoring
- Mentoring/coaching on CTE competencies
- Test preparation assistance
- Use of applied math, science, and communications teaching materials

- Staff training in strategies for working with special populations students
- Childcare for students who are single parents
- Collaboration/cooperation/coordination with other school personnel to provide services for accommodations
- Collaboration/cooperation/coordination with community agencies to provide services
- Social/personal intervention through coordinated counseling support
- Individualized and small group activities and instruction
- Workplace readiness skills support
- Documentation and review of support services provided and results
- Academic support services for special populations students
- Transportation assistance
- Credit generation from integrated academics
- Work-based education support
- Job placement matching and follow-through

While services may not be necessary for all students, additional assistance is required for some members of special populations to assure success in their CTE programs, to increase retention, and to assist successful transition upon program completion. Dually enrolled students should be encouraged to contact the special populations coordinator/Student Support Services Office at the postsecondary institution to request assistance and/or services.

Students with Disabilities

Several federal laws govern the inclusion of students with disabilities. Recipients of Perkins funding must ensure that individuals with disabilities have equal access to CTE programs and activities, that they will not be discriminated against based on their disability, and they will be provided with programs designed to enable them to meet the required performance levels. Civil Rights Laws (Section 504 and Title II of the Americans with Disabilities Act) require local education agencies that receive federal funds to ensure that each person with a disability receives a free and appropriate public education designed to meet their individual education needs and that requirements for admissions may not discriminate against or deny services based on a disability. Districts must also follow the Individuals with Disabilities Education Act which makes available a free appropriate public education to eligible children with disabilities and ensures special education and related services to those children.

Students have the right to enroll in CTE programs based on federal laws. CTE is not a placement, but students are enrolled in CTE courses. Students with IEPs are given the same opportunities as students in the general education curriculum to enroll in a CTE course. If the student is unable to perform tasks in the course and progress is not being made toward the student's annual goals in the IEP, then the IEP team must reconvene to revise the IEP, as appropriate to address the lack of progress toward annual goals and in the general education curriculum.

Agencies may not deny a student with a disability access to a CTE program or course because of the need for special education supports and services. If necessary, an agency must make equipment accommodations, adapt the manner in which the courses are offered, house the courses in facilities that are readily accessible to students, and provide supplementary aids and services to assure an appropriate education as outlined in the student's IEP or 504 Plan.

Discrimination in Admissions Criteria

Section 504 of the Rehabilitation Act of 1973 prohibits discriminatory practices regarding admission criteria that disproportionately excludes persons with disabilities. The following admission practices are considered discriminatory:

- Requiring that students submit the IEP or 504 Plans prior to admission.
- Requesting or requiring information as to a student's accommodations or auxiliary aids or services.
- Making admission or enrollment decisions based on whether or not accommodations can be provided.
- Denying enrollment or admission because a student's transition plan and/or IEP mentions a different career path than the one to be studied.

Any academic requirements must be proven to be essential to a program of instruction or directly related to licensing requirements. Wherever possible, those requirements must be adjusted to the needs of the individual student as outlined in the student's IEP.

Accommodations

Accommodations allow a student to complete the same assignment or test as other students, but with a change in the timing, formatting, setting, scheduling, response and/or presentation. An accommodation does not alter what the test or assignment measures. It is a means for tailoring experiences and activities for career and technical preparation to meet the unique needs of the individual learner. It implies that the method of delivering the curriculum may need to be accommodated for a specific learner. Accommodations are provided to students based on the documented disability and identified individual needs and are written into the student's IEP or 504 Plan. The accommodation(s) specified in their IEP or 504 Plan are available to the student throughout their school day. The accommodations

assist and support their successful achievement. All students are expected to master the instructional standards specific to their CTE program. Examples of accommodation:

- Digital Materials
- Enlarged Print
- Extended Testing Time
- Quiet Testing Time
- Oral Testing
- Sign Language Interpreters
- Note Takers
- Reader
- Language Support
- Assistive Technology

Accommodations are basically physical or environmental changes that provide access to instruction and assessments for students with disabilities. They are designed to enable students with disabilities to learn the same content as their peers.

Materials/Curriculum Accommodations

- Alternative assignments demonstrating the same competency
- Substitute materials with lower reading levels
- Decrease length of assignments (break up into smaller chunks)
- Vary the pace of instruction
- Copy pages so students can mark on them
- Provide examples of correctly completed work
- Access to curriculum prior to direct instruction
- Advance notice of assignments
- Digital recording of printed materials

Methods/Strategies Accommodations

- Highlight key points to remember
- Eliminate distractions by using a template to block out other items
- Have student use a self-monitoring sheet
- Break tasks into smaller parts to do at different times
- Extend the time in the program
- Give more time to practice
- Use study partners when reading or writing is required
- Secure papers to work areas with tape or magnets
- Present information in multiple formats
- Use listening devices
- Use assistive technology (e.g. screen readers)

Assessment Accommodations

Setting

Study carrel
Special light
Separate room

Timing

Extended time
Frequent breaks

Scheduling

Specific time of day
Subtests in different order

Presentation

Repeat directions
Larger bubbles on multi-choice questions
Sign Language individualized or small group
Magnification device

Response

Mark answers in test booklet
Use reference materials (e.g., dictionary), as allowed
Work process writing sample

Other

Special test preparation techniques
Simple instructions

Accessibility Standards for CTE Classrooms and Labs

As recipients of state and federal funds, SA CTE programs are required to make their facilities accessible for use by students with disabilities. Although the specific standard that applies is tied to the date that construction began, and the dates of any subsequent modifications, the goal should be to make your facility as accessible as possible. As classrooms and/or labs are updated or modified it is essential to assure that CTE environments are accessible. The following items will assist you in arranging and/or planning classrooms and labs that are barrier free.

Doorways: The entrance must provide a minimum of 32 inches of clear egress. The door should be equipped with a lever style or U-shape door handle (one that can be operated with a closed fist). There should be an unobstructed route into the room that is maintained at a minimum of 36 inches. The force required to open the door should not exceed 5 pounds.

Aisle(s): A minimum of one 36-inch aisle throughout the classroom is required. Students with disabilities should be able to move freely about the room to any area that any other student can access. Students with disabilities should be able to be seated in any area of the room that is mutually agreeable to the student and teacher.

Desk/Workstation: A minimum of one adjustable desk or workstation should be available to meet the needs of a student with a disability. The approach and area around this desk or workstation should allow ample room for access by a student with a disability. The location of this desk or workstation should not disadvantage or discriminate against the student in any way.

Height of Items Within the Room: All items for student use (pencil sharpeners, paper towel dispensers, soap dispensers, eyewash, safety equipment, tools, equipment, etc.) should be mounted or placed so that the highest operating part of the item does not exceed 48 inches from the floor.

Classroom Identification: The name/number identifying the classroom shall be marked in Braille as well as appropriate characters (not smaller than 5/8 inch), and shall be mounted at eye level (centerline 60 inches off the floor) adjacent to the door.

Restricted Areas: Areas of storage for hazardous materials, custodial areas, engine or boiler rooms, doorways opening directly onto stairs, electrical service areas, or any area in which students could potentially be injured are required to have an identifying door knob (a knurled surface on the back of the knob) to warn students with vision impairments that this is a dangerous area. Although these areas are rarely found in classrooms, if they are present, they need to be identified

Sinks: If available, the height of the sink should not exceed 34 inches. The knee space beneath the sink should be at least 27 inches clear from the floor level. The pipes under the sink must be insulated to prevent injury. Handles must be operable with a closed fist. A 36-inch path to the sink must be maintained. If the sink is enclosed in a base cabinet, the floor should be level with the room, and the doors must open more than 90 degrees, or slide into the cabinet to allow access.

Evacuation Plans: A specific and effective building evacuation plan must be developed for each student with a mobility-impairment. Please collaborate with the appropriate special education staff and building administration in charge of evacuations/ emergency plans in the development of such a plan. Also make sure that the student, paraprofessionals, neighboring teachers, and substitutes are aware of the actions to be taken in the plan.

Fire Alarm: Visual and audible warnings should be included. If you do not have visual warning strobes, please develop a specific plan with your special education department for students with hearing impairments (see evacuation plan above).

Water Fountains: If provided, spout height must not exceed 36 inches. The fountain should be operated by push controls located on the front of the fountain. There should be 30 to 40 inches of clear access to the fixture.

Lockers: If provided as a part of the classroom/laboratory setting, they must meet accessibility standards. There should be clear access to the designated locker. The locker has a shelf located at the bottom (rather than top) of the locker. Hooks do not exceed 48 inches from the floor. The mechanism can be operated and opened with a closed fist. (If you do not have an ADA compliant locker, modifications to an existing locker can be made to accommodate the student. Consult with the student's occupational therapist for assistance with opening mechanism modifications). Comparable facilities must be available to male and female students.

Ramps: If a ramp is necessary to move from one level to another, the slope cannot exceed 1 in 12. It should have a non-skid surface, and if more than six feet in length, should provide a handrail along one side, 32 inches high.

Stairs: If stairs are present, an alternative, such as a lift, must be provided. If the stairs lead to an area that is used exclusively for storage, the area should be closed off to deny access to all students (so as not to discriminate against students with disabilities).

Restrooms: If they are included in the classroom or locker room, they should be accessible. A unisex facility or equal male and female facilities must be available. All above standards concerning doors, sinks, and accessible aisles apply. Mirror heights should not exceed 40 inches from the floor. Grab bars must be installed on the side and back of the stall. Stall dimensions should allow for egress and transfer and fixtures should conform to height and placement requirements. See [ADA guidelines](http://www.access-board.gov/guidelines-and-standards/buildings-and-sites/about-the-ada-standards) at: <http://www.access-board.gov/guidelines-and-standards/buildings-and-sites/about-the-ada-standards>.

Supporting Students with Disabilities for Success in CTE Classrooms

Enrollment in a CTE program can have a positive impact on students with disabilities. Student success requires the collaboration of CTE and Special Populations personnel, the understanding of the student's disability and abilities, consideration of the requirements of the CTE program and thoughtfully designing the supports and services needed by the individual student to facilitate success.

To increase the success of students with disabilities within CTE programs, it is essential for CTE instructors and special education personnel to develop a working relationship.

Collaborate with Special Education Personnel:

- Consult with the teacher consultant or resource room teacher to design effective instructional strategies that meet the needs of the student.
- Rely on each other for help—special education personnel are the experts in instructional strategies and CTE teachers are experts in the technical skills taught in the program.
- CTE teachers should explain the necessary basic skills needed (i.e.: safety considerations), the tools, instructional methods and physical environment of the program.
- CTE Staff should work with special education staff to understand the student's IEP accommodations and modifications to make effective adjustments in the student's instruction.
- CTE teachers must communicate frequently with special education staff on student progress and any challenges with the CTE curriculum.
- Changes to the student's IEP or needs for additional accommodations should be shared.

Teaching Strategies:

- Use multi-sensory teaching techniques
- Visual (show them)
- Auditory (tell them and ask them to repeat)
- Tactile (let them touch or manipulate objects)
- Kinesthetic (let them use objects or move as they are learning)
- Break tasks into smaller steps
- Give directions verbally and in writing
- Provide supports to Promote On-Task Behavior
- Pair student with a study buddy or learning partner who is an exemplary student
- Provide frequent feedback
- Structure tasks
- Use mentoring and peer tutoring
- Set timers for specific tasks

Preparation of Learning Materials:

- Give assignments and test information to the student's teacher consultant or special education teacher in advance to allow them time to prepare materials and support for the student.
- Inform the student's teacher consultant in advance when you are going to start a new unit so outlines and audio files of the written material can be prepared for the student.
- Develop learning materials that are helpful for all students, including study guides, recorded/YouTube lessons and demonstrations, alternative/authentic assessments, providing highlighted materials, breaking down tasks and large projects into smaller intermediate steps.
- Provide graphic organizers to help students to understand the relationship between ideas.
- Provide copies of material so that students can highlight or mark on them.
- Provide examples of correctly completed work.
- Provide electronic formats of printed materials to students to allow them to access the materials using adaptive software.
- All students to use digital recording devices to take notes.

Delivery of Instruction to Students:

- Collaborate with the special education staff working with the student in advance when starting a new unit so that appropriate support materials can be prepared for the student.
- Allow adequate processing time for all students and check for understanding before moving to a new idea or topic.
- When asking students questions about their understanding of material presented to them, give them at least 3-5 seconds of wait time to allow them to process the question and formulate a response.
- Allow student to complete work in quiet area where there are fewer stimuli or send their work to their resource room.
- Understand that the teacher consultant needs advance notice in order to plan for the student's accommodations and/or modifications and still complete the rest of his/her responsibilities.
- Be available so students can ask questions without the pressure of peers (whether it is real or imagined).
- Do not require that students read aloud in class.
- Offer alternatives or choices in assignments and projects to individualize learning.
- Highlight key points to remember.
- Review, summarize and reinforce concepts.

Assistive Technology:

If assistive technology is available and within the student's IEP, allow and encourage the student to use the technology. The benefits include:

- Minimizing the extent to which individuals with disabilities need to ask for help (enabling them to be more independent learners)
- Improving the speed and accuracy of work
- Reinforces effective classroom instruction and strengthens skill development
- Helps students to 'fit in' with classroom learning and routines
- Motivates students with to set high goals for themselves and to persevere

Consult with the student's teacher consultant on the appropriate use of assistive technology. Examples of assistive technology are:

- Pencil grip
- Adaptive tools
- Computers with print-recognition software that "read" text aloud (with headphones for the student)
- Speech recognition systems that turn oral language into written text
- Talking calculators
- Simulations related to program content

Testing Strategies and Accommodations:

- Allow the teacher consultant to make adaptations if specified in the IEP in testing format – for example, change short answer questions to multiple choice, provide a word bank, administer the test orally, etc.
- Use a larger font size on a test since some students with disabilities find that large print helps their processing ability
- Grant time extensions
- Allow students to take a test in a quiet area or arrange for testing to occur in their resource room
- If possible, offer alternative assessments

Modifications to Program Requirements and Student Ability to Benefit

Modifications to program requirements for students with an IEP may be needed for a student to participate in the curriculum and to be successful in school. A modification is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to measure. An example would be requiring a student to complete work on "part" of a standard versus the full standard as required by other students in the course. Students can gain many workplace and employment skills from participation in a CTE program with such modifications. However, if the student remains in the program with significant modifications and they are unable to complete all program standards and unable to pass the technical skills assessment or cannot earn industry certification, they will not receive credit for the courses that make up the program. This must be communicated clearly to both parents and students.

Transition Services

The IDEA mandates transition services beginning no later than the first IEP to be in effect when the child turns 16 years of age for students with disabilities. The Act requires that plans for transition be included in each student's IEP. When students with disabilities are enrolled in CTE programs, the CTE staff must assist in the planning and implementation of the IEP and transition services. The CTE course of study can be included in the student's educational development plan (EDP) but should not be included in the student's transition plan.

Transition services are a coordinated set of activities for students with disabilities designed within an outcome-oriented process that promotes movement from school to post-school activities. Measurable postsecondary goals must be developed as part of the transition plan to address education, training, employment, and when appropriate, independent living needs. Transition services may include, but are not limited to services supporting any of the following:

- Movement from secondary to postsecondary education
- Movement into additional CTE training
- Movement into employment (subsidized or unsubsidized)
- Independent living
- Positive community participation
- Collaboration between and among special education staff, CTE staff, academic educators, local agencies, parents, students, placement staff, and employers is key to the success of transition planning and implementation.

The following chart titled "Michigan Interagency Delivery System for Career and Technical Education and Related Services for Students with Disabilities" compares and contrasts the eligibility and instructional requirements for students with disabilities.

The first portion of the chart compares/contrasts the three delivery systems: Regular CTE Education, CTE Education with IEP/504 Accommodations, and Specialized Education Individualized Vocation Training (IVT). The bottom portion of the chart compares/contrasts CTE Work Experience and Special Education with Work-Based Learning.

**MICHIGAN INTERAGENCY DELIVERY SYSTEM FOR
CAREER AND TECHNICAL EDUCATION AND
RELATED SERVICES FOR STUDENTS WITH DISABILITIES**

Secondary Delivery Systems

Career and Technical Education Individualized Training

GOAL: To provide a CTE program necessary to prepare the individual for paid or unpaid employment.

CTE Individualized Training	Regular CTE Education	CTE Education (with IEP/504 Accommodation)
ELIGIBILITY	Any student that is expected to meet the minimum core performance indicators (CPIs).	Students with disabilities expected to meet the minimum CPIs with support services and instructional assistance.
INSTRUCTIONAL	<p>A. Minimum CTE CPIs (state-prescribed).</p> <p>B. Evaluation systems based on state performance objectives, to determine when goals and objectives are met.</p>	<p>Minimum CTE CPIs (state-prescribed)</p> <p>A. Evaluation systems based on state performance objectives, to determine when goals and objectives are met with supportive accommodation.</p> <p>B. Based upon IEP, "reasonable accommodations" may be used to support student success (e.g., extended time, oral tests, text on tapes, tutoring, reinforcement, etc.).</p>
INSTRUCTIONAL STAFF - TEACHING PERSONNEL AND ANCHILLARY STAFF	Regular CTE education approved teacher funded by CTE education.	<p>A. Regular CTE education approved teacher funded by CTE education.</p> <p>B. Special education approved personnel may be assigned based on student's IEP.</p>

CTE Individualized Training	Regular CTE Education	CTE Education (with IEP/504 Accommodation)
INSTRUCTIONAL STAFF - TEACHER CONSULTANT		Special education approved personnel with individuals assigned to their caseloads may collaborate with CTE staff.
INSTRUCTIONAL AIDES AND HEALTH CARE AIDES		Special education may provide health care aides or support personnel as required by the IEP.
CAREER AND TECHNICAL EDUCATION PARAPROFESSIONALS	CTE education may fund a technical paraprofessional to assist a CTE approved teacher with all students enrolled.	CTE education may fund a technical paraprofessional to assist a CTE approved teacher with all students enrolled.
MICHIGAN REHABILITATION SERVICES COUNSELOR	When the student is referred, and determined eligible for services from MRS, the IPE must be written, including goal and implementation plan that specifies the services to be provided by MRS and other agencies where appropriate.	When the student is referred, and determined eligible for services from MRS, the IPE must be written, including goal and implementation plan that specifies the services to be provided by MRS and other agencies where appropriate.

Secondary Delivery Systems

Alternative Special Education Individualized Training

GOAL: To provide Vocational Training to Special Education Students.

Alternative Special Education Individualized Training	SPECIAL EDUCATION INDIVIDUALIZED VOCATIONAL TRAINING (IVT) Developed and managed by Special Education Personnel
ELIGIBILITY	Students with disabilities who can best be served in a community placement for individualized vocational training.
INSTRUCTIONAL	A. Individual performance objectives (IPO's) based on vocational education. Minimum IPO's are written for each student by the special education approved teacher. B. Evaluation system by special education personnel to determine when goals and objectives are met.
INSTRUCTIONAL STAFF-TEACHING PERSONNEL AND ANCHILLARY STAFF	Special education approved instructional personnel with individuals assigned to their caseloads.
INSTRUCTIONAL STAFF-TEACHER CONSULTANT	Special education approved instructional personnel with individuals assigned to their caseloads.
INSTRUCTIONAL AIDES AND HEALTH CARE AIDES	Special education approved instructional personnel with individuals assigned to their caseloads.
CAREER AND TECHNICAL EDUCATION PARAPROFESSIONALS	
MICHIGAN REHABILITATION SERVICES COUNSELOR	When the student is referred, and determined eligible for services from MRS, the IPE must be written, including goal and implementation plan that specifies the services to be provided by MRS and other agencies where appropriate.

**MICHIGAN INTERAGENCY DELIVERY SYSTEM FOR
CAREER AND TECHNICAL EDUCATION**

CTE Work Experience

GOAL: To provide CTE work experience for students who have successfully completed at least 50% of their CTE program.

	Career and Technical Education Work Experience
ELIGIBILITY	<p>Any student who has successfully completed at least 50% of a SA CTE program [Six (6) of twelve (12) segments of the CTE program the student is enrolled in].</p> <p>Student must attend a related SA CTE course, taught by an occupationally certificated teacher/coordinator at least 40 minutes each week.</p>
INSTRUCTIONAL GOALS	<p>Through a written and signed training agreement and training plan, related to the student's EDP, the student receives instruction on the job.</p> <p>Work-based instruction is based on performance elements of the related career pathway career cluster grid and includes safety training.</p>
INSTRUCTIONAL STAFF	<p>A. Occupationally certificated CTE personnel who are responsible for CTE education coordination.</p> <p>B. The employer provides training for work-related tasks and activities as defined in the training agreement and training plan.</p>
PLACEMENT TIME	<p>A. Student must be in attendance at school for at least 50% of the scheduled school day.</p> <p>B. Student must work at the capstone assignment an average minimum of 10 hours per week.</p>
MRS COUNSELOR	<p>When the student is referred, and determined eligible for services from MRS, the IPE must be written, including goal and implementation plan that specifies the services to be provided by MRS and other agencies where appropriate.</p>

**MICHIGAN INTERAGENCY DELIVERY SYSTEM FOR
CAREER AND TECHNICAL EDUCATION**

Special Education Work-Study (CTE Work Experience)

GOAL: To provide work-based experience for Special Education students developed and managed by Special Education Department Staff

	Special Education Work-Based Learning
ELIGIBILITY	For pupils receiving special education services that require an additional programming option, reference Michigan Administrative Rules governing Special Education Programs and Services, Rule 340.1733(i). This rule describes the program for a pupil/learner receiving work-site based education through a special education training plan. Special education WBL experiences shall comply with rule 340.1733(i).
INSTRUCTIONAL GOALS	As defined in the IEP and written agreement and training plan signed by the parents/guardians, school and employer, the student: A. receives the necessary educational and vocational training related in the IEP, and B. receives credit(s) toward a high school diploma in the same manner and in equal amounts as provided for regular education students in like programs.
INSTRUCTIONAL STAFF	A. The student must be assigned to the caseload of approved special education personnel who are responsible for work-study coordination. B. The employer provides training for work-related tasks and activities as defined in the training agreement.
PLACEMENT TIME	Refer to the pupil accounting manual – placement time cannot exceed 50% of the school day.
MSR COUNSELOR	When the student is referred, and determined eligible for services from MRS, the IPE must be written, including goal and implementation plan that specifies the services to be provided by MRS and other agencies where appropriate.

SECTION 7

Technical Assistance Activities

The OCTE at the MDE, has responsibility for CTE programs that affect learners K-12 and beyond. Staff members are involved in program evaluation and accountability, program standards validation, grant planning and management, and providing professional development for CTE teachers and administrators throughout the state.

Mission: Prepare students so they have the necessary academic, technical, and work-behavior skills to enter, compete, and advance in education and their careers.

Director's Office

The Director's Office provides leadership for OCTE and direction for effective day-to-day operations that support the MDE in meeting its goals for the successful integration of excellence, integrity, inclusion, and teamwork into workplace initiatives. It is also responsible for the administration, support, and management of CTE programs, EMC initiative, partnerships, and interpretation and implementation of federal and state career education legislation. The office works collaboratively with departmental executives, commissions and boards, and other state agencies on a routine basis.

Career Readiness Unit

The CRU is primarily responsible for state-level approval, administration, and evaluation of SA CTE programs for secondary school students. The CRU provides technical assistance for the development of new programs and the administration and improvement of existing programs through program monitoring activities.

The CRU works with local and regional CTE administrators to assure that they have the appropriate education, certification, and work experience to oversee CTE programs in high schools, area career centers, and regional programs.

The CRU works with CTE administrators and the MDE - OEE, to assure that teachers of CTE programs at the secondary level have appropriate work experiences and educational background to meet the teacher certification requirements for the program area to be taught.

The CRU also works with CTE teacher training institutions to assure that teacher training programs include Quality Indicators related to state program standards and benchmarks and, where appropriate, to National Program Standards. The CRU also cooperates in the development of Michigan Tests for Teacher Certification, when such tests are developed for CTE program areas.

Additionally, the CRU provides guidance and technical assistance related to program issues in planning and coordinating activities to support the implementation of state and federal CTE legislation including Perkins and the State School Aid Act, Section 61a(1).

Among the activities carried out by the CRU staff to support implementation of state and federal legislation are the following:

- Review and approval of CTE Administrator Applications for 61a(2) Administrator Reimbursement.
- Facilitate professional development for CTE educators and administrators.
- Coordination and leadership for the annual Michigan Career Education Conference.
- Coordinate the review and approval of New CTE Program Applications.
- Coordinate CTE program standards review, revision, and alignment to national career clusters.
- Conduct CTE program reviews and monitoring of SA CTE programs.
- Provide leadership for Work-Based Learning.
- Collaborate with CTSOs
- Provide leadership for Michigan Career Development Model.
- Support alignment of secondary and postsecondary curriculum.
- Collaborate with teacher education institutions to meet demand for qualified CTE teachers.
- Collaborate with business, industry, and postsecondary partners to develop programs that align to economic needs.
- Encourage dual enrollment/direct credit for CTE students
- Collaborate with MDE - OEE to assure appropriate teacher certification for CTE teachers
- Collaborate with LEO-WD to implement postsecondary initiatives
- Collaborate with teacher professional associations to support professional development.

Grant, Assessments, Monitoring, and Evaluation Unit

The Unit is responsible for collecting and reporting data, evaluation, and research activities for Carl D. Perkins Title I and for Section 61a(1) of the State School Aid Act.

The Unit oversees the continual development of the statewide CTEIS to facilitate data collection and selection and implementation of secondary technical skill assessments.

The Unit implements programs designed to build partnerships within the educational community that benefit students and employers. The staff consists of professionals in CTE, research, evaluation, data analysis, assessment, measurement, and administrative support. The following are major initiatives and functions of the Unit:

- Perkins grants data reports
- State School Aid Section 61a data, reports, and distribution
- State School Aid Section 61b
- CTEIS and other data collection
- Follow-Up survey
- CTE credential selection
- CTE credential implementation and coordination
- Support development of articulated programs (2+2+2) with postsecondary education
- Office of Civil Rights Compliance Review monitoring
- Support career development and career counseling and implementation of the Michigan comprehensive guidance and counseling program
- Provide leadership for:
 - Competitive requests for proposals
 - Program and grant monitoring activities
- Funding Formula
- Implementing funding allocations
- Support for special populations CTE students
- TRAC monitoring
- Provide support to Michigan School Counselors Association, Michigan Special Populations Association, and Michigan Career Placement Association

Early Middle College Unit

The EMC Unit is responsible for managing the programs and high schools that offer a 5th year plan of study for state-approved EMCs. The EMC Unit facilitates the planning, application processing, technical assistance, and coaching for aspiring, new, and established EMCs. Visit the MDE website for more information on [EMCs](#).

EMC Getting Started Workshop: The Getting Started Workshop is hosted twice annually for districts seeking to establish a new EMC. Districts attending the fall EMC workshop may open a new EMC the following fall if their application is approved. The EMC application due date is published in the EMC tool kit provided to each workshop participant.

EMC Tool Kit: To assist districts with the process of applying for state approval as a new EMC the EMC unit annually publishes an EMC Tool Kit. The tool kit is distributed to EMC Getting Started Workshop participants. Included in the tool kit is the application, planning tool, EMC principles and research, the Postsecondary Dual Enrollment Options Act, the Career and Technical Education Act, an EMC directory, a map of the EMCs throughout the state, best practices, program assessment rubrics, and much more.

Customized Coaching: Meetings are available to EMC design teams by request. The MEMCA committee partners with MDE to offer coaching, professional development and technical assistance.

New EMC Applications: Applications are reviewed by a committee. The EMC Unit records the new state-approved applications, validates the entity code(s), and sends approval letters to district leaders with a copy to MEMCA. The full list of newly approved EMCs is provided to CEPI for identification in the state reporting system.

Annual EMC Verification: During the spring of each year, the EMC Unit sends a verification form to all EMC administrators who then reviews the list and adds, deletes, or confirms the participating EMC member districts/schools. The verification form is also used to notify the MDE – OCTE of EMC closures or personnel changes. Additions and or deletions of postsecondary partners is also requested.

Statewide EMC Conference: The EMC Unit collaborates with MEMCA for two statewide EMC conferences per year. The conferences are held in March and August. All state-approved EMCs are invited to attend the conferences. EMC practitioners present research, best practices, state policy updates, student outcomes, and data associated with EMCs.

Data Reports: The EMC Unit works closely with CEPI to provide statistics regarding EMC participation for defined demographic categories.

EMC News Brief: The EMC Unit publishes a news brief twice annually to help inform EMCs about the activities, research, policies, due dates, and best practices.

EMC Way of Work Team: The EMC WOW team is made up of cross-office staff at MDE and CEPI who are involved in EMC processes and procedures. The team meets to discuss data quality, proposed policies, EMC operations, and other issues relative to EMC growth in the state.

National Center for Restructuring Education, Schools, and Teachers: EMCs in Michigan may voluntarily participate in longitudinal data studies through the NCREST at Teachers College, Columbia University. Approximately 20 EMCs participate in the NCREST data pilot study. The study collects comprehensive data on grade point averages, college credits earned, and courses taken by EMC students. A qualitative study is also conducted annually for data pilot schools. All three customized qualitative and quantitative reports are provided to each EMC for a participation fee.

Career Development Activities

Career development is a complex process of acquiring the knowledge, skills, and attitudes necessary for an individual to make work a meaningful, productive, and satisfying part of life. The career development process requires a continuum of planned activities including career awareness, exploration, decision making, and educational planning. These activities are designed to maximize the capabilities of all learners to explore, to analyze options, to understand one's own interests and abilities, to select educational preparation for, gain entry to, and to succeed in career choices throughout life. The specific activity categories of career development are career clusters, comprehensive guidance and counseling, career assessment, career awareness/exploration, and education development plan.

Career Clusters

A career cluster is a grouping of occupations and broad industries based on commonalities. The 17 career clusters provide an organizing tool for schools. The cluster foundations represent the knowledge and skills, both academic and technical, that all students within the cluster should achieve regardless of the career specialty chosen. All cluster foundations support basic Michigan Merit Content Expectations for high school students. The pathways in the 17 clusters represent the knowledge and skills necessary to pursue a full range of career opportunities, ranging from entry level to management, including technical and professional career specialties. The career specialties represent the full range of career opportunities within each cluster pathway.

The 17 career clusters have been identified to cover all career opportunities regardless of educational requirements. The career clusters are listed with a brief description in Section 4 of this manual.

Personal aptitude and interests are important factors as students begin to identify career opportunities. Career clusters give flexible identity and structure to the student career choice process, as well as to educational programs and services that contribute to the career preparation of students.

Michigan Counselors use the American School Counselors Association National Standards for students. They provide a method for school counselors in coordination with other educators to organize their efforts to assure that all students will acquire and demonstrate competencies in the areas of academic, personal-social, and career development. Working collaboratively with students, parents/families, teachers, administrators, and the community, school counselors deliver the program through four broad components: Guidance Curriculum, Individual Planning, Responsive Services, and Systems Support. Counselors may use any one or all of the approaches to provide for the career development of their students.

A scope and sequence of career development activities can be designed and implemented based upon the student benchmarks listed in the comprehensive program in collaboration with total school planning efforts. Schools will want to provide students with a sufficient number of these activities from elementary grades through high school so that students will develop a depth of understanding that supports a career decision-making process and the completion of EDPs. Information for counselors, including the EDP, may be found on the [MDE website](http://www.michigan.gov/mde/0,1607,7-140-38924_52164---,00.html) at www.michigan.gov/mde/0,1607,7-140-38924_52164---,00.html.

Career Assessment

Career assessment includes formal and informal measures and inventories that assist learners in understanding their career interests, aptitudes, and abilities. By comparing the results of various assessments and personal observations over time, learners can identify their strengths and preferences, determine career directions, and make career decisions including the selection of a career cluster. Counselors oversee the assessment process, provide interpretation to students and their families, and assist students in using results in educational planning. Information gained through career assessment is helpful in developing a student's EDP.

Michigan Career Development Model

The MI CDM is designed to provide all students (K-12) in the Michigan Education System with the necessary knowledge and skills for success in a career of their choice and lifelong learning. Questions regarding the MI CDM can be directed to MDE-MI-CDM@michigan.gov. The [MI CDM](#) is available on the MDE – OCTE website at: <https://www.michigan.gov/mde/0,4615,7-140-2629---,00.html>

Career Awareness and Exploration

Career awareness and exploration embody two complementary and integral activities important to the Career Development process. Career awareness focuses on using a variety of resources to introduce students to a broad range of career options. Career exploration expands on this informational process by providing students with experiential learning opportunities.

Career awareness activities in elementary and middle school help expand student understanding of the world of work by identifying career clusters and specific occupations within them, developing respect for workers in all fields, locating and

researching information about specific occupations, and developing an initial understanding of educational and training requirements.

Continuing this awareness process, high school students need to be provided current, comprehensive, and in-depth information about careers, including detailed descriptions of typical duties, responsibilities, and tasks, projections on employment openings (local, state and national), an understanding of working conditions, current income and benefits ranges, educational requirements and opportunities, and opportunities for advancement.

Career fairs and other opportunities to interview workers/experts in various fields provide students the benefit of questioning and learning from adults with current first-hand experiences. Career awareness activities also provide students with a better understanding of the changing nature of careers due to technological advances, the impact of a global economy, and the anticipation of the need for individuals to change careers several times during their lifetime.

Career exploration focuses on learning about the characteristics of various career options through investigation that involves direct and hands-on experiences. The process typically begins in elementary and middle school with activities that include interviewing workers and experimenting with work tasks from various career clusters and occupational categories to provide insight into the characteristics of these occupations, as well as personal interests and strengths. In high school, emphasis is placed on further understanding career clusters, exploring employment opportunities and future trends, and engaging in activities that are individualized based on a learner's interests, aptitudes, and preferences. For most people, the career exploration process continues throughout a person's educational and work life.

Education Development Plan

The Revised School Code, PA 451 of 1976, (380.1278b) as amended states,

"(11) The board of a school district or board of directors of a public school academy shall provide the opportunity for each pupil to develop an educational development plan during grade 7, and shall ensure that each pupil reviews his or her educational development plan during grade 8 and revises it as appropriate before he or she begins high school. The board of a school district or board of directors of a public school academy shall also ensure that each pupil reviews and revises his or her educational development plan as appropriate during each year of high school. An educational development plan shall be developed, reviewed, and revised by the pupil under the supervision of the pupil's school counselor or another designee qualified to act in a counseling role under section 1233 or 1233a selected by the school principal and shall be based on high school readiness scores and a career pathways program or similar career exploration program. An educational development plan shall be designed to assist pupils to identify career development goals as they relate to academic requirements. During the process of developing and reviewing a pupil's educational development plan, the pupil shall be advised that many of the curricular requirements of this section and

section 1278a may be fulfilled through career and technical education. In addition, during the process of developing and reviewing an educational development plan, the pupil shall be provided with all of the following:

(a) Information on various types of careers and current and projected job openings in this state and those jobs' actual and projected wages.

(b) An opportunity to explore careers specific to a pupil's interests and identify career pathways and goals for achieving success in those careers, including, but not limited to, the level and type of educational preparation necessary to accomplish those goals.

(c) An opportunity to develop a talent portfolio. A talent portfolio shall be developed and revised throughout the implementation of a pupil's educational development plan. A talent portfolio shall include, but is not limited to, a record of the pupil's experiences, proficiencies, certifications, or accomplishments that demonstrate talents or marketable skills. The department, in conjunction with the department of talent and economic development, shall develop and make available to the public schools model information materials that districts or public school academies may use to comply with this subdivision. An EDP documents an ongoing process in which a learner identifies both career goals and a plan of action to achieve them. The EDP does not take the place of, but works in conjunction with, a student's IEP or PC modification.

All students are required to develop an EDP with guidance from school advisors. When applicable, parents and community contacts should also be included. EDPs are "living" documents, updated as student interests and abilities become more obvious and focused. For additional information on the requirements for, the development of, and use of EDPs please refer to [EDP Fundamentals](http://www.michigan.gov/documents/mde/EDP_Fundamentals_ADA2017_570694_7.pdf) document available on the MDE website at http://www.michigan.gov/documents/mde/EDP_Fundamentals_ADA2017_570694_7.pdf

IEP/EDP Alignment: Transition

The passage of the MMC in April of 2006 established a requirement for schools to assist students with the development of an EDP in grades 7 and 8. The IDEA requires that students eligible for special education programs and services have an IEP.

The EDP and the IEP are distinct documents. However, as students move into high school, the documents share a common goal of improved postsecondary outcomes for students. The process for developing the EDP outlined in this document align with and complement many of the IEP requirements stated by the IDEA. The IDEA requires educators to gather information about a student's interests, strengths, and preferences through an age-appropriate transition assessment and to develop measurable postsecondary goals in the areas of education, training, employment, and when appropriate, adult living. Information gathered during the EDP process could prove valuable in developing areas of the transition IEP.

Transition services must be in place for students with disabilities beginning no later than the first IEP to be in effect when the child turns 16 years of age. Transition services are defined as a coordinated set of activities that focus on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities. The transition IEP contains the transition services (including courses of study) needed to assist the child in reaching their postsecondary goals. The EDP outlines the course of study in a way the IEP typically does not. The EDP may document courses and course sequence where specific content will be learned while the IEP speaks specifically to the programs, accommodations and modifications, and services that are necessary to support the student's success. Together, these two documents complement each other in supporting the student toward the EDP goals.

The EDP can provide support and documentation for a PC modification. Students with a disability requesting a PC must have a modification aligned to their EDP. The student may be granted a PC modification not otherwise allowable if the modification is consistent with both the student's EDP and the student's IEP.

Technical Review, Assistance, and Compliance

TRAC is a system for onsite review of grant recipients, providing technical assistance and assessing compliance with state and federal laws and policies that govern funding administered by the OCTE.

Purpose of System

The TRAC system ensures that all requirements are met by recipients and provides technical assistance for continuous improvement of SA CTE programs.

Intended Outcomes

- Verification of program quality and student performance
- Assurance that funds have been expended appropriately and are used in compliance with state and federal policies and mandates. This includes Title I (secondary) of the Carl D. Perkins Act and Section 61a(1) of the State School Aid Act.
- Protection against waste, fraud, and abuse of public funds
- Identification of needs and provision of technical assistance
- Identification of promising practices

TRAC Process

Each year, the OCTE uses a risk analysis to select up to five regions for review. The visits have four components of review: data, finance, grants, and state-approved, CTE programs.

The grant, finance, and data components involve verification of compliance through desk reviews and onsite documentation reviews. Interviews for data and finance are also conducted with appropriate regional and local staff. For the CTE program review, OCTE program staff perform desk reviews of selected programs using information provided in the CIP Self-Review in MCCTE Navigator. The CTE program staff also meet with the teachers and visit the specified classrooms. Additionally, the process includes a post-visit report of findings and submission of a compliance plan if there were one or more “Non-Compliance/Action Required” findings in the report. Findings, compliance plans, and evidence verifying that corrective actions were implemented is maintained the [GEMS/MARS system](#) available at: <https://mode.state.mi.us/GEMS/user/login.aspx>.

Additional Information

Additional information, including a detailed manual, checklists, and interview questions can be found on the [OCTE Monitoring webpage](#) at: https://www.michigan.gov/mde/0,4615,7-140-6530_2629_53971---,00.html.

Professional Development

The OCTE provides PD to identified stakeholders. The OCTE coordinates and plans PD activities for secondary CTE educators and administrators on a regular basis.

OCTE staff meet with referent groups and send electronic surveys to obtain input to identify the needs of the field and receive recommendations. Consultant staff identifies the needs for specific programs and works in collaboration with professional organizations or other resources to assist in providing a quality experience for instructional staff, administrators, and others implementing approved secondary CTE programs.

The CTE PD contractor provides expertise in planning and coordination of training, technical assistance, and PD activities for CTE educators and staff. Services include:

- Coordination and assistance with PD and curriculum development meetings, conferences, and workshops, including registrations, facility arrangements, presenter contracts, and resource materials
- Meeting and conference evaluations
- Manage meeting and conference finances

OCTE PD activities are distributed by OCTE on a regular basis to educators, administrators, and their staff members. The [CTE Professional Development Events Calendar](#) is updated quarterly and is available on the following OCTE webpage: http://www.michigan.gov/mde/0,1607,7-140-6530_2629---,00.html.

MCCTE Navigator is a technical assistance web resource available to support CTE programs and teachers. This site provides standards, gap analysis documents, access to program specific self-reviews and storage of program information. [MCCTE Navigator website](#): <http://ctenavigator.org/>.

Civil Rights Compliance

The following federal 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 Age Discrimination Act of 1975, and Title II of the Americans with Disabilities Act of 1990.

The OCTE is responsible for administering a compliance program to prevent, identify, and remedy discrimination on the basis of race, color, national origin/ancestry, sex, disability, or age by LEAs, CTE centers, SA CTE programs or postsecondary institutions that receive federal financial assistance through a state of Michigan agency.

Civil Rights Compliance Program

The Civil Rights Compliance Program is a comprehensive review system designed to improve the delivery of education through the assurance of equal opportunity for all groups and populations. Activities of this program are required by Section II(b) of the Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Disability, Federal Register, Vol. 44, No. 56, page 17165, issued Wednesday, March 21, 1979.

The components and/or activities of the compliance program include targeting analysis, selecting agencies for onsite reviews, conducting onsite reviews, development of compliance plans, technical assistance, reporting, monitoring, and program improvement.

The Civil Rights Compliance Program is designed to:

1. Insure that equal educational opportunities are provided to all students, including full opportunity to participate in programs, activities, and job opportunities, and to benefit from services.
2. Prohibit barriers to achieving full participation, such as the stereotyping of individuals based on their race, color, national origin/ancestry, sex, disability, or age.
3. Provide education in an integrated setting.
4. Analyze, identify, and change policies and activities that impede the achievement of the above goals.

Questions regarding Civil Rights Compliance should be directed to:

Michigan Department of Education
Office of Career and Technical Education
Civil Rights Compliance Coordinator
P.O. Box 30712
Lansing, Michigan 48909
Telephone: 517-241-2091

Data, Evaluation, and Accountability

Federal and state efforts to measure impact of funded activities are a means of demonstrating continuous quality improvement through the use of funded initiatives. The collection and analysis of data provides the state and school districts with important information for planning and targeting activities to make the greatest difference for students. It is one way to strengthen the educational system.

The OCTE has always had a commitment to performance measurement and accountability. State law requires school districts to report information about their CTE instructional programs if they are to receive reimbursement for conducting the programs.

Data is collected through the MSDS, CTEIS and the Michigan Merit Exam for the purpose of reporting the Perkins CPIs, EDEN/EDFacts files, and for distributing State School Aid Act, Section 61a(1) funds. Data collection efforts and related activities continue to increase with the current focus on measurable outcomes at both the state and federal levels. The OCTE staff works collaboratively with CEPI, to promote coordination and exchange of data and to improve data accuracy and validity.

The federal legislation requires the use of data to drive CTE program improvement and improve student performance. Michigan has adopted the following CPIs for Perkins IV:

- 1S1: Academic Attainment—Reading Language Arts
- 1S2: Academic Attainment—Mathematics
- 2S1: Technical Skill Attainment
- 3S1: Secondary School Completion
- 4S1: Student Graduation Rates
- 5S1: Secondary Placement
- 6S1: Non-Traditional Participation
- 6S2: Non-Traditional Completion

SECTION 8

Financial Administration for CTE Programs

Purpose and Background

The numerous responsibilities for managing a federal grant can be categorized as programmatic and financial. These instructions have been developed to provide CTE administrators and grant managers with the necessary information about requirements and procedures used for the effective financial administration of federal and state CTE funds.

The information contained in this section is a summary of requirements contained in federal and state statutes, regulations, policies, and manuals. These instructions do not include all legal requirements applicable to CTE programs nor is it intended to provide legal advice.

History of Carl D. Perkins Federal Funds

As early as 1917, Congress recognized the social and educational need for vocational education in public schools. The Smith-Hughes Vocational Education Act was passed “to provide for the promotion of vocational education; to provide for cooperation with the states in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with the states in preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure.” The legislation was “especially designed to prepare workers for the most common occupations in which the great mass of our people find useful employment”.

In the 1960s, Congressional action expanded the role and scope of vocational education with the Carl D. Perkins Act, focusing on improving vocational programs and serving special populations. In the 1990s, Perkins reflected the education policies and reform efforts of the time. There was emphasis on the integration of vocational and academic instruction and added Tech Prep to make Perkins a tool for educational reform by linking vocational education more closely with academics and with instruction at the postsecondary level. The amendments of 1998 added increased references to technology, training teachers in technology, and distance learning. The intent was to ensure that programs receiving funds under Perkins responded to economic and employment needs.

The term “career and technical education” emerged in the 2006 reauthorization of Perkins, replacing “vocational education.” This 2006 Act focused on rigorous academic and technical skills as well as preparation for postsecondary education through programs of study. Perkins continues to be a vehicle to promote the preparation of students for the skills that are needed by business and industry for the global economy.

Michigan has participated in the Perkins programs since inception, with both CTE Perkins and Tech Prep initiatives. These funds are considered “flow-through funds” in that the state distributes the funds via formula to school districts. The federal legislation that authorizes the funding contains required activities that recipients of the funds must follow. Therefore, there are no discretionary funds available for schools or consortia – the activities must meet the intended purpose of the law. The OCTE administers the secondary CTE Perkins grants in Michigan. Eligible recipients for funding are public LEAs that provide SA CTE programs and services.

Tech Prep funds were awarded to eligible recipients to support secondary and postsecondary articulated programs. Funding for Title II, Tech Prep, was discontinued by Congress as of July 1, 2011, however, the Tech Prep provisions of the Act remain in effect.

The Perkins funds are distributed electronically as a reimbursement of expenditures to eligible regional fiscal agents throughout the state. Eligible recipients are required to develop and submit long-range regional plans to align with the purpose and intent of the Perkins legislation. These plans address the long-term goals and objectives for CTE and Tech Prep partnerships in the region.

In addition to a Comprehensive Local Needs Assessment, an annual application must be submitted that identifies the activities that will be completed to reach the long-term goals and objectives and to continually increase student performance as measured by the Perkins CPIs. CTE Perkins funds may only be used to fund activities that support SA CTE programs.

Federal Administrative Requirements

Acceptance of federal grant funds is accompanied by requirements for strict compliance with terms, conditions, and regulations. Since grants are awarded to an institution, not an individual, the grantee organization accepts full legal responsibility for the program and for fulfilling the granting agency requirements.

The annual application contains assurances and certifications that are included in nearly all federal education applications, as well as specific assurances pertaining to Perkins. These assurances must be certified electronically by authorized administrators (superintendent, regional CTE administrator, etc.).

There are three components that are essential to an integrated federal grant management system: financial management, procurement standards, and property and equipment management.

Financial Management

(Uniform Guidance 2 C.F.R. Part 200)

Fiscal control and accounting procedures of Perkins grant recipients must be sufficient to: (1) permit preparation of required reports, and (2) permit the tracing of funds to a level of expenditures adequate to establish that funds have not been used in violation of the restrictions and prohibitions of applicable statutes. A summary of the financial management system described in the Uniform Guidance 2 C.F.R. Part 200.302, 200.303, 200.305 follows:

Financial Reporting

Accurate disclosure of the financial results of grant funded activities must be made available upon request of the granting agency.

Accounting Records

Grantees must maintain records that identify the source and use of grant funds. Project expenditures should be recorded within the function code and object classifications defined in the Michigan Public School Accounting Manual.

Internal Controls

Internal controls are methods to help program and financial staff achieve program results, safeguard assets, ensure the reliability of accounting data, and comply with management policy, grant terms and conditions. In summary, federal grant recipients are required to:

1. Have controls in place.
2. Assign staff that are trained to use the controls.
3. Be certain that the controls are followed and are working.

Budget Control

Actual expenditures must be compared with budgeted amounts for each project on a regular basis.

Allowable Costs

Costs charged to the Perkins grant must be allowable according to the Perkins Act, Uniform Guidance, program regulations, the terms of the grant agreement, and occur during the period the funds are available.

Source Documentation

Accounting records must be supported by source documentation such as cancelled checks, paid bills, payrolls, time and attendance records, purchase requisitions, purchase orders, contracts, and invoices.

Cash Management

The grantee must minimize the time between making disbursements and drawing down funds for reimbursement.

Procurement Standards

(Uniform Guidance 2 C.F.R. Part 200.317-200.326)

Grant recipients may use their own procurement procedures which reflect applicable state and local laws and regulations, provided that the procedures conform to the federal law and regulations, including the following standards:

- Maintain a contract administration system that ensures that contractors comply with the terms and conditions of the contract
- Maintain a written code of standards of conduct for employees responsible for procurement transactions. The code of conduct must state that no employee, officer or agent of the grantee shall participate in selection, or in the award or administration of a contract supported by federal funds if a conflict of interest, real or apparent, would be involved. Such a conflict would arise when:
 - the employee, officer, or agent,
 - any member of his immediate family,
 - his or her partner, or
 - an organization which employs, or is about to employ, any of the above

has a financial or other interest in the firm selected for award. The grantee's officers or employees may not solicit or accept gratuities, favors or anything of monetary value from contractors, potential contractors, or parties to an agreement

- Procedures include measures to avoid the purchase of unnecessary or duplicative items. All costs must be necessary for the performance or administration of the federal grant
- Make awards only to responsible contractors possessing the ability to perform successfully under the terms of the procurement agreement
- Maintain records sufficient to detail the significant history of the procurement, including, but not limited to, rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price
- Procurement transactions provide for full and open competition to the extent practicable. No contract can be made with a vendor that has been suspended or disbarred. Recipients must verify this if the contract is \$25,000 by checking the vendor's status on the System for Award Management (SAM) website located at <https://www.sam.gov>.

An agency may establish informal procurement procedures that can be used to secure services, supplies, etc. that do not cost more than the established threshold. The competitive bid threshold for purchasing supplies, materials, and equipment is calculated annually.

Property and Equipment Management
(Uniform Guidance 2 CFR Part 200.310-200.316)

Sub recipients are required to provide reasonable assurance that proper records are maintained for equipment acquired with federal funds, that equipment is adequately safeguarded and maintained, and that disposition of such equipment is done according to regulations. There are different rules for equipment and supplies.

Refer to the Uniform Guidance 2 CFR Part 200.313 for Equipment definitions and disposition.

Refer to the Uniform Guidance 2 CFR Part 200.314 for Supply definition.

CTE Perkins Requirements

Funding Policy

Funds generated by the Perkins formula are pooled at the regional (consortia) level. Each region/consortium receives its proportionate share based on the grand total of the amounts generated by local school districts and PSA. PSA, also known as charter schools, and schools funded by the Bureau of Indian Affairs are treated as LEA's for inclusion in the region. Michigan sends each fiscal agent a list of PSAs and Indian education programs in their region for which they must deliver services and treat as an LEA. An assurance of this relationship is required in the regional application for Perkins funding.

The following conditions may also impact the distribution of Perkins grant funds.

1. Michigan will include all open LEAs and PSAs including LEAs and PSAs in the Perkins funding formula. Michigan will no longer exclude LEAs or PSAs because of a "non-participating agency" status.
2. Funds generated by a PSA that closed before July 1 of the current grant year shall be excluded.

Funds allocated to a regional consortium shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for authorized programs. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefitting only one member of the consortium as a LEA. An assurance of this relationship is required in the regional application for Perkins funding.

Funding Formula

Allocations to regions (consortia) are distributed based on the following formula:

- 70% is distributed in proportion to the census poverty counts of individuals aged 5-17 for each district served by the LEA as a percentage of the state total.
- 30% is distributed in proportion to the latest census count of individuals aged 5-17 residing in the district served by the LEA as a percentage of the state total. To be inclusive of charter schools, PSA count adjustment methodology will be utilized.

Once funds are distributed to the regional fiscal agency, members of the consortium may be reimbursed for expenditures based on approved regional activities.

Allowable Costs

Federal grant programs are governed by the EDGAR and Uniform Guidance. To determine whether a cost may be paid with federal funds, i.e. whether the cost is permissible, subrecipients must be familiar with these rules. In general, a cost may be considered allowable if the following conditions are met.

- Be incurred during the grant period (generally, July 1 through June 30). Grantees should be cautious about purchases that occur late in the grant period, while this may meet the letter of the regulation, does it provide benefit to the program during the eligible period?
- Be allowable under the Perkins Act
- Be necessary and reasonable. For instance:
 - It must be necessary for the performance or administration of the grant -
 - Is it really needed?
 - Does it meet the minimum necessary requirements, or does it contain all the "bells and whistles"?
 - It must follow sound business practices -
 - What would the prudent person do?
 - Do I have the capacity to use it?
 - Could I comfortably defend this purchase, or would I be embarrassed?
 - Can I prove that I paid fair market value?

- Comply with the limitations of a grant agreement as well as other applicable federal and state laws and regulations:
 - Be authorized under state and local rules - if something is prohibited by state or local laws and policies, the use of federal funds is also prohibited.
 - Are allocated to the grant on a basis consistent with policies that apply to all activities of the grantee. (Incidental use by a non-Perkins program may be allowable as long as it does not interfere with the primary use).
 - The federal grant program is charged in proportion to the value received by the program.
 - Can prove the program benefited.
 - Are accounting for consistently and in accordance with generally accepted accounting principles.
 - Are adequately documented.

Supplement, Not Supplant

"Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities ..." [Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Section 311(a)]

The supplement, not supplant, requirement means that Perkins funds must add to, rather than substitute for, services provided with state and local funds. A recipient may not divert state or local funds from an activity merely because Perkins funds are available. In other words, providing CTE programs is a local responsibility, not a federal responsibility. Perkins funds should add to the basic CTE program that a local district provides. The key question to ask when reviewing documentation to determine compliance is: "What would have happened in the absence of the Perkins funds?"

A specific example of such circumstance is the use of federal funds for any program that a recipient is required by state law to provide. Because the school district would have to use state and local funds to provide statutorily required services in the absence of federal funds, the school district may not use Perkins funds in place of the state and local funds it would otherwise be required by law to use. Rather, the recipient may only use Perkins funds to provide supplemental services that it would not have provided had the Perkins funds not been available.

The following questions and answers are examples intended to provide assistance in clarifying this requirement.

1. Does it violate the supplement, not supplant requirement if a school district uses Perkins funds to continue a program previously operated with state funds if the school district no longer qualifies for the state funds?

A recipient may have qualified for state funds to operate a program for at-risk students, for example, based on the number of such students attending the school district. If the number of students decrease and the district no longer qualifies for the state funds, the school district may continue to operate the program with Perkins funds if the program addresses purposes of the Perkins legislation and does not violate the supplement, not supplant requirement.

There is no violation because the state funds would not be available, in the absence of Perkins, to continue the program previously provided. This, of course, presumes that the recipient would not fund the program out of any other nonfederal funds in the absence of Perkins.

2. If a school district was not able to implement an approved activity, can the funds budgeted for that activity be shifted and not violate the supplement, not supplant requirement?

Districts are required to continually monitor the status of approved activities and related budget items. If it is determined early on in the school year that an activity will not occur as planned, a budget amendment may be submitted to establish a new activity and related budget item. Budget amendments that occur late in the grant year may indicate supplanting. Perkins projects are approved on an annual basis to be used by the end of the fiscal year (June 30). If a budget adjustment was not approved prior to the end of the fiscal year, the funds may not be shifted. To do so would mean that the school district was replacing funds already spent with the unspent Perkins dollars. This would be supplanting.

3. If a school district orders computer equipment that is to be paid for with both state funds and Perkins funds, and subsequently the state funds are not provided, would the use of Perkins funds to purchase the computer equipment be considered supplanting?

Federal requirements state that Perkins funds must be used to supplement and, to the extent practical, increase the level of funds that would, in the absence of the Perkins funds, be made available from nonfederal sources. If the reduction of nonfederal funds for the purchase of the computer equipment had occurred in the absence of Perkins funding, the use of Perkins funds for the same purpose would not be considered supplanting.

4. If a school district uses Perkins funds to purchase basic lab materials, does that expenditure violate the supplement, not supplant requirement?

Perkins funds may not be used for activities that a recipient would, in the absence of Perkins funds, make available with nonfederal funds. Presumably, in the absence of Perkins funds, a school district would have to purchase basic lab materials in order to provide instruction in the various occupational subjects. Thus, the use of Perkins funds to purchase this equipment that the school district would otherwise have to provide from local funds would violate the supplement, not supplant requirement. The school district, however, could use Perkins funds to purchase supplemental lab materials without violating that requirement.

Level of Effort

Sub recipients must maintain a consistent level of expending and reporting nonfederal funds in support of CTE activities from year to year to avoid violating the non-supplanting requirement.

Time and Effort Reporting

A subrecipient should have written policies and procedures that comply with state and federal timekeeping requirements, including sufficient detail to guide employee training to assure compliance, identify accountability or consequences for compliance, and require coordination between program office and business office. Uniform Guidance 2 CFR Part 200.430 requires an employee whose salary and wages are supported, in whole or in part, with federal funds to document his/her time spent working on the federal programs to ensure that charges to each federal program reflect an accurate account of the employee's time and effort devoted to that program.

A Personnel Activity Report is no longer required under Uniform Guidance 2 CFR Part 200.430. However, it is still acceptable. If you choose to use a Personnel Activity Report, please follow the guidelines provided within this section.

Cost Objective

A cost objective is defined as a function, organizational subdivision, contract, grant, or other activity for which cost data are needed and for which costs are incurred.

A "single cost objective" can be a single function or a single grant or a single activity. It is possible to work on a single cost objective even if an employee works on more than one federal award or on a federal award and a nonfederal award. The key to determining whether an employee is working on a single cost objective is whether the employee's salary and wages can be supported, in full, from each of the federal awards on which the employee is working, or from the federal award alone if the employee's salary is also paid with nonfederal funds.

There are only four possible options to consider when determining whether to complete a semi-annual certification or personnel activity report.

1. If you have a single fund source with a single cost objective complete semiannual certification.
2. If you have a single fund source with multiple cost objectives complete a PAR.
3. If you have multiple funding source with a single cost objective complete a semi-annual certification.
4. If you have multiple funding source with a multiple cost objective complete a PAR.

Semi-Annual Certification

If an employee works solely on a single federal award or cost objective, charges for the employee's salary and wages must be supported by periodic certifications that the employee worked solely on the program or cost objective for the period covered by the certification. These certifications must be:

- Prepared after-the-fact and at least semi-annually
- Be signed by the employee or supervisory official having firsthand knowledge of the work performed by the employee

The USDE has authorized the use of a "blanket semi-annual certification" that would identify multiple employees working on the same single cost objective. This blanket certification would be signed and dated (after-the-fact) by the supervisory official having firsthand knowledge of the work performed by the employees.

Personnel Activity Reports

If an employee works on multiple activities or cost objectives, a distribution of the employee's salary and wages must be supported by a PAR or equivalent documentation. Appendix B of the circular lists instances of multiple activities or cost objectives for which a PAR is required, that is, if an employee works on:

- More than one federal award
- A Federal award and a nonfederal award
- An indirect cost activity and a direct cost activity
- Two or more indirect activities that are allocated using different allocation bases
- An unallowable activity and a direct or indirect cost activity

The PAR must:

- Reflect an after-the-fact distribution of the actual activity of the employee
- Account for the total activity for which each employee is compensated
- Be prepared at least monthly and coincide with one or more pay periods
- Be signed by the employee

Perkins Grant Procedures

This section describes the OCTE's implementation of the requirements for CTE Perkins grant. The OCTE expects that the local education agency staff associated with this grant will actively participate in the following responsibilities:

- Application
- Budget Preparation and Revision
- Post Award Administration
- Compliance Monitoring
- Evaluation
- Audit
- Financial Closeout (Final Expenditure Report)

Application

The CTE Perkins grant application is completed and submitted through [MEGS+](https://mdoe.state.mi.us/MEGSPlus/Login2.aspx) located at: <https://mdoe.state.mi.us/MEGSPlus/Login2.aspx>.

Budget Preparation and Revision

The grant budget is an estimate of the cost of the activities proposed in the grant application. Communication between fiscal and program staff is essential. The CTE Perkins application budget is prepared once CPIs and corresponding grant activities have been selected in MEGS+. Function codes for required and permissive activities are selected on the basis of the appropriate use of funds.

Only the fiscal agency and CEPDS are eligible to have budgets in the grant application. For the majority of regions, only the agencies employing the Administrators are eligible to submit a participating agency budget in the regional application. A participating agency budget totaling less than \$15,000 in federal funds is not allowed. This is to ensure that the funds are not being reallocated to ineligible recipients (those not generating the minimum allocation) and that the use of funds will benefit all members of the consortium/region.

The Budget Summary for the region shows the amount of these flow-through funds in function code 410, Outgoing Transfers. The Regional Budget Summary shows the total regional budget by function code. Nonfederal (state and local) funds for CTE activities should be included in the application budget:

1. To demonstrate level of effort, which may be an indicator of supplement, not supplant and is reviewed on the TRAC finance desk audit.
2. When nonfederal funds are used for a required activity, in which case the expenditure would be included in the finance and/or grant monitoring reviews.

A reconciliation of the approved budget to actual expenditures should be done routinely. This may result in a need to shift grant funds between approved activities. A transfer of funds between line items that exceeds 10% of the original approved grant budget necessitates a request for budget revision. It may also require a change to the Action Plan and activities related to that line item. A grant amendment must be submitted before dollars can be expended for the projects. Clear communication is necessary between the regional CTE administrator, project or grant coordinator, and the business office before submission of the budget adjustment.

The fiscal year ends June 30. Final budgets must be submitted prior to June 1; amendments submitted after this date will not be approved. Budget amendments that occur late in the grant year may indicate supplanting.

Post Award Administration

Grant Award Notification

The fiscal agent may print a hard copy of the Grant Award Notification from MEGS+ after the application has been approved and the status is "Grant Funds Available." The project number, source code, and the approved amount are then made available in the MDE CMS. Grantees may not begin to obligate funds until the later of the following dates:

- July 1
- The date the applicant submits its application in substantially approvable form

Reimbursement Process

Reimbursement requests for CTE Perkins grant funds are made through the [CMS](#), at: <https://mdoe.state.mi.us/cms/default.aspx>. From the Main Menu, select "Requesting Funds for a Project (DS-4492)" and follow the steps below:

1. Select the appropriate project
2. Enter Interim Cumulative Expenditures
3. Save (CMS calculates current total cash request)
4. Certify the fund request

Compliance Monitoring

Fiscal agents for the CTE Perkins regional consortia have additional financial related responsibilities. These include:

1. Maintaining fiscal records including monitoring expenditures against the approved budget.
2. Disbursing grant funds to participating agencies upon request for reimbursement of the cost of approved and completed activities.
3. Ensuring that all required reports are accurate and submitted by the due dates.
4. Be fiscally accountable for obligations and expenditures as required under the Single Audit Act and Uniform Guidance 2 CFR Part 200.

Participating agencies have the following responsibilities:

1. Maintain all necessary data and/or reports, including detailed financial transactions for costs incurred.
2. Prepare all required reports and forward to the fiscal agency in time to meet due dates.
3. Be fiscally accountable for obligations and expenditures as required under the Single Audit Act and Uniform Guidance 2 CFR Part 200.

Audit

CTE revenue and expenditures must be recorded according to the Michigan School Accounting Manual (Bulleting 1022). Each local and ISD is required to have an annual audit of the district's financial records. Auditors will test for appropriate classification with regard to fund, function, and object code; therefore, it is important that CTE personnel work closely with fiscal staff for proper financial reporting.

Financial Closeout (Final Expenditure Reports)

Michigan Electronic Grants System Plus

Final expenditure reports are due in MEGS+ at the end of August (60 days after the end of the grant period.) The MEGS+ End-of-Year Report should be completed before starting the FER in CMS; this allows for a transfer of the budget and expenditure data from MEGS+ to CMS.

Cash Management System

A FER is due 60 days after the end of the grant period. There are three steps that the recipient must make when submitting their FER. The first two, entering and posting, can be done by the same individual.

Select "Reporting Final Expenditures (DS-4044)" from the Main Menu. The list that appears will include all active projects past the project ending date, all active projects in which all funds have been paid, and reopened projects. The project and approved budget information are loaded from the MEGS+ system.

1. Select the appropriate project from the list
2. Enter the federal expenditures according to function and object codes
3. Enter the non-federal expenditures
4. Save
5. "Post" the report when it is complete and there are no errors

The third step is **certifying** the FER. The person authorized to certify the FER must not be the same person that entered and posted it.

1. Select "Certifying Final Expenditures (DS-4044)"
2. "Posted" FERs are listed
3. "Select" the appropriate project
4. Review the information, make changes if necessary
5. Click "I Certify"

Public School Funding

History of State School Aid

In the past, public schools were financed through a combination of State Aid payments and locally raised revenue (property tax mills). State Aid was provided through an equalization formula for general purpose and categorical aid. The equalization method guaranteed each district a minimum return per pupil for each mill of property tax levied. Districts could tax themselves at whatever rate voters approved. If the district's local revenue per pupil exceeded the state's guaranteed revenue, they were "out of formula" and received no general school aid. The state equalized value and millage rate formula created an opportunity for inequity in school funding.

In 1993, the Michigan legislature eliminated local school property taxes and the State Equalized Value as a means of financing public schools. To replace the revenue to the School Aid Fund, proceeds from increased sales tax (4% to 6%), the cigarette tax, and other taxes help provide operating funds.

The mechanism for reformed school financing in Michigan is a foundation allowance. It is a per pupil amount that is a combination of State Aid and non-homestead property tax revenue. To receive the full foundation allowance, a district must levy local school operating mills on non-homestead property of 18 mills. The state

payment per pupil is the difference between the district base amount (what a school received in 1993-94 per pupil) and the local revenue. The plan includes an annual increase in revenue per pupil. Lower revenue districts receive larger dollar and percentage increases while higher revenue districts received flat dollar increases.

Public School Accounting

The Michigan Compiled Laws contain the legal requirements for school district accounting. The Compiled Laws, together with Administrative Code Rules governing school accounting, have the force and effect of law and are legally binding on Michigan's LEAs. The Michigan School Accounting Manual is the required accounting manual for LEAs of Michigan.

The provisions of P. A. 621 (Uniform Budgeting and Accounting Act) became effective July 1, 1981. At that time, boards of education and school district administrators were required to come into compliance with the Act. The purpose is to provide the structure necessary for a close relationship between the administrator and the local school board with regard to the establishment of budgets and appropriations.

P.A. 621 also provides that the State Superintendent shall publish suggested manuals, forms, and operating procedures for use by local/ISDs. The Superintendent is responsible for budget preparation and presentation to the school board and for the control of expenditures as presented in the budget and general appropriations Act. The Superintendent may assign the duty of preparation and administration of the budget to a fiscal office. Local districts must prepare a budget for the general school fund, debt retirement fund, and special education fund. ISDs must also include the special education fund, area vocational education fund, and the cooperative education fund. The school district must hold a public hearing on the budget before it is adopted as provided for in school laws.

State Aid Process within OCTE

Each year, a school district is confronted with the task of achieving numerous educational objectives within available financial resources. The accomplishment of this task is more probable through School Aid categorical funding approved by the state legislature each year. These funds are for specific purposes and are awarded to eligible agencies in addition to the basic foundation allowance. The OCTE implements and monitors the activities for the following sections of the State School Aid Act:

- Section 61a(1) - CTE programs (Added Cost) is based on expenditure data and enrollments. Funding for programs is distributed according to the established rank list based on wage, placement, and job outlook data
- Section 61a(2) - CTE Administrator Reimbursement is proportioned to approved administrators based on a combination of Perkins administration funding level and percent of time spent administrating CTE programs

The roster of districts and allocations is sent to the MDE School Aid Office. Payments are distributed through the State Aid funding process in 11 equal allocations throughout the year. Schools must report expenditures in the Schedule B form due each year in the fall.

Noncompliance Provisions

Noncompliance Conditions

For the purposes of the administration of state and federal funds, the following situations are incidences for which a school district may be found to be out of compliance with program requirements. All of these issues have a basis in the federal or state law and regulations:

- ◆ Incomplete, insufficient, or late application materials
- ◆ Onsite monitoring finds the district (including career centers) out of compliance with requirements
- ◆ Insufficient or no progress made toward CPI levels
- ◆ Incomplete, inaccurate, insufficient, or late follow-up, enrollment, course information, and other data reports
- ◆ A budget that is not approved prior to the expenditure of funds
- ◆ Incomplete, insufficient, or late narrative or financial reports
- ◆ Non-submission of the annual Single Audit Act reports
- ◆ Inappropriate use of funding
- ◆ Non-submission of individual student enrollment data for all state approved CTE programs
- ◆ Failure to provide the Department with the necessary information to reasonably carry out its function under the Act
- ◆ Failure to complete a required CPI activity
- ◆ Failure to meet a required Use of Funds activity
- ◆ In circumstances where noncompliance has been established, state and/or federal funds may be withheld from an institution until the school district reaches compliance or funds may be payback/recaptured from the recipient

Provisions for Withholding Recipient Funds

It is not the intent of the OCTE to be punitive when issues of noncompliance are found. However, Perkins legislation is clear that the OCTE must be provided with the information necessary to reasonably carry out its function under the Act. In the

event a participating educational agency is delinquent in submitting required data to the fiscal agency, a specific request and deadline for the report or other required data shall be delivered in writing to the participating educational agency by the fiscal agency. If the participating educational agency is requested to return Career Initiative funds received for the fiscal year, they will be prohibited from receiving any such funds in the subsequent fiscal year.

Procedures for the withholding of funds for noncompliance must follow due process:

- When a noncompliance finding is identified, a telephone contact followed by a letter from the OCTE will be sent to the Superintendent and the CTE administrator.
- Within 30 days of the date of the letter, the Superintendent or designee is expected to review the findings and respond to the OCTE.
- Within 30 days of the date of the response letter, the OCTE will contact the Superintendent or designee to discuss the finding, procedures, and timelines for corrective action and/or other appropriate response.

Procedures for Fund Recovery

If it is found through a financial audit, onsite monitoring, application or final report review that federal or state school aid funds have been misused or misappropriated, fund recovery procedures will be instituted by the MDE.

Appeal Process

Michigan school districts and other clients of the MDE shall have access to review procedures in regard to decisions and actions taken on monitoring visits and the enforcement of reporting requirements.

The procedures for notification and review are as follows:

1. An eligible subrecipient that intends to appeal the Department's action shall notify the OCTE director in writing within 14 calendar days of receipt of the Department's findings. Within an additional 16 calendar days of receipt of the findings, the subrecipient shall submit a written request for review which shall state: (a) the finding of the Department that is in question; (b) the issues upon which the Department's finding is challenged; and (c) all pertinent facts related thereto.
2. Upon receipt of such a request, the OCTE State Director shall prepare and issue a written reply within 30 calendar days. Such a reply may include a change of position by the Department or an affirmation of its original position, in whole or in part.
3. Within 14 calendar days of receipt of the reply from the Department, the subrecipient whose appeal has been denied shall indicate whether it wishes to continue a request for review by the Department. Such notification shall be sent to the OCTE State Director. If the timing of local board of education meetings

prevents the subrecipient from acting within the allotted 14 days, the subrecipient shall send the OCTE director written notification of this fact within the initial 14-day period. A subrecipient providing this notification shall have a total of 30 calendar days to submit a request for continued review.

4. Within 14 calendar days of receipt of notice indicating a further review of decision, a final meeting shall be scheduled. At this time, there shall be a discussion including the subrecipient's representative, the OCTE State Director, appropriate OCTE staff, and/or the Deputy Superintendent of the MDE bureau or designee.
5. The OCTE State Director or designee, may make a ruling based upon the facts presented or may convene a review panel of three members.
6. If a review panel is convened, within 14 calendar days of receipt of information and materials, the panel shall review the documentation and decision for the purpose of making one of the following recommendations to the deputy superintendent:
 - a. Further review is not warranted based upon the facts presented. The review should end. Original staff decision is supported.
 - b. Further review is warranted based upon the facts presented. Original staff decision is not supported.
 - c. Further review may be unwarranted because there is an alternative solution that can be suggested to the subrecipient. Original staff decision is not modified.
7. The deputy superintendent of the MDE bureau shall make a decision regarding the appeal. All decisions are based on applicable laws and the policies of the MDE.

Resources

Recipients of federal or state education funds should be familiar with the following resources:

[Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270](#)

http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=109_cong_bills&docid=f:s250enr.txt.pdf

[Michigan Public School Accounting Manual](#)

http://www.michigan.gov/mde/0,1607,7-140-6530_6605-21321--,00.html

[Michigan School Auditing Manual](#)

http://www.michigan.gov/documents/mde/Web_Version_360001_7.pdf

[Education Department General Administrative Regulations \(EDGAR\), 34 CFR Parts 76-99 United States Department of Education, December 2008, as amended](#)

<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>

[OMB Circulars A-21, A-87, A-133,](#)

[United States Office of Management and Budget](#)

<http://www.whitehouse.gov/omb/circulars/index.html>

SECTION 9

Data, Evaluation and Research

CTE Technical Skills Assessments

Under Perkins, States are required to report on student attainment of career and technical proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards.

Information on technical skill assessments currently in use may be found on the OCTE website under the "[CTE Skills Assessments](#)" section:
http://www.michigan.gov/mde/0,1607,7-140-6530_2629_53970---,00.html.

Questions regarding the selection and implementation of technical skills assessments including ordering assessments, assessment administration, and assessment reports may be directed to Dr. Valerie Felder at 517-335-1066 or FelderV@michigan.gov.

Career Technical Education Information System

The CTEIS is a secure web-based information system that can be accessed from any computer with an internet connection. CTEIS is used to collect information required for mandated state and federal reporting. This includes information on student enrollment and completion of SA CTE programs, student attainment of technical skills, and student placement in employment and continuing education. Districts upload data to CTEIS either through direct upload from district student management systems, through student data submitted via the MSDS submissions to CEPI, or through test vendors for assessment data. Users of the system are granted access to one or more reporting roles by an authorized official for their fiscal agency. CTEIS utilizes the MEIS for secure, password-protected access.

The system allows OCTE and districts to:

- Collaborate and share data securely
- Securely collect data necessary to report back to districts and the federal government
- Generate all of the state CTE required reports, including:
 - End-of-Year Unduplicated Student Enrollment and Completion
 - Spring Program/Course/Section Enrollment Counts (for state aid funding purposes)
 - Placement Survey

CTEIS also provides access to CTE data collected over time. This enables districts to better analyze, plan, and forecast to improve programs and meet the needs of students. Aggregate data reports are available to districts and the public on the MDE [MI CTE Reports](http://www.cteisreports.com) website at: <http://www.cteisreports.com>.

CTEIS requires that each student record be identified using the student UIC to allow matching of student data in CTEIS with student data already collected in other state systems including the MSDS and the Michigan Merit Exam. The UIC also prevents accidental reporting of duplicate data.

The URL for [CTEIS](http://www.CTEIS.com) is: www.CTEIS.com. Users must have a MEIS ID and have been granted access to the system by the authorized official for a fiscal agency.

Perkins Performance Indicators

Perkins requires that states establish a performance accountability system designed to assess the effectiveness of the state in achieving statewide progress in CTE. The state-developed performance measures must consist of core indicators, additional indicators that the state determines, and the state-adjusted levels of performance for the core indicators. States are required to continually make progress toward improving the performance of CTE students.

The Core Indicators contained in the Perkins CTE (Section 113. Accountability) are:

1. Student attainment of challenging academic content standards and student academic achievement standards, as adopted by a state in accordance with section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 and measured by the State determined proficient levels on the academic assessments described in section 1111(b)(3) of such Act.
2. Student attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate.
3. Student rates of attainment of each of the following: a secondary school diploma, a General Education Development credential, or other state recognized equivalent (including recognized alternative standards for individuals with disabilities), or a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if such credential, certificate, or degree is offered by the State in conjunction with a secondary school diploma).
4. Student graduation rates (as described in section 1111(b)(2)(C)(vi) of the Elementary and Secondary Education Act of 1965.
5. Student placement in postsecondary education or advanced training, in military service, or in employment.
6. Student participation in and completion of CTE programs that lead to non-traditional fields.

With input from eligible recipients, the state has established and included in the Michigan Perkins State Plan measurable levels of performance for each core indicator. The Secretary of the USDE and the MDE obtained agreement on these levels. The agreement incorporated the comparability of the state's levels of performance to those of other states. Levels may be revised if unforeseen circumstances (such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the state) arise that affect the outcome.

The state must submit a Consolidated Annual Report, to the USDE each year regarding the state's progress in achieving the performance levels, including the performance of special populations. The USDE will make state-by-state comparisons and will issue a report to Congress and the public.

Regional Improvement Plan

The OCTE is required to evaluate eligible recipients' performance using regional adjusted levels of performance. If an eligible recipient does not meet at least 90% of an agreed upon adjusted level of performance for any core indicator, the eligible recipient (region) shall develop and implement a program improvement plan in consultation with OCTE during the first program year succeeding the program year for which the region failed to meet the adjusted level of performance. (Section 123(b)(2)).

All or a portion of a region's Perkins allotment may be withheld if the region:

1. Fails to implement an improvement plan.
2. Fails to make any improvement in meeting any of the regional adjusted levels of performance.
3. Fails to meet at least 90 percent of an agreed upon regional adjusted level of performance for the same core indicator of performance for 3 consecutive years.

If a state does not perform satisfactorily (less than 90% on any CPI level), does not implement an improvement plan, or shows no improvement within a year of implementing an improvement plan, the USDE may withhold some or all funds to the state under this title. Likewise, if the state has performed unsatisfactorily for two or more years, the USDE may withhold some or all funds. Before withholding funds, an opportunity for a hearing must be granted. If an appropriate and effective use can be found, withheld funds must be distributed by the USDE within the state to provide services and activities that meet the purposes of Perkins. If such use of funds cannot be found, funds must be redistributed to other states.

The legislative mandate to develop an improvement plan for failure to meet 90% of any performance target, and reporting results as part of the Consolidated Annual Performance Report, are consistent with those mandated for reporting the Title I Core Performance Indicators.

SECTION 10

Web-Based Resources

[Career and Technical Education Information System](#) (CTEIS) www.cteis.com
CTEIS Technical Help CTEIS.help@ptdtechnology.com

[Education Department General Administrative Regulations](#)
(EDGAR) 34 CFR, as amended on December 19, 2014
www2.ed.gov/policy/fund/reg/edgarReg/edgar.html

[Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards](#) (2 C.F.R. Part 200)
<https://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html>

[Apprenticeship Programs and the Michigan Apprenticeship Steering Committee, Inc.](#)
(MASCI) www.masci.org
MASCI is Michigan’s resource organization to help individuals explore and gain entry to apprenticeship opportunities. In their own words, they are “an advocacy group made up of professionals from the education industry, manufacturing sector, construction trades and governmental departments of Michigan. MASCI’s objective is to educate Michigan’s workforce and employer groups on the benefits of participation in Registered Apprenticeship.”

[Michigan Jobs and Career Portal](#) www.mitalent.org
The Jobs and Career Portal was created by career educators, administrators, Michigan Rehabilitation Services (MRS) representatives, labor market information and employment service specialists, technology specialists, and other stakeholders. For teachers, parents, students, job seekers, and employers, this is a user-friendly site with links to the latest and best education, career exploration, employment information, and resources.

[Michigan Electronic Grant System Plus](#) (MEGS+)
https://mdoe.state.mi.us/MEGSPlus/Login2.aspx?APPTHEME=MIMDE_MEGSPLUS&ReturnURL=/MEGSPLUS/

[Michigan Department of Education](#) www.michigan.gov/mde

[Professional Trades Careers](#) www.going-pro.com

[Association for Career and Technical Education®](#) www.acteonline.org

[MI Association for Career and Technical Education](http://www.acteonline.org/michigan-association-for-career-and-technical-education/) www.acteonline.org/michigan-association-for-career-and-technical-education/

[Advance CTE](http://www.careertech.org) www.careertech.org

[Center for Educational Performance and Information](http://www.michigan.gov/cepi) www.michigan.gov/cepi

[Pupil Accounting Manual](http://www.michigan.gov/mde/0,4615,7-140-6605-22360--,00.html)
www.michigan.gov/mde/0,4615,7-140-6605-22360--,00.html

[Michigan Virtual® for Professionals](https://michiganvirtual.org/professionals/) <https://michiganvirtual.org/professionals/>

The LearnPort web-based professional development delivery system was created in partnership with MVU and the MDE. School employees are provided up-to-date and flexible online professional development to help meet personal and district learning requirements. LearnPort® provides high quality courses and content through a full set of web-based communication tools and offers full professional development record-keeping capabilities.

LearnPort® is also increasingly being used as a peer-to-peer communication and best-practice sharing site by secondary CTE educators and administrators and their postsecondary partners statewide. Log on and create your own account to become part of this real-time, online community of educators. LearnPort® offers quick mini-tutorials to help users get the most out of this exciting website, making navigation an easy and rewarding experience.

[Michigan Virtual® for Students \(MVHS\)](https://michiganvirtual.org/students/)

<https://michiganvirtual.org/students/>

Michigan Virtual University is a private, non-profit Michigan corporation established in 1998 to deliver online education and training opportunities. MVU is a market-driven organization that contracts for the delivery of its programs and services through the colleges and universities in Michigan and private training providers. MVU does not independently grant degrees. Credentials are granted by the organization providing the program.

MVU was founded and incorporated as a private entity under the Michigan Nonprofit Corporation Act. The MEDC was instrumental in the initial funding and development. The prototype was the Michigan Virtual Automotive College, spearheaded in 1996 by the state of Michigan, Michigan State University, the University of Michigan, and the auto industry. The Automotive College became a division of MVU and now has an expanded focus as the Manufacturing Training Network. MVU is governed by a board of directors comprised of representatives of the Michigan employer and education communities and state government.

The primary motivation for creating MVU was to provide high-quality, convenient, cost-effective education and training to Michigan's current and future workforce.

How is MVU funded? Originally seeded with funds from the Michigan Strategic Fund, today MVU generates revenues through course fees, contract services, sponsorships, and grants.

The MVHS is an online resource operated by the MVU that enables Michigan high schools to provide courses (taught by certified teachers) and other learning tools that students would not otherwise have access to. Focus at the high school level is to help high schools expand their capacity to provide course content and move it to a central access point.

Michigan Virtual Summer School offers high school students a more flexible option for participating in summer school courses. This online summer program gives Michigan's high schools the opportunity to expand current traditional summer school offerings to more fully address students' remedial and enrichment needs.

MVHS doesn't independently grant diplomas or course credit but, instead, works in cooperation with individual school districts. Through MVHS, Michigan high school students can prepare for MEAP and AP exams, take other courses, and learn any place there is an Internet connection.

The Michigan Virtual central offices are located at:

920 Municipal Way, Lansing, Michigan 48907

Phone: 517-336-7733 Toll Free: 888-532-5806

Fax: 517-708-2882

E-mail: mivu@mivu.org



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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