

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 state approved CTE programs generate State School Aid Act 61a(1) (Added Cost) funds and are eligible to participate in regional Perkins activities.

To operate a state approved 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 [GEMS](#). 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 in 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 in 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:

- Participate 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?

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 State Approved CTE program in [MDE-CTE Portal](http://www.michigan.gov/mde-cteportal): www.michigan.gov/mde-cteportal

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 State Approved CTE programs in that CEPD area. It is the expectation of OCTE that each program will update the information in the CIP Self-Review each year.

The OCTE has implemented a TRAC process for State Approved 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

The following is a description of each area of the CIP Self-Review Criteria.

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

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

Administrator Responsibilities

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

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

Teacher Responsibilities

Each CTE program teacher is responsible to update their GEMS profile page and annual industry-related professional development. It is the lead CTE program teacher's annual responsibility to keep all CTE Program Serial Number (PSN) evidences up to date in the [CIP Self-Review](http://www.michigan.gov/mde-cteportal) at www.michigan.gov/mde-cteportal. Contact the appropriate [MDE program consultant](#) if you have any questions: https://www.michigan.gov/documents/mde/Career_Cluster_and_CIP_Codes_by_Consultant_699744_7.pdf

Section C01 – Program Teacher Certification

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

Section C02 – Program Teacher Professional Development (PD)

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

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

Program Advisory Committee meets the following criteria: All local state approved CTE programs are required to have a program advisory committee. Each program advisory committee must have a majority of their membership from the appropriate business and industry, as related to the program employment area. [The Program](#)

[Advisory Committee Tool Kit](https://www.michigan.gov/documents/mde/New_CTE_Program_Application_Tool_Kit_702081_7.pdf) provides clear guidance and templates to support local agencies in this work:

https://www.michigan.gov/documents/mde/New_CTE_Program_Application_Tool_Kit_702081_7.pdf

Section C04 – Program Delivery: Curriculum and Instruction

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

Section C05 – Work-Based Learning

Work-Based Learning is defined as **sustained interactions with employers or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum, instruction, and CTE Program standards**. Students may begin learning about careers while in elementary school (Career Awareness), experimenting with career options in middle school (Career Exploration), and then practice readiness for careers while in high school (Career Preparation and Training).

[Michigan Department of Education Work-Based Learning Resources](#)

Section C06 – Student Leadership & Career and Technical Student Organizations

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

https://www.michigan.gov/documents/mde/CTE_Teacher_Technical_Tool_Kit_698712_7.pdf

Section C07 – Equity and Access

Program employs strategies to eliminate barriers to program access. Program addresses issues of bias, inclusivity, and discriminatory practices. Student recruitment strategies support access and equity for various student populations, with considerations for gender, race and ethnicity, and special population status (individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless

individuals; youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty). The [CTE Teacher Technical Tool Kit](#) provides clear guidance to support local agencies in this work:

https://www.michigan.gov/documents/mde/CTE_Teacher_Technical_Tool_Kit_698712_7.pdf

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

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

Work Based Learning Process and Resources

WBL experiences related to state approved 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 state approved 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.

Work-Based Learning (WBL) experiences related to a state approved CTE program that are coordinated by a district through a training agreement, training plan, and with an employer providing an educational experience relating to school instruction may be offered as part of the pupil’s schedule for students enrolled in a state approved CTE program in grades 11 and 12. These WBL experiences 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 following general requirements apply for these CTE WBL experiences described above:

1. For all state approved CTE programs, the training plan MUST BE developed from the related CTE program Standard performance elements. 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](#) of the LEO website at:
https://www.michigan.gov/leo/0,5863,7-336-78421_107048---,00.html Paid or Unpaid Work Based Learning Experience State Approved CTE Programs

The specific requirements are contained in Section 5-P of the [Pupil Accounting Manual](#): <https://www.michigan.gov/mde/0,4615,7-140-6605-22360--,00.html>

Additional guidance regarding WBL and reporting WBL can be found in the CTE WBL Guide: https://www.michigan.gov/mde/0,4615,7-140-2629_53968-535369--,00.html and by using the resources linked on the OCTE Instructional Programs page: https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html.

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](#): <https://www.michigan.gov/mde/0,4615,7-140-6605-22360--,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_53968-535369--,00.html

Less-Than-Class-Size (LTCS)

LTCS is an unpaid training program; LTCS must meet and qualify for approval as a state-approved CTE program.

The specific requirements are contained in Section 5-P of the [Pupil Accounting Manual](https://www.michigan.gov/documents/mde/2019-20_Pupil_Accounting_Manual_672533_7.pdf#page=143): https://www.michigan.gov/documents/mde/2019-20_Pupil_Accounting_Manual_672533_7.pdf#page=143

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 Wednesday before 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.

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](http://www.michigan.gov/mde/0,4615,7-140-5683_57223---,00.html) 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 (\div) 300; times (x) number of weeks divided by (\div) 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_53968-535369--,00.html):
https://www.michigan.gov/mde/0,4615,7-140-2629_53968-535369--,00.html

Training Agreement

Training Agreement – Training Plan

Requirements for training agreements are contained in Section 5-P of the [Pupil Accounting Manual](https://www.michigan.gov/mde/0,4615,7-140-6605-22360--,00.html): <https://www.michigan.gov/mde/0,4615,7-140-6605-22360--,00.html>

Note: For all state approved CTE programs, the training plan **must be** developed from the related CTE program standard performance elements. 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_53968-535369--,00.html):
https://www.michigan.gov/mde/0,4615,7-140-2629_53968-535369--,00.html

Unpaid Trainee

Requirements for unpaid trainees are contained in Section 5-P of the [Pupil Accounting Manual](https://www.michigan.gov/mde/0,4615,7-140-6605-22360--,00.html): <https://www.michigan.gov/mde/0,4615,7-140-6605-22360--,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](https://www.michigan.gov/mde/0,4615,7-140-6605-22360--,00.html):
<https://www.michigan.gov/mde/0,4615,7-140-6605-22360--,00.html>

To verify workers' compensation coverage, access the website at www.michigan.gov/wca and click on 'Insurance Coverage Lookup'. 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 information must be listed on the training agreement that is signed by the industry partner.

Occupationally Certificated Teacher/Coordinator

State approved 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/>.

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 MDE website at:

https://www.michigan.gov/documents/hal_mhc_rms_local_gs2_171482_7.pdf.

Local Policies

State approved 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 website](https://www.michigan.gov/mde/0,4615,7-140-2629_53968-535369--,00.html) at: https://www.michigan.gov/mde/0,4615,7-140-2629_53968-535369--,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 state approved 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 state approved 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. CTE teachers need to have a teaching certificate, an annual career authorization, or they can be a postsecondary instructor who is instructing on the postsecondary campus. When a postsecondary instructor is teaching in a high school or career center, they need to have a teaching certificate or an annual career authorization.

Standard Teaching 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.

Standard Teaching Certificate 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](https://www.michigan.gov/mde/0,4615,7-140-5683---,00.html) at: <https://www.michigan.gov/mde/0,4615,7-140-5683---,00.html>
- Passage of MTTC 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 qualified certificated teacher is not available (it is a local decision to determine if a qualified certificated teacher is not available)
- Valid for one year; may be renewed without posting the position up to ten years; teacher must complete annual industry-specific professional development

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.

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 CTE programs are not required to have a teaching certificate and do not have to go through the annual career authorization (ACA) process if they are employees of the college with which a secondary program is contracted, and if they are teaching the course on the postsecondary campus. If the course is not being taught on the postsecondary campus, then the district will need to apply for an ACA for the college instructor.

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

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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