SECTION 1

CAREER AND TECHNICAL EDUCATION ADMINISTRATORS ROLES AND QUALIFICATIONS

The challenges facing Career and Technical Education (CTE) demand the availability of highly qualified CTE administrators to meet the needs of students, education, 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 are even more important today with the need for continued economic growth, high academic standards, and a globally competitive workforce.

Section 61a(1) of the State School Aid Act, and federal Perkins legislation, provide funding to support comprehensive career and technical education opportunities for students in communities statewide. Educators at both the secondary and postsecondary level must plan together 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 the 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 develop and maintain a quality secondary delivery system and improve or initiate the transitioning relationship with the CTE student, economic development initiatives, and postsecondary education. Much of this planning is driven by data that is collected and analyzed through the Comprehensive Local Needs Assessment (CLNA) at local, Career Education Planning Districts (CEPD), and regional levels.

ROLE OF CEPD ADMINISTRATORS

A. Collaboration and Coordination

1. Act as liaison between the Michigan Department of Education (MDE), Office of Career and Technical Education (OCTE) and the local district administrators to disseminate official correspondence in a timely manner.

2. Initiate and develop activities necessary to bring about closer business/ industry/education cooperation, including postsecondary partnerships, as well as work with workforce and economic development activities.

3. Initiate activities necessary for the coordination and alignment of programs and services between and among secondary and postsecondary institutions to train youth, as well as adults.

4. Promote and coordinate gender equity and other special population activities that result in student enrollment and completion of CTE programs.

5. Initiate and develop activities necessary to bring about closer cooperation between CTE and academic partners.

6. Provide leadership and coordination for implementation of program alignment and student attainment of credentials within the region.

7. Communicate academic credit learning opportunities to local districts in a manner that encourages districts to provide these flexible credit opportunities for their students participating in CTE programs.

8. Provide leadership to support Work-Based Learning (WBL) opportunities for all students.

B. Credential Attainment

1. Monitor and assure that eligible students who have met the appropriate criteria are supported to earn the approved credential(s) within their CTE program.

2. Determine how the ordering, administration, and reporting of credentials will be coordinated within the CEPD:

   a. Identify one or more coordinators within the CEPD to handle the coordination of planning and administration of credentials.

      i. Identify students within each program who are eligible to earn the credential.

      ii. Identify students who may require specific accommodations that are specified in the student's IEP.

      iii. Coordinate the space and equipment in which the credential administration will occur (usually computer labs).

      iv. Organize credential administration according to credential issuing entity requirements (see Credential Tip Sheet).

      v. Identify and arrange for appropriate proctors who will oversee the administration of credentials.

      vi. Ensure that available credential reports are given to administrators, teachers, and students.

      vii. Coordinate with OCTE to ensure that student credential data are complete and accurate.

3. Share CTE credential outcomes with regional, CEPD, and local district partners.

C. Data Management

1. Serve as the primary link for coordinating CTE data collection for CTEIS, including student follow-up reports, collection of credential attainment, and student-level data elements.

2. Provide technical assistance and facilitate local district reporting procedures so that the OCTE forms and reports are completed accurately and in a timely manner.

3. Review and approve the following reports submitted by the districts:

    a. Enrollment Report (4483)

    b. Expenditures Report (4033)

    c. Follow-Up Reports

4. Complete and submit the CEPD Option Report. *Please note: Each CEPD receives a portion of the 40% funds (CEPD Share). This report lists every state approved CTE program within each CEPD. Each CEPD Administrator is then responsible for identifying the individual programs (PSNs) to be funded with their CEPD share funds.*

5. Based upon the regional Comprehensive Local Needs Assessment (CLNA), develop, and annually update a CEPD specific plan, aligned to the regional plan, to provide secondary CTE programming.

6. Develop a Regional Improvement Plan (RIP) to address CPI deficiencies.

D. 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 (i.e., special education, transition services) to providing CTE services to special populations students enrolled in CTE.

3. Assist the Operating Agencies (local school districts) in completing their CLNA.

4. Complete and submit CEPD CLNA biennially for the regional CLNA.

5. Review CEPD CLNA frequently throughout the year, monitor progress toward goals, and update as necessary to align with the Regional CLNA.

6. Meet with school districts on a regular basis to ensure the CEPD and regional effort to accomplish the goals of the CLNA and Perkins application, consistent with CTE Perkins Core Performance Indicators (CPI) and areas for improvement.

7. Provide administrative leadership and support for those districts without 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.

8. Provide leadership and technical assistance for districts operating or desiring to operate CTE programs. Complete program review and evaluation of state approved CTE programs and submit requested documentation to the OCTE.

9. Oversee program management functions, including new CTE program applications, program reviews, financial reports, and data reports for the region.

10. Collaborate with CEPD Administrators in the region in the development of the Perkins grant and budget.

11. Provide leadership to districts to assure CTE programs are consistent with high skill, high wage, and in demand occupational needs in the CEPD, region, and the state.

12. Responsible for ongoing communication with all local school districts and serve as a liaison between the CEPD and other regional partners within the region.

13. Function as a liaison between the CEPD and regional partners, including work force development agencies and Career Educational Advisory Council (CEAC).

E. Professional Learning

1. Coordinate annual CTE professional learning activities for instructors, support staff, career guidance personnel, and appropriate local school administrators.

2. Coordinate Civil Rights Compliance Review (CRCR) and Technical Review Assistance and Compliance (TRAC) workshops for operating agencies within the CEPD to prepare for reviews and in meeting other compliance obligations in collaboration with the Local Director of CTE. Collaborate with the Regional Perkins Coordinator to conduct workshops in preparation for onsite monitoring and reviews.

3. Participate in state-sponsored professional learning opportunities to remain current in the OCTE policies, procedures, and requirements.

4. Ensure appropriate staff have CTE-specific training to assure data recorded and submitted is accurate.

5. Review Core Performance Indicator Reports with the following staff: instructional, administrative, counselors, and special populations coordinators.

6. Review and analyze data to determine the effectiveness of the CTE program by CEPD, district, building, and program.

F.   Program Development, Planning and Evaluation

1.   Provide leadership and support for CEPD/regional program development activities consistent with the needs of the CEPD, region and state.

2.   Provide information about the CEPD and regional programs to the CEAC.
3.   Serve as liaison between the CEPD and the OCTE on matters relating to planning and evaluation.

4.   Provide leadership to assist local programs in meeting CPI requirements under Perkins.

5.   Provide leadership for conducting CIP Self-Review of the local districts' delivery systems for CTE. Assure that at least 20% of all programs are reviewed and 100% of the programs update their CIP Self-Review, annually. submitted each year. Documents must be kept on file at the local, CEPD, and/or regional level office for monitoring purposes.

6.   Provide leadership and direction to operating agencies to assist in completion of the CLNA and alignment of activities to identified needs.

7.   Review and submit all new CTE program applications for the CEPD. Assure that new programs are consistent with program quality expectations and the CLNA.

8.   Plan and promote activities for the districts, CEPD and region to create increased understanding and awareness of CTE programs, needs, and successes.

G.   Program Quality

1.   Assure all state approved CTE programs meet CTE program quality standards:
     a. Classroom instruction that includes technical skills, academic skills, and Career Ready Practices
     b. Hands-on laboratory learning experiences
     c. Work Based Learning opportunities with local business/industry partners
     d. Student leadership co-curricular experiences (i.e. Career and Technical Student Organizations)

2.   Conduct program reviews to assure that state approved CTE programs meet the National ACTE [High-Quality Program of Study](#) criteria including:

     a. Standards-aligned and integrated curriculum
     b. Sequencing and articulation
     c. Student assessment
     d. Prepared and effective program staff
     e. Engaging instruction
     f. Access and equity
     g. Facilities, equipment, technology, and materials

h. Business and community partnerships
i. Student career development
j. Leadership and career and technical student organizations (CTSOs)
k. Work-Based Learning
l. Data and program improvement

Role of Local Directors of CTE

A. Collaboration and Coordination

1. Act as liaison between the CEPD and local stakeholders to disseminate official correspondence in a timely manner.

2. 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.

3. Collaborate with postsecondary agencies to establish Programs of Study (POS) and college credit agreements.

4. Participate in efforts to bring about closer cooperation between business, industry, labor, education, government that support community economic development activities.

5. Participate in marketing CTE activities with other agencies in the CEPD.

6. Encourage program coordination and articulation between local districts, area CTE programs, and postsecondary partners.

7. Develop and initiate activities necessary to bring about closer collaboration between CTE instructors and academic partners.

B. Data Management

1. Serve as the primary link for coordinating CTE data collection for Career and Technical Education Information System (CTEIS), including student follow-up reports, collection of credential attainment, and student-level data elements.

2. Ensure OCTE forms and reports are completed accurately and in a timely manner.

3. Review and approve the following reports submitted for the districts:

   a. Enrollment Report (4483)

   b. Expenditures Report (4033)

   c. Follow-Up Reports

4. Oversee data collection and submission of all state and federal required reports within the timelines prescribed.

5. Collaborate with other school district, CEPD and regional administrators for CTE record maintenance and accuracy.

6. Facilitate the district's annual follow-up survey and assist in meeting the state's goals of obtaining a 100% response rate from program concentrators.

C. Professional Learning

1. Responsible for promoting and/or providing annual CIP-specific professional learning activities for CTE teachers in the district.

2. Responsible for providing professional learning activities to support a greater understanding of CTE programs for support staff, data entry staff, career guidance personnel, and appropriate school administrators in the district.

3. Participate in state-sponsored professional learning opportunities to remain current in the OCTE policy, procedures, and requirements.

4. Ensure all staff have appropriate training to assure data recorded and submitted is accurate.

5. Connect instructors with mentors in their CIP area, through regional, state, or national mentor organizations, and/or through collaboration with other local school districts.

D. Program Development, Planning and Evaluation

1. Assure that the district's CTE delivery system is approved by the local/ISD Board of Education, is based upon goals and objectives that are consistent with the regional goals identified through the CLNA process and is implemented in accordance with state program standards and guidelines.

2. Provide leadership for conducting CTE CIP Self-Review of the district's delivery system for CTE in coordination with the CEPD administrator. At a minimum, 20% of all programs must be reviewed and 100% of the programs update their CIP Self-Review, annually. submitted to the Michigan Department of Education annually. 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. Assist in CTE data collection and analysis, including student follow-up reports, collection of credential attainment, student-level data, and CLNA data.

5. Ensure that Core Performance Indicator Reports are reviewed with the following CTE staff: instructional, administrative, counselors, and special populations coordinators.

6. Provide leadership and direction for program evaluation and improvement.

7. Review and submit all new CTE program applications for the district. Assure that new programs are consistent with program quality expectations and the CLNA.

8. Plan and promote activities for the districts to create increased understanding and awareness of CTE programs, needs, and successes.

E. 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 state approved CTE programs.

3. Facilitate and/or coordinate the acquisition and identification of appropriate instructional equipment, supplies, and materials for all state-approved CTE programs in the district.

4. Monitor and assure that programs operate in facilities that are safe, accessible, and that equipment meets or exceeds local, state, and federal guidelines.

5. Prepare and oversee the district's budget for CTE funds, taking into account both federal funds, state categorical funds, and millage. *Please note: Districts are expected to support CTE instruction with foundation allowance. Categorical state funding, which is intended for only those expenses above and beyond normal classroom costs, is not intended to fully support CTE and vary from year to year. Failure to meet requirements of a funding stream will result in negative adjustments.*

6. Collaborate with business office to assure timely request of reimbursement for approved expenditures.

7. Support student career readiness and placement in postsecondary education and training, military service, national service (i.e., peace corps) or employment.

8. Provide leadership and technical assistance to staff regarding use of materials, services, and strategies that help support and promote equal access, diversity, and inclusion of special population students, including gender equity. Provide leadership to eliminate gender bias, discrimination, and stereotyping, and increase nontraditional enrollments and completion.

9. Promote and actively encourage co-curricular involvement in CTE student organizations and ensure that all program participants engage in leadership growth/learning opportunities.

10. Ensure that CTE curriculum is consistent with state program standards and competencies, and representative of labor market needs.

11. Provide leadership to ensure CTE program advisory committees are established and utilized in planning, reviewing, and promoting each CTE program offered.

12. Ensure availability of career guidance and academic counselors that provide information on postsecondary education and career options and any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields or providing students with strong experience in and comprehensive understanding of, all aspects of an industry.

13. Monitor and assure that eligible students who have met the appropriate criteria are supported to earn the approved credential(s) within their CTE program.

F. Program Quality

1. Assure all state approved CTE programs meet CTE program quality standards:
   a. Classroom instruction that includes technical skills, academic skills, and Career Ready Practices
   b. Hands-on laboratory learning experiences
   c. Work Based Learning opportunities with local business/industry partners
   d. Student leadership co-curricular experiences (i.e. CTSO)

2. Conduct program reviews to assure that state approved CTE programs meet the National ACTE High-Quality Program of Study criteria including:

   a. Standards-aligned and integrated curriculum
   b. Sequencing and articulation
   c. Student assessment
   d. Prepared and effective program staff
   e. Engaging instruction
   f. Access and equity
   g. Facilities, equipment, technology, and materials
   h. Business and community partnerships
   i. Student career development
   j. Leadership and career and technical student organizations
   k. Work Based Learning
   l. Data and program improvement

Qualifications for Administrator Certification in Michigan

As outlined in Michigan Compiled Law [MCL 380.1246](#) and School Administrator Certification Code, school administrators whose primary responsibility is to [administer instructional programs](#) must hold a valid Michigan School Administrator Certificate or work under a valid [School Administrator Permit](#).

MCL 380.1246 refers to another law, MCL 380.1536 which 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 of the following:

1. Individuals who were employed in Michigan on or before January 4, 2010, as superintendents, as principals, as assistant principals, in positions whose primary responsibility was administering instructional programs, and as chief business officials. Those individuals must complete continuing education requirements.

2. Individuals employed in Michigan after January 4, 2010, as superintendents, as principals, as assistant principals, and in positions whose primary responsibility is administering instructional programs. In general, those individuals must hold school administrator certification under MCL 380.1536.

3. A non-certified person who was not hired as an administrator on, or before, January 4, 2010 and does not hold the standard School Administrator Certificate, may be hired to fill a school administrator position if the following requirements are met:

   a. The individual must, within 6 months of their hire date, enroll in an approved preparation program leading to certification as a school administrator. Enrollment must be verified by the provider and include evidence of payment of enrollment fees.

   b. The program must be completed, and certification must be issued within 3 years.

Administrators employed without certification must be placed under a [School Administrator Permit](#) obtained by the employing district.

For more information, contact the MDE Office of Educator Excellence at 517-241-5000, or email MDE-EducatorHelp@michigan.gov.

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 Permit with written certification plan from an approved preparation program

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 (or agreed upon) cap. The remaining funds will then be equally divided among approved Local Directors 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.