

Michigan Department of Education Office of  
Career and Technical Education  
**Frequently Asked Questions (FAQ)**  
COVID-19  
2020-2021

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## **Federal Perkins**

1. Will holding remote regional workforce development board (WDB) and career education advisory council (CEAC) meetings meet the federal Perkins requirement?

Yes.

2. What is the status of credential assessments?

Based on information from the United States Department of Education (USED), regions are still required to report and administer credential assessments.

- Core performance indicator 5S1 is reported the year a concentrator leaves school so the only concentrator credential data that will be affected will be for concentrators who graduate this year. If restrictions on in-person activities continue or reoccur, additional student cohorts may be affected. For this reason, districts should plan to have students sit for credentialing exams or meet other credentialing requirements as soon as students are ready and not wait until the last minute.
- Concentrators who leave school in 2020–2021 will be reported for 5S1 for 2021-2022.
- Since districts may report industry credentials for students until August 31, 2021, students who take credentialing exams in the summer will be counted. There will be no approval required by a fiscal agency level 5 or career education planning district (CEPD) administrator for credential data entered after the June submission of the end-of-year enrollment reports. Districts may wish to institute their own data checking process for credentials entered after the end-of-year enrollment report has been submitted.
- Districts may report credential data until August 31 in the year in which the student graduates.
- This guidance is subject to change based on direction from USED.

3. Students may not have been provided full instruction necessary to perform well on the assessment. What should we do to address this instructional concern?

Districts may choose to provide out-of-school time instruction to support student learning in a manner consistent with district policies. Districts may report credential data until August 31 in the year in which the student graduates.

### **61a(1) and 61b State School Aid**

1. Are districts permitted to carry over added cost section 61a(1) funds?

No.

2. Are districts permitted to carry over **2019-2020** section 61b **formula funds**?

Yes. An intermediate school district (ISD) may carry over 2019-2020 section 61b formula funds to 2020-2021 but must make a request by November 30, 2020. To carry over these funds, please contact Joan Church at [Churchj@michigan.gov](mailto:Churchj@michigan.gov).

3. May an ISD carry over the **2019-2020 61b(8) planning grant funds** to 2020-2021?

Yes. An ISD may carry over 2019-2020 61b(8) planning grant funds through November 30, 2020. To carry over the funds, please contact Lisa Seigel at [Seigell@michigan.gov](mailto:Seigell@michigan.gov) by September 15, 2020.

4. How will 2021-2022 added cost section 61a(1) state school aid funding amounts be determined?

The Office of Career and Technical Education will review options with the CTE state aid referent group and the (CEPD) council.

### **Reporting Requirements**

1. Will reporting timelines be adjusted and/or reports eliminated?

Reporting timelines have not been changed.

2. How should school districts account for reduced instructional time due to COVID-19 when reporting CTE program segments (sets of CTE program standards) in CTE course sections for the 2020-2021 school year?

Districts should accurately report the CTE program segments delivered in each course section when reporting CTE enrollments for 2020-2021, even if this means that some students will not reach concentrator or completer status as planned. This will help OCTE understand and document the effect of COVID-19 on CTE student outcomes.

Example 1: Program A’s instructional design covers segments 9, 10, and 11 during spring semester of year two of the program. Segment 11 requires hands-on instruction that the district was unable to provide in spring 2021. Due to reduced instruction time, less than 50% of the standards in segment 10 were covered. The district would report only segment 9 for this course section. Student course grades would follow district policy.

Example 2: Program B’s instructional design covers segments 4, 5 and 6 during the third trimester of year one of the program. Program B’s instructor provided instruction through written materials covering segment 4, and virtual instruction on segments 5 and 6 during April, May and June 2021, but some students were unable to participate in the virtual learning opportunities covering segments 5 and 6 and only received the content for segment 4. Students in program B would be reported in two separate course sections or subsections. The students who received only segment 4 would be reported in one section, and the students who received segments 4, 5 and 6 would be reported in a separate section. Student course grades would follow district policy.

### **Special Education / IEP / Section 504 Plan**

1. Are districts required to provide equal access to alternative modes of instruction for students with disabilities in career and technical education programs?

Yes. Please direct clarifying and additional questions to Rebecca McIntyre at the Michigan Department of Education’s Office of Special Education at [mcintyre1@michigan.gov](mailto:mcintyre1@michigan.gov).

### **CTE Programs**

1. Is the career education planning district (CEPD) 20% annual program review required?

CEPDs are required to review and submit documentation on a minimum of 20% of programs annually.

2. Are programs required to report completion of work-based learning (WBL) in the classification of instructional programs (CIP) self-review?

Yes. Work-based learning is a required component of a state-approved CTE program. During these unprecedented times, MDE realizes that many of these planned activities may need to be remote. Teachers are required to document work-based learning activities in CTEIS. Reporting guidance will be distributed in the fall of 2020.

3. Are districts required to hold two CTE program advisory committee meetings?

Yes. State-approved CTE programs are required to have two program advisory committee meetings annually. CTE advisory committees may be held remotely.

4. Are CTE programs required to provide leadership opportunities for students?

Yes, leadership is a required co-curricular component of a state-approved CTE program. These leadership growth opportunities should continue to be available to support students. Teachers are encouraged to facilitate remote learning experiences that will allow opportunities for all students to participate. Consider alternative methods to carry out leadership training and leadership activities such as meetings, election of officers, online professional development, virtual year-end student recognition programs, and other student-led activities that will help students strengthen their leadership skills.

5. Are career and technical student organization (CTSO) and leadership activities considered an extracurricular activity?

No. CTE leadership training, most often implemented through a CTSO, is a required co-curricular component of a high-quality program of study for state-approved CTE programs.

6. Are programs required to report completion of student leadership in the CIP self-review?

Yes. Student leadership is a required component of a state-approved CTE program. MDE realizes that many of these planned activities may need to be remote during these unprecedented times. Teachers are required to document student leadership activities in GEMS CIP self-review. GEMS reporting guidance will be distributed in the fall of 2020.

7. May a student attend local or intermediate school district career and technical education programs and/or participate in contracted training programs and related work-based learning experiences?

The student may participate upon the following conditions:

- The program location is in a region that is in phase 4 or higher of the [MI Safe Start Plan](#).
- The CTE program is implementing the required health and safety protocols in E.O. 2020-142 and the MI Safe Schools Roadmap.
- The specific industry workplace is open and consistent with the governor's most current executive orders, including those related to training, credentialing, and licensing.

District personnel are reminded to follow the work-based learning placement and supervisory requirements. School districts are advised to review district policy and liability insurance coverage during these unprecedented times.

## **CTE Programs CIP Specific: Agriculture, Food and Natural Resources Education**

Schools should have a plan that addresses all phases of the [MI Safe Schools Plan](#) for the care of plants and animals.

## **CTE Programs CIP Specific: Automotive**

1. How does a district meet the accreditation requirements of a state-approved CTE ASE automotive program, such as hands-on instruction, application renewals, and entry-level certification testing?

The [ASE Education Foundation](#) has created a coronavirus update web link that provides directions on how to handle an accredited ASE automotive program during the COVID-19 pandemic. This information encompasses all *CIP Codes: 47.0604 - Automotive Technician; 47.0603 – Collision Repair Technician; and 47.0613 – Medium/Heavy Truck Technician* programs.

## **CTE Programs CIP Specific: Cosmetology**

1. Can a state-approved CTE cosmetology student complete training through distance education to qualify and satisfy the requirements for high school graduation and earn hours toward a cosmetology license?

The ability to grant hours or minimal practical applications (MPAs) is outside the authority of Michigan Department of Education (MDE) Office of Career and Technical Education (OCTE). The department has no authority to issue a waiver from cosmetology educational or curricular requirements in statute or rule.

MDE recommends that state-approved cosmetology programs participate, to the extent practicable, in the creation and delivery of supplemental learning opportunities. Instructors should differentiate for students the fulfillment of expectations for high school credit and the fulfillment of expectations for cosmetology hours and MPAs awarded, as these may differ. Students may be expected to complete work to earn high school credit, even if that work may not count toward hours/MPAs submitted to the state Board of Cosmetology and the Michigan Department of Licensing and Regulatory Affairs (LARA).

As LARA and the bureau of professional licensing requires the submission of hour reports by the 10<sup>th</sup> of every month, MDE recommends that CTE state-approved cosmetology programs maintain two sets of records documenting the hours beginning March 2020 and the months ahead.

Programs should maintain one set documenting hours and MPAs earned during in-person instruction, and a second set documenting hours and MPAs earned through virtual instruction. The second set of records may prove to be useful in the event the hours submitted may be allowed pending future guidance from the state Board of Cosmetology. Should this guidance occur, MDE recommends CTE state-approved cosmetology programs develop policies and protocols for verifying hours and MPAs during [MI Safe Schools Plan](#) phases 1-3 and possibly phase 4 and 5 depending upon the program's instructional design.

### **CTE Programs CIP Specific: Health Science**

1. What if work-based learning sites are not open for students to complete their required training hours for certification?

Please refer to the LARA web pages regarding CNA training for updates:

[Department of Licensing and Regulatory Affairs \(LARA\) – Nurse Aid](#)

[Registry](#)

[Department of Licensing and Regulatory Affairs \(LARA\) – Nurse Aid Training Program](#)

### **Work-Based Learning (WBL) and Youth Employment**

1. Are students permitted to participate in in-person, work-based learning during [MI Safe Schools Plan](#) phases 1-3?

No. Please refer to section 5-P in the [Michigan Department of Education Pupil Accounting Manual](#) for additional information.

Furthermore, the pupil accounting manual recommends WBL coordinators keep details regarding excused absences on the student's training and pupil accounting records. For additional questions pertaining to work-based learning, contact Celena Mills, education consultant, Office of Career and Technical Education, via email at [millsc1@michigan.gov](mailto:millsc1@michigan.gov). Pupil accounting questions can be forwarded to Brian Ciloski, specialist in state aid and school finance, Office of Financial Management at [CiloskiB@michigan.gov](mailto:CiloskiB@michigan.gov).

As a reminder, students who are not on a work-based learning training plan and agreement must have an approved youth employment permit in place prior to start of employment.

The Michigan Department of Labor and Economic Opportunity, Wage and Hour Division enforces the Youth Employment Standards Act 90 of 1978. Act 90 regulates the employment of minors under 18. Please visit [Youth Employment Standards Act \(YESA\)](#) for more information, including work permits and posters about workplace safety.

Questions related to youth employment permits may be directed to the Wage and Hour Division, at 517-284-7800, or via email at [WHinfo@michigan.gov](mailto:WHinfo@michigan.gov).

2. Can a student obtain a youth employment work permit from the issuing officer to work on his/her own time (instead of WBL) during [MI Safe Schools Plan](#) phases 1-3?

Yes. Questions related to youth employment permits may be directed to the Wage and Hour Division at 517-284-7800, or via email at [WHinfo@michigan.gov](mailto:WHinfo@michigan.gov).

3. When referring to "youth employment work permit," does that mean a "training agreement" that covers after-school and weekend hours?
  - The youth employment work permit is not utilized for work based learning experiences.
  - Work-based learning training agreements with extended hours and days are still prohibited while schools are in phases 1-3.
4. If a student is 18 and older, can he/she be employed during [MI Safe Schools Plan](#) phases 1-3?

Yes. Students who are 18 years of age and older are not governed by the Youth Employment Standards Act.

5. Specific to work-based learning students who are not allowed to work during [MI Safe Schools Plan](#) phases 1-3, we have employers who are willing to have students telecommute. Is this allowable?

No. Because school buildings will be closed to personnel and students, during [MI Safe Schools Plan](#) phases 1-3 districts will not be able to perform the required monitoring aspects of work-based learning. See work-based learning and youth employment question 1 for details.

6. Who is responsible for issuing the youth employment work permit?

The issuing officer of a school district is responsible for issuing work permits. An issuing officer is the chief administrator of a school district, intermediate school district, public school academy, or nonpublic school, or a person authorized by that chief administrator in writing to act on his or her behalf.

Questions related to youth employment permits may be directed to the Wage and Hour Division, at 517-284-7800, or via email at [WHinfo@michigan.gov](mailto:WHinfo@michigan.gov).

7. Can a student in a paid work based learning experience collect unemployment?

Unemployment inquiries are not handled through the Office of Career and Technical Education. Individual questions can be forwarded to the Michigan Department of Labor and Economic Opportunity Unemployment Insurance Agency at [Michigan.gov/UIA](https://www.michigan.gov/UIA).