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CTE PLAYBOOK

**OFFICE OF CAREER
AND TECHNICAL EDUCATION**

June 2018



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WHAT IS CAREER AND TECHNICAL EDUCATION?

Career and Technical Education is defined as high school instructional programs that prepare students for specific careers. The programs consist of a series of courses that prepare youth for high-wage, high-skill, high-demand careers. The goal of career and technical education is to ensure that students, in grades 9-12, have strong academic foundations, as well as specific technical skills so that they may enter and succeed in their chosen career and/or postsecondary program.

High school career and technical education programs also provide career readiness skills that replicate business and industry and provide students with an opportunity for work-based learning and student leadership opportunities. Career and technical education instructional programs start at high school and then continue at the postsecondary level. A program of study is developed with input from secondary teachers, postsecondary instructors, and business/industry and provides a seamless transition from one level into the next. Through aligned programs, postsecondary education is supported and encouraged through dual enrollment, direct credit, and early/middle college options. These options allow students to earn college credit while still in high school.

The primary objectives for secondary career and technical education programs are:

1. To provide students with the skills needed for employment now (wage earning), and broad transferable academic, employability and career readiness skills, allowing students further employment and education flexibility.
2. To provide an awareness of the opportunities 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.
3. To provide both academic, technical, and work-based learning experiences to bridge the gap between education and the world of work.
4. To help local employers find well prepared individuals to fill available positions in their communities.

The Michigan Department of Education, Office of Career and Technical Education, works closely with regional career and technical education administrators to provide technical assistance and support for implementation and improvement of currently operating and the development of new career and technical education programs. Programs for secondary students are available through area career centers, intermediate school districts, public school academies, and local education agencies in Michigan.

Students enrolled in secondary career and technical education programs acquire skills that are transferable, career specific, and basic to a rigorous academic education, providing them with the foundation for lifelong learning. Career and technical education program choices should relate to the career goals identified in the students' Educational Development Plan. Well-developed career goals begin with a thoughtful look at available careers and student interests. A copy of the "Educational Development Plan Fundamentals" document can be found at the following link:

http://www.michigan.gov/documents/mde/EDP_Sample_from_Kent_296083_7.pdf

WHY SHOULD I START A CAREER AND TECHNICAL EDUCATION PROGRAM?

Benefits to Students

Career and technical education prepares students for the real-world of work by introducing them to workplace skills, by providing it in a hands-on context. Students thrive in career and technical education classrooms. The high school graduation rate for career and technical education students in Michigan in 2014-15 was 96.6 percent versus 79.8 percent for all students.

Benefits to the School District: Forming Partnerships with Postsecondary and Business/Industry

The local school district benefits from partnerships because local resources can be leveraged and shared to benefit the learning of all students and adult learners in their community. As stated above, career and technical education students have a higher graduation rate than those who are not exposed to career and technical education, which boosts the overall graduation rate for a district.

Benefits to Local Business and Industry

Employers benefit from serving on local advisory boards by suggesting preferred skills, needed equipment, and required work-place certifications. Employers who participate with career and technical education programs get a greater return on their investment of time and energy in finding future employees for their industry. This helps build a pipeline of skilled individuals.

Benefits to Postsecondary Partners

Postsecondary partners benefit by creating a seamless transition for high school students to earn college credit and thereby decreasing remediation rates. Faculty members benefit by having a more prepared student in the classroom, while administrators establish the path at the secondary level for student's seamless transition toward postsecondary enrollment.

WHAT CAREER AND TECHNICAL EDUCATION PROGRAMS ARE ALREADY IN MY AREA?

State-approved career and technical education programs are public information and may be obtained by accessing public reports at the following website: <http://www.cteisreports.com/> (link to "CTEIS Reports" and then link to "Secondary Taxonomy Report"). Click on the view report blue button and then scroll down to find your district.

HOW ARE CAREER AND TECHNICAL EDUCATION PROGRAMS FUNDED?

There are a variety of funding sources that could be used to fund career and technical education programs. Funding varies per region. Some funding options include foundation grants, local vocational millage, federal Perkins grants, and state aid categorical funding. For more information on career and technical education funding in your area, contact your area Career and Education Planning District administrator by using this link to search for your geographic area: <http://www.cteisreports.com>. (Click on View Reports-- Program Details--CEPD Admin List)

HOW DO I START A NEW CAREER AND TECHNICAL EDUCATION PROGRAM?

When developing a new career and technical education program, several factors need to be addressed. For example, consideration should be given to job forecasts, employer involvement, and student interest before investing significant time and resources into a new career and technical education program. School personnel should also begin the process of career and technical education program approval through the Office of Career and Technical Education. Program approval gives the district the opportunity to receive state school aid categorical funding for career and technical education, as well as benefit from federal funding through the Carl D. Perkins grant. Career and technical education programs that are not state-approved do not qualify for this additional funding.

Another important step involves a meeting with your regional career and technical education administrator to discuss the proposed program. The Michigan Department of Education works closely with the 53 career education planning district administrators, that in most cases parallel the intermediate school district boundaries. These career education planning district administrators provide technical assistance, professional development, and coordination of career and technical education programs and services for the local school districts within their geographic areas. A map that shows career education planning district

regions and includes career education planning district administrator contact information are provided in the resources section of this document.

As you begin work with the career education planning district administrator and employers in your area, you will need to do the following:

1. The rationale for developing the program should be formulated and agreed upon by those contemplating the establishment of the program. A discussion with career and technical education administrators and employers in the region must be conducted to prevent duplication of programs and to foster collaboration. Below are links for a list of career education planning district administrators by county and the list of career and technical education centers in Michigan.

Career Education Planning District Administrators by County:

<http://www.cteisreports.com>. (Click on View Reports-- Program Details-- CEPD Admin List)

Career Technical Centers in Michigan:

http://www.michigan.gov/documents/mde/Area_Center_Map_475713_7.pdf.

2. A needs assessment should be conducted using current labor market information for high-skill, high-wage, and high-demand careers in your region to support the proposed career and technical education programs. A partnership with local business and industry must be established so that you have relevant information about the knowledge and skills needed for the available jobs. Details on performing a needs assessment are found in the next section.
3. Another consideration is whether local funding, if no additional state or federal dollars were received, will be enough to support the program. Available state and federal grants alone cannot sustain a quality career and technical education program. Local support must be available.

NEEDS ASSESSMENT AND DATA RESEARCH SUPPORTING ESTABLISHMENT OF PROGRAM

New career and technical education 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. Partnering with local business and industry to hear their needs and concerns is critical to gather the right information on the knowledge and skills needed in the respective instructional program. Results must solidly support the decision to begin a new program. Resources continue to be level funded or declining across the state and nation.

Local districts must collaborate to eliminate duplication, support successful regional programs, and meet local workforce needs.

For your convenience, a link has been provided below that will introduce you to some Internet sources to begin the needs assessment. All data should be reviewed with the career education planning district administrator and Talent District Career Council located in the prosperity region of the county that the career and technical education program will be held. In the next section the links for the prosperity region map, the career education planning district administrator contact for each region, and the Michigan Works! Association director responsible for each of prosperity region are provided.

DTMB, Labor Market Information website

<http://milmi.org/>

Occupational Supply Demand System

<http://urlm.co/www.occsupplydemand.org>

ONet OnLine

<https://www.onetonline.org/>

WORKFORCE AND ECONOMIC DEVELOPMENT PARTNERSHIPS; WHY ARE THEY HELPFUL?

Partnerships between the local workforce and education agencies are essential for economic development. Direct benefits include the creation of a well-prepared and skilled workforce that addresses worker shortages that can build the local tax base and cultivate local talent. Students may be more inclined to remain in the area if they can envision themselves working at an established business in the community. Additionally, business and industry partners enjoy the benefit of growing their own workforce by creating a steady pool of qualified workers.

WHAT IS A PROSPERITY REGION?

In 2013, Governor Rick Snyder announced a new Regional Prosperity Initiative. The Regional Prosperity Initiative establishes a common set of geographic boundaries to be used by all state agencies. The initiative is intended to be a catalyst for the development of a local economic vision in the ten Regional Prosperity Initiative areas. The governor has asked that each state department organize their services according to these new regional boundaries, with the goal of enhancing coordination among departments, leveraging efficiencies, and providing better customer service. Ultimately, the Regional Prosperity Initiative is intended to encourage local private, public, and nonprofit partners to work together to create vibrant regional economies.

State of Michigan Prosperity Regions

http://www.michigan.gov/documents/dmb/Prosperity_Map1_430346_7.pdf

Career Education Planning District contacts for each Prosperity Region

http://www.michigan.gov/documents/mde/Prosperity_Region_CEPD_List_555152_7.pdf

Talent District Career Council contact by Prosperity Region

http://www.michigan.gov/documents/mde/TDCC_Chairperson_Contact_By_Region_502788_7_543560_7.pdf

Below is information that applicants will want to gather as they review the need for a new career and technical education program.

1. Based on a review of high-skill, high-wage, and high-demand careers at the national, state, and regional level, please list the three highest priorities for career and technical education programs that exist within your career education planning district.
2. Are there business and industry partners in your community committed to:
 - Yes No Actively participate on a program advisory committee?
 - Yes No Support training, scholarships, and student leadership opportunities?
 - Yes No Support work-based learning opportunities for students?
 - Yes No Offer instructor opportunities for training/learning specific to the occupational program (i.e., externships)?
 - Yes No Are there state-approved occupational programs at postsecondary institutions located in your region that would be potential partners?
 - Yes No Are there other related continuing education options such as training programs or apprenticeships available in the career education planning district related to this career and technical education program?
 - Yes No Are there current job openings available related to this career and technical education program in the state of Michigan? Use this link: www.mitalent.org for more information.

3. What data/documentation exists that supports current job openings for this career and technical education program at the regional or career education planning district level?

The role of the career education planning district administrator is key in providing coordination and technical assistance for the new career and technical education program planning process. The new program process requires the approval of the career education planning district administrator on the new career and technical education program application. Applicants must follow the new program process as outlined in annual communications from the Office of Career and Technical Education to career education planning district administrators. Each program has an Office of Career and Technical Education program consultant that provides technical assistance in that area. For a list of consultants by career and technical education program area, see the link below.

Program Consultants

http://www.michigan.gov/documents/mde/17-18_Career_Cluster_and_CIP_Codes_by_Consultant_578234_7.pdf

CAREER AND TECHNICAL EDUCATION PROGRAM CRITERIA

Michigan's Career Clusters

The Office of Career and Technical Education has aligned current state-approved career and technical education programs into 17 career clusters that represent categories of similar jobs. These groupings make it simpler to talk about career options with students and to organize information.

- 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 Services
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology

- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing, Sales and Service
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

View the Career Readiness Practices defined by Advanced CTE that are included in Michigan's career and technical education standards.

<https://cte.careertech.org/sites/default/files/CareerReadyPractices-FINAL.pdf>

Program Standards

Career and technical education programs are based on standards identified by business and industry. These standards must be taught within the program to be state-approved and eligible for state and federal funding. Requirements differ for different career and technical education programs. For example, all Automotive Technician state-approved career and technical education programs must be NATEF certified.

While each career and technical education program has its own unique requirements, a career and technical education Classification of Instructional Program (CIP) Self-Review document with specific criteria, must be completed for each state-approved career and technical education program. To view the CIP Self-Review document, go to MCCTE Navigator

<http://ctenavigator.org/resources>. This page also contains gap analysis documents, which contain the standards referred to above.

Michigan Merit Curriculum and Career and Technical Education

Career and technical education programs incorporate academic skills, which may lead to academic credit as well as career and technical education credit, and align with the Michigan Merit Curriculum. The links below provide the Michigan Department of Education requirements for awarding academic credit in career and technical education and the Michigan Merit Graduation requirements for all high school students. Also provided is a link to an example of delivering economics in a state-approved career and technical education marketing program and another for integrating Algebra II into state-approved career and technical education engineering, manufacturing, and industrial technology programs. The Michigan Department of Education, Office of Career and Technical Education does not endorse any specific program, product, or service. Options provided in this document serve as examples only.

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

Economics in Marketing:

<http://www.berriencte.org/resources/marketingeconomics-collaborative-teaching-model/>

Algebra II in Engineering/Industrial Programs:

<http://www.kresa.org/Page/1780>

Program Delivery and Waivers

Michigan is a local-control state. By definition from edglossary.org, it means "...the governing and management of public schools are largely conducted by elected or appointed representatives serving on governing bodies such as school boards..." The district has autonomy in how they choose to operate programs in their district. Some career and technical education programs may be offered by alternate program delivery methods, such as at a worksite or on a college campus. Keep in mind that access and equity for all students is essential.

Alternate delivery models may require a "Pupil Accounting Waiver." Pupil accounting ensures students are receiving the amount of education required by state law and this determines if a district is meeting requirements to receive the full foundation allowance per pupil. For more information on pupil accounting go to http://www.michigan.gov/mde/0,4615,7-140-6530_6605-21534--,00.html; see the Waiver Information section. Please contact Pupil Accounting at 517-241-6895 for additional assistance.

Properly Certificated Instructors

Michigan law requires that individuals teaching secondary career and technical education 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 career and technical education programs require that the individual seeking the credential have two years (4,000 hours) of recent and relevant work experience in the occupational area.

For more information please visit the Michigan Department of Education's webpage on teacher certification http://www.michigan.gov/mde/0,4615,7-140-5683_14795---,00.html.

In certain circumstances, a waiver may be requested if the instructor does not meet the listed criteria for certification. Please see the link for career and technical education teacher certification FAQs

http://www.michigan.gov/documents/mde/CTE_Teacher_Certification_FAQ_436394_7.pdf.

You can also contact the Michigan Department of Education, Office of Professional Preparation Services at 517-373-6838.

Work-Based Learning Opportunities

Career and technical education work-based learning is a combination of school-based preparation and supervised worksite experiences designed in collaboration with business/industry to enable students to acquire knowledge and skills for career and other life roles in real work settings. These experiences relate directly to the approved career and technical education program. The Office of Career and Technical Education's Work-Based Learning Manual can be found at http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968-220470--,00.html.

For additional information on work-based learning, visit the Michigan Career Placement (MCPA) website at: www.micareerplacement.org.

Before students participate in a work-based learning opportunity, the youth employment law should be reviewed with the career education planning district administrator to ensure compliance and student safety. The links provided will take you to the Youth Employment page on the Michigan Department of Education's website http://www.michigan.gov/mde/0,4615,7-140-6530_2629_59590---,00.html.

Please consult with your career education planning district administrator on insurances needed to operate a career and technical education program and offer work-based learning opportunities.

Equipment to Simulate Business and Industry Requirements

Each program has unique equipment recommendations specific to the program content. Districts must provide equipment that simulates the work-site for careers related to the program based on employer/industry input and feedback. All equipment must be inventoried and replaced following district policy or safety upgrades. See item 6, Secondary-Postsecondary Connections for ideas on shared asset utilization.

Eliminate Barriers to Program Access

It is required that all facilities used for any state-approved career and technical education program meet Americans with Disabilities Act standards and accessibility requirements. Compliance with all requirements of Civil Rights law; Title II, Title VI, Title IX, and Section 504 is required by all state-approved career and technical education programs. The Office of Career and Technical Education is the state office responsible for administering a compliance program to prevent, identify, and remedy discrimination based on race, color, national origin, gender, disability, or age by LEAs, career and technical education centers,

or postsecondary institutions that receive federal financial assistance through a state of Michigan agency.

Secondary-Postsecondary Connections

All state-approved career and technical education programs are required to have a POS that demonstrates the linkage between secondary and postsecondary wage-earning programs. This allows students to earn college credit while in high school.

Shared Asset Utilization

The postsecondary connection can benefit your program and students by sharing assets, e.g., equipment needed to simulate business and industry. The cost of equipment can be prohibitive to secondary career and technical education programs. Among other topics, career and technical education advisory committees should have discussions focused on how assets can be leveraged to benefit both the secondary and postsecondary student. This may require consideration of an alternate delivery model for your program. The Talent Investment Agency/Workforce Development can connect you with various adult education institutions that may provide needed access to equipment.

<http://www.michigan.gov/wda>.

Career and Technical Education Program Advisory Committee

The expertise of individuals from business and industry plays an integral role in providing high-quality career and technical education programs, in addition to fostering the development of a trained and educated workforce. The primary purpose of these program advisory committees is to serve as a resource and a connection to the workplace for career and technical education teachers, administrators and students. For more information please view the Office of Career and Technical Education, Career and Technical Education Program Advisory Tool Kit at http://www.michigan.gov/mde/0,4615,7-140-2629_53968--_,00.html.

The Career and Technical Education Program Advisory Committee, as well as the *Going Pro Campaign*, the Governor's Talent and Investment Board (GTIB), and the MiEducator Showcase site can provide promising practices and information in leveraging business partners, destigmatizing career and technical education, and providing critical input into proper business/industry instruction and workforce gaps that need to be filled. The Association For Career and Technical Education® (ACTE®) offers a wide array of resources to engage industry partners.

ACTE®

<https://www.acteonline.org/>

Going Pro

<http://www.mitalent.org/skilled-trades>

GTIB

http://www.michigan.gov/snyder/0,4668,7-277-57738_57679_57726-267276--_00.html

Student Leadership Learning Opportunities

Students are required to participate in a leadership activity as a part of their career and technical education program. One way to meet this requirement is through a Career Technical Student Organization. Career Technical Student Organizations are an intra-curricular component of preparing students to assume a leadership role in the occupation of their choice.

CURRICULUM AND CREDENTIAL PATHWAY SOURCES

- The National Career Pathways Network has a resource center that offers resources on topics such as: adult and student career pathways, and college and career readiness tool kits. <http://www.ncpn.info/resource-center.php>.
- The Michigan Department of Education's MiEducator Showcase provides numerous lesson plans that are career and technical education and non-career and technical education focused: www.mi.gov/MiEducatorShowcase
- Advance CTE offers National Career Cluster information which includes possible certifications that students can obtain in each cluster area. The title of the certification program along with the licensing/issuing organization's contact information is listed. This site also includes National Career Cluster standards and programs of study <https://careertech.org/career-clusters>. To gather specific information on careers simply click on the name of the cluster.

Advance CTE also has a comprehensive Learning That Works Resource Center located at <https://careertech.org/resource-center> that provides a variety of resources on access and equity, early college credit and transfer agreements, career advisement, credentials and assessments, data and accountability, employer engagement, funding and finance, program quality, systems alignment, and work-based learning.

RESOURCES

Administrative Guide for Michigan CTE Programs; OCTE comprehensive guide on operating a state-approved CTE program in Michigan:

Advance CTE; state leaders connecting learning to work:
<http://www.miacte.org/>

Awarding Credit in Career and Technical Education:
http://www.michigan.gov/documents/mde/Guidelines_for_Awarding_Credit_in_CTE_468150_7.pdf

Association For Career and Technical Education® (ACTE®); National CTE resources <http://www.acteonline.org/>

Bureau of Labor Statistics; United States
<https://stats.bls.gov/>

Career Ready Practices; Advance CTE
<https://cte.careertech.org/sites/default/files/CareerReadyPractices-FINAL.pdf>

Career and Technical Information System (CTEIS); CTE public reports
<http://cteisreports.com/>

Career Technical Student Organizations; CTE leadership opportunities for students <http://www.ctsos.org/>

Going-Pro with Professional Trades; reduce stigma of Professional Trades jobs, information for students and parents on CTE
<http://www.mitalent.org/skilled-trades>

Hot 50 Jobs for 2024
<http://milmi.org/research/michigans-hot-50-for-2024>

Hot 25 Professional Trades Jobs
<http://www.going-pro.com>

Labor Market Information for Michigan-Department of Technology, Management and Budget
<http://milmi.org/>

Michigan Association for Career and Technical Education (MI ACTE); MI CTE resources
<http://www.miacte.org/>

Michigan Career Placement Association; Work-Based Learning
<http://www.micareerplacement.org/>

Michigan College Access Network (MCAN); increase college readiness, participation and completion, particularly among low-income students
<http://www.micollegeaccess.org/>

Michigan Merit High School Graduation Requirements Frequently Asked Questions:
[http://www.michigan.gov/documents/mde/Complete MMC FAQ August 2014 467323_7.pdf](http://www.michigan.gov/documents/mde/Complete_MMC_FAQ_August_2014_467323_7.pdf).

Michigan Top 10 in 10 Years; strategies and partnerships to make Michigan a Top 10 Education State in 10 Years
<http://www.michigan.gov/mde/0,4615,7-140-80635---,00.html>

Michigan Works Association; services to Michigan's workforce development system <http://www.michiganworks.org/>

MCCTE Navigator; electronic system for Michigan's CTE community, real time access to state-approved CTE program standards
<http://ctenavigator.org/>

OCTE Staff Quick Reference Directory
http://www.michigan.gov/mde/0,4615,7-140-6530_2629-258837--,00.html

O*NET OnLine; U.S. Department of Education published tool for career exploration and job analysis
<https://www.onetonline.org/>

Pupil Accounting MDE; guidance/rules to count pupils for state aid funding
http://www.michigan.gov/mde/0,4615,7-140-6530_6605-21534--,00.html

Talent and Economic Development; economic development, Pure Michigan
<http://www.michigan.gov/ted/>

Talent Investment Agency; job seekers, labor market information, veterans, unemployment
<http://www.michigan.gov/tia>

What it means to be Career Ready; Advance CTE
https://cte.careertech.org/sites/default/files/CRPC_4pager.pdf

Workforce Development Agency-Talent Investment Agency; apprenticeships, community colleges, adult education
<http://www.michigan.gov/wda>

Youth Employment; Child Labor Law
http://www.michigan.gov/mde/0,4615,7-140-6530_2629_59590---,00.html



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