

**OFFICIAL**

Michigan Training Connect (MiTC)

Policy Manual

Requirements and Guidelines

Prepared By

Targeted Services Division–Adult Section

Talent Investment Agency  
State of Michigan



## **Preface**

The Workforce Innovation and Opportunity Act (WIOA) was signed into law on July 22, 2014. The passage of WIOA provides new authorizing legislation for programs previously authorized under the Workforce Investment Act. The WIOA is landmark legislation designed to strengthen and improve our nation's public workforce system and help put Americans back to work. The WIOA presents an extraordinary opportunity to improve job and career options for our nation's workers and job seekers through an integrated, job-driven public workforce system that links diverse talent to businesses through continuous improvement supported through evaluation, accountability, identification of best practices, and data-driven decision-making.

The revitalized workforce system under the WIOA will be characterized by three critical hallmarks of excellence:

- The needs of business and workers drive workforce solutions;
- One-Stop centers provide excellent customer service to job seekers and employers, and focus on continuous improvement; and
- The workforce system supports strong regional economies and plays an active role in community and workforce development.

In implementing the WIOA, key operational and governing principles are:

- a. States align programs and ensure integrated services through a unified strategic plan and shared governance;
- b. Workforce boards focus on strategy;
- c. States and local areas align workforce programs with regional economic development strategies;
- d. The One-Stop center network and partner programs are organized to provide high-quality services to individuals and employers; and
- e. States and local areas promote accountability and transparency, and data drives decisions and informs customer choice.

States in partnership with the local boards, the One-Stop system, and its partners play a leadership role in ensuring the success of the eligible training provider system. The MiTC serves as an important tool for participants seeking training to identify appropriate providers and relevant information such as cost and program outcomes. Using the MiTC, case managers can assist participants in identifying training providers offering programs in high-demand industries that result in positive outcomes and recognized credentials.

## **Using and Maintaining the Michigan Training Connect (MiTC) Policy Manual**

Information identified as required for placement on the MiTC is necessary for initial and continued eligibility determination, for program management purposes, and the collection of information for performance and for federal reporting purposes.

## References

References used in development of the manual include the following:

- The Workforce Innovation and Opportunity Act (WIOA) of 2014, (Public Law 113-128 Title I [29 United States Code Section 3101, *et. seq.*])
- The WIOA Final Rules and Regulations, as published in the Federal Register on August 19, 2016.
- U.S. Departments of Labor and Education, WIOA Information Collection for Performance Management, Information, and Reporting System, reference number 201604-1205-002.
- Michigan Act 148, Public Acts of 1943, as amended.
- U.S. Department of Labor (USDOL) Training and Employment Guidance Letter (TEGL) 19-14 "Vision for the Workforce System and Initial Implementation of the WIOA," issued February 19, 2015.
- USDOL TEGL 41-14, "Workforce Innovation and Opportunity Act Training Provider Eligibility Transition," issued June 26, 2015.
- USDOL TEGL 10-16, "Performance Accountability Guidance for WIOA Title I, Title II, Title III, and Title IV Core Programs," issued December 19, 2016.
- USDOL TEGL 13-16, "Guidance on Registered Apprenticeship Provisions and Opportunities in the Workforce Innovation and Opportunity Act (WIOA)," issued January 12, 2017.

A text version of the WIOA, applicable Training and Employment Guidance Letters, Fact Sheets, and Notices of Proposed Rulemaking may be found on [USDOL's web page](#).

Revised and/or additional chapters, sections, and pages will be issued as necessary. Pages are numbered sequentially within each chapter.

The manual should be kept at hand in a loose-leaf notebook or binder so that changes, additions, and deletions can easily be made.

Dates noted as "date issued" and "supersedes" refer to issuances of this manual and are not effective dates of regulations, policies, and income levels.

## Notes

1. The MiTC only includes Individual Training Account (ITA)-eligible training providers. Non-eligible programs or programs choosing not to accept ITA-funded students will appear as a separate resource on the Pure Michigan Training Connect.
2. Questions concerning state or federal policy should be directed to your local WIOA State Coordinator. Questions concerning the MiTC operations and processes should be submitted to [MiTC@michigan.gov](mailto:MiTC@michigan.gov).
3. MiTC user manuals for the Michigan Works! Agency (MWA) users and training providers are under development.

## Table of Contents

<a href="#">CHAPTER 1:</a>	OVERVIEW AND GENERAL POSTING INFORMATION
<a href="#">Section 1-1:</a>	General Requirements for all Training Programs
<a href="#">Section 1-2:</a>	Training as Part of a Demand-Driven Strategy
<a href="#">Section 1-3:</a>	Dissemination of the List of Eligible Training Providers (ETPs)
<a href="#">Section 1-4:</a>	Developing and Disseminating the List of ETPs – Role of the State
<a href="#">Section 1-5:</a>	Developing and Disseminating the List of ETPs – Role of the Local Areas
<a href="#">Section 1-6:</a>	Overview of MiTC Requirements
<a href="#">Section 1-7:</a>	Required MiTC Information for Schools Pursuing Individual Training Accounts (ITAs) Eligibility
<a href="#">Section 1-8:</a>	Program Specific Performance – Required Provider Information
<a href="#">Section 1-9:</a>	ITAs
<a href="#">Section 1-10:</a>	ITA Use and Design Options
<a href="#">Section 1-11:</a>	Application Process
<a href="#">Section 1-12:</a>	Review Process – Minimum Quality Standards
<a href="#">Section 1-13:</a>	Eligible Training Providers Located Outside of the State of Michigan
<a href="#">CHAPTER 2:</a>	ELIGIBLE TRAINING PROVIDERS
<a href="#">Section 2-1:</a>	Eligible Providers of Training Services
<a href="#">Section 2-2:</a>	Eligible Training Programs
<a href="#">Section 2-3:</a>	Procedure for Establishing Training Provider Eligibility – Initial Eligibility
<a href="#">Section 2-4:</a>	Procedure for Establishing Training Provider Eligibility – Continued Eligibility
<a href="#">Section 2-5:</a>	Deeming Providers Ineligible
<a href="#">Section 2-6:</a>	Appeals Process for Providers Removed from the MiTC
<a href="#">Section 2-7:</a>	MWA Discretion Where WIOA and State-Level Policy are Silent
<a href="#">Section 2-8:</a>	Registered Apprenticeships - Overview
<a href="#">Section 2-9:</a>	ITAs to Support Registered Apprenticeships
<a href="#">Section 2-10:</a>	Connecting Registered Apprenticeships to the Public Workforce System
<a href="#">Section 2-11:</a>	Adding Registered Apprenticeship Programs to the MiTC
<a href="#">Section 2-12:</a>	State Review – Verifying Registered Apprenticeship Program ETP Status
<a href="#">Section 2-13:</a>	Pre-apprenticeship Programs
<a href="#">Section 2-14:</a>	Apprenticeship and Pre-apprenticeships as Part of a Cluster Strategy
<a href="#">Section 2-15:</a>	Training Programs Exempt from WIOA ETP Provisions
<a href="#">Section 2-16:</a>	Training Providers Serving Participants in the Trade Adjustment Assistance (TAA) Program
<a href="#">Section 2-17:</a>	Stand-Alone Programs – Career Services
<a href="#">Section 2-18:</a>	Distance Learning/Technology-Based Learning Programs
<a href="#">Section 2-19:</a>	Self-Employment and Entrepreneurship Training
<a href="#">Section 2-20:</a>	Credentials
<a href="#">CHAPTER 3:</a>	PERFORMANCE STANDARDS
<a href="#">Section 3-1:</a>	Required Performance Information for Initial Eligibility
<a href="#">Section 3-2:</a>	Required Performance Information for Continued Eligibility
<a href="#">Section 3-3:</a>	Workforce Longitudinal Data System (WLDS)
<a href="#">Section 3-4:</a>	Eligible Training Provider Performance Reports
<a href="#">Section 3-5:</a>	Use of Eligible Training Provider Performance Reports

# MiTC Policy Manual

---

## [CHAPTER 4: LICENSING REQUIREMENTS](#)

[Section 4-1:](#) Proprietary School Licensure Exemption for Registered Apprenticeships

[Section 4-2:](#) Proprietary Schools

[Section 4-3:](#) Regulated Licensed Professions

[Section 4-4:](#) Special Licensing Requirements

## [CHAPTER 5: PUBLIC ASSEMBLY AND AUXILIARY CLASSROOMS](#)

[Section 5-1:](#) State Policy

[Section 5-2:](#) Public Assembly Site Criteria

[Section 5-3:](#) Auxiliary Classroom Criteria

[Section 5-4:](#) Certification and Assurance

[Section 5-5:](#) Inspection and Failure to Comply

## [CHAPTER 6: ITAs AND YOUTH PROGRAMS](#)

[Section 6-1:](#) ITA for Youth Participants

[Section 6-2:](#) ETP Performance Reporting for Out-of-School Youth

## [CHAPTER 7: MiTC PROGRAM AUDITS](#)

[Section 7-1:](#) MiTC Program Audits

## [APPENDICES:](#)

[APPENDIX A:](#) GENERAL DEFINITIONS

[APPENDIX B:](#) ELIGIBLE DATA ELEMENT AND COLLECTION/CODING CHOICES

[APPENDIX C:](#) SURVEY DATA

[APPENDIX D:](#) WAGE CONVERSION CHART

[APPENDIX E:](#) REQUIREMENTS FOR LOCAL MiTC POLICY

## **Chapter 1: Overview and General Posting Information**

### ***Section 1-1: General Requirements for All Training Programs***

The public workforce system plays a vital role in furthering access to credentials through its relationship with employers, labor, and industry organizations. Increasing credential attainment requires aligning state and local policies and service delivery models that support higher enrollments in credential-issuing training programs. As part of a demand-driven system, close coordination with local employers and training providers is required to identify and develop industry-recognized credentials for local, in-demand jobs. Attributes of career-enhancing credentials include industry recognition, stack-ability, portability, and accreditation.

### ***Section 1-2: Training as Part of a Demand-Driven Strategy***

As a demand-driven workforce system in Michigan's primary workforce development strategy, the Michigan Works Agencies (MWAs), in consultation/collaboration with local employers, must ensure that training programs posted on the state's Eligible Training Provider (ETP) List/Michigan Training Connect (MiTC) are related to in-demand occupations.

Training must lead to an in-demand occupation, as defined by the local workforce development board, and be completed within time limits established by the board. The selection of a program of training services must be directly linked to employment opportunities either in the local area or in another area to which the individual is willing to relocate. Each MWA should determine which in-demand occupations to invest their Workforce Innovation and Opportunity Act (WIOA) training dollars, based on their local/regional economy and on the MWA's in-demand occupations list.

### ***Section 1-3: Dissemination of the List of ETPs***

The WIOA requires that state agencies disseminate their lists of ETPs, including the dissemination of information about Registered Apprenticeships. The lists must include accompanying performance and cost information. These lists must be disseminated to the local boards and to members of the public online, including through websites, searchable databases, and through whatever means the state uses to disseminate information to consumers, the One-Stop delivery system, and program partners throughout the state. The U.S. Department of Labor Employment and Training Administration (USDOL ETA) will continue to maintain lists of states' ETPs on the [Career One-Stop webpage](#).

### ***Section 1-4: Developing and Disseminating the List of ETPs - Role of the State***

The state agency has explicit responsibility for managing and disseminating the list of ETPs. The state must perform the following required roles:

- Establishing eligibility procedures and clarifying state and local board roles and responsibilities;
- Establishing a mechanism for adding Registered Apprenticeship programs to the MiTC and verifying registered status;
- Consulting with the state board when establishing these procedures;
- Providing an opportunity for interested members of the public to make recommendations and submit comments regarding the eligibility procedure including local boards;

# MiTC Policy Manual

---

- Determining whether the provider submitted accurate information, and taking enforcement actions as needed;
- Disseminating the list to the local boards, the One-Stop system, its partner programs, and the public;
- Determining if the state-established minimum performance levels for eligibility are met;
- Removing programs that do not meet state-established program criteria or performance levels for eligibility; and
- Establishing an appeals procedure for providers to appeal a denial of eligibility.

## ***Section 1-5: Developing and Disseminating the List of ETPs - Role of the Local Areas***

Local boards have statutorily required responsibilities related to ETPs, roles assigned by the Governor, and additional options for their local area.

- Local boards must work with the state to ensure that:
  - There are sufficient numbers and types of providers of career services and training services (including eligible providers with expertise in assisting individuals with disabilities and eligible providers with expertise in assisting adults in need of adult education and literacy activities) serving the local area and providing services that maximize consumer choice and lead to competitive integrated employment for individuals with disabilities; and
  - Public dissemination of the MiTC through the local One-Stop system and its partner programs.
- Specific responsibilities such as:
  - Determining the initial eligibility of training providers;
  - Renewing eligibility of training providers; and
  - Considering the possible termination of a training provider due to the provider's submission of inaccurate eligibility and performance information or the provider's substantial violation of the WIOA.
- The local board may set additional eligibility criteria, information requirements, and minimum performance levels for local providers beyond what is required by the state. Any additional requirements established by the local board will only affect a program's eligibility and performance level eligibility requirements within the local area.
- Local boards may provide comment and input into the development of the state's ETP procedure through the public comment process.

# MiTC Policy Manual

---

## **Section 1-6: Overview of MiTC Requirements**

A “program of training services” is one or more courses or classes, or a structured regimen that leads to:

1. A recognized post-secondary credential
2. A secondary school diploma or its equivalent
3. Employment, or
4. Measurable skill gains toward such a credential or employment.

A “site” is defined as a place at which an instructional or training program is delivered. A “site” is administered independently and maintains administrative records specific to enrollment in its program(s) of study.

## **Section 1-7: Required MiTC Information for Schools Pursuing Individual Training Account (ITA) Eligibility**

Required MiTC information consists of the following categories:

1. Provider contact information consisting of:
  - The institution/organization name;
  - Address;
  - Telephone number;
  - Web address;
  - Email address;
  - Provider type (e.g., community college, career school, community-based organization, etc.); and
  - Documentation that supports the school’s eligibility (proprietary school licensure, Title IV status, etc.).
2. Program-specific information, consisting of:
  - The Classification of Instructional Programs Code;
  - Summary description of the training program (in 2000 words or less);
  - Program duration;
  - Admission requirements;
  - Credentials earned upon completion;
  - Accepted sources of financial aid;



# MiTC Policy Manual

---

- The waiting period for entry into the program;
  - License fees for employment;
  - Program cost; and
  - Any other additional costs.
3. Program Performance Data including:
- Completion or graduation rate (not required for new programs<sup>1</sup> seeking initial eligibility).

## **Section 1-8: Program Specific Performance - Required Provider Information**

All eligible training providers must submit accurate and timely performance data and cost information yearly. This information is taken into account when establishing continued eligibility as part of the state's yearly review and renewal of eligibility for the provider.

The program-specific performance information submitted to the state must include the following information, disaggregated by the local area being served, as applicable:

- Performance outcome information for the indicators described in the WIOA Section 116(b)(2)(I)-(V);
- Information identifying the recognized post-secondary credentials received by the WIOA participants;
- Program cost information, including tuition and fees for the WIOA participants in the program; and
- Information on the program completion rate for the WIOA participants.

Additional performance information that the state determines to be appropriate to determine and maintain eligibility may be required.

If a provider can demonstrate that providing required performance information is unduly burdensome or costly, and the state (or local MWA) determines that providers have demonstrated such extraordinary costs or undue burden:

- The state must provide access to cost-effective methods for the collection of information;
- The state may provide additional resources to assist providers in the collection of the information from statewide workforce investment activities under the WIOA Sections 128(a) and 133(a)(1); or
- The state may take other steps to assist training providers in collecting and supplying required information such as offering technical assistance.

---

<sup>1</sup> New programs are programs that the first day of the first class has not yet occurred and/or the program is a new offering for the institution and meets one of the new program conditions.

# MiTC Policy Manual

---

In addition to the information requirements for the development of the list of ETPs, which are described above, WIOA Section 116(d) requires providers to submit performance information for the State's ETP Reports, which are disseminated publicly, similarly to the list of ETPs. The USDOL ETA will issue separate guidance addressing the requirements for the State Eligible Training Provider Performance Reports.

Initially, schools pursuing eligibility to serve ITA-funded students will not be required to provide completion rate data and price information for each program. However; after the initial eligibility period, data on each program of study at each training site will be acquired by the Michigan Talent Investment Agency (TIA) on behalf of the participating schools in the One-Stop Management Information System (OSMIS), including Unemployment Insurance wage record data and supplemental data gathered by the MWAs.

All performance data must be verifiable and will be subject to audit. Training providers must agree to these terms in order to post their information on the MiTC.

## ***Section 1-9: Individual Training Accounts (ITAs)***

The purpose of an ITA is to provide the WIOA-eligible individuals with the means to obtain the necessary training to become gainfully employed or re-employed.

Individuals are determined eligible for training by the local MWAs. Under the WIOA, service categories of core and intensive services are collapsed into "career services," and there is no required sequence of services, enabling job seekers to access training immediately. Training services are limited to individuals who are unable to obtain other grant assistance beyond the compensation available under other grant assistance programs, which includes, but is not limited to Pell grants, Trade Adjustment Assistance, or other federal grants. Career planning should be informed by local Labor Market Information.

In keeping with consumer choice, the selection of a training provider is jointly made by both the case manager and participant, taking into account the likelihood of long-term employment at completion of the training. Approval of an ITA-eligible training provider on the MiTC does not guarantee that students will select the training program or that MWAs will make referrals.

Consistent with the WIOA Final Rules, section 680.220(b), the participant's case file must contain a determination of the need for training services as determined through the interview, evaluation, or assessment and career planning informed by local Labor Market Information and training provider performance information or through any other career service received.

## ***Section 1-10: ITA Use and Design Options***

In consultation with the case manager, an ITA may be issued to eligible participants in need of training. Individuals receiving ITAs may use them to access any training program that is listed as ITA-eligible on the MiTC.

Each local Workforce Development Board shall establish an approval process that reflects the appropriate balance between accountability for training funds with effective customer service. MWA service center staff may inform and facilitate career decisions, but ultimately, the decision rests with the individual participant.

Each local Workforce Development Board shall establish a range of amounts and/or a maximum dollar amount available for an ITA, and establish a mechanism to allow for payment of training dollars to the approved training provider in a timely manner.

# MiTC Policy Manual

---

## ***Section 1-11: Application Process***

Only ITA-eligible programs will appear on the MiTC.

Training providers must submit an application to become certified as a WIOA ITA-eligible training provider. The [application](#) can be accessed under the Career Explorer tab on the Pure Michigan Training Connect website. A training provider is required to submit program information for each program, at each site at which the program is offered.

The TIA has delegated its approval authority to the MWAs. Following a quality assurance review by the TIA, the application is then routed to the MWA covering the area in which the school is located and/or the area in which the training program is offered. The MWA reviews the application and if the training program meets the criteria, the MWA then grants approval as an ITA-eligible program and designates their approval on the system. Once approved, the training provider's program will be eligible to serve the WIOA-eligible customers across the state.

## ***Section 1-12: Review Process - Minimum Quality Standards***

Quality control processes are in effect as each new program is added to the MiTC or submitted for continued eligibility.

The ETP applicants may occasionally fail to proofread or edit the information they provide for publication or inconsistently complete required data elements. Prior to submission to the MWA for review of the applicant's ITA eligibility, the TIA will conduct a quality assurance review of the training program for responsiveness to the required data elements including performance and will check for typographical and grammatical errors. If the training program is not new but has not previously received workforce development funds for training, performance data is still required. The standards are being applied to enforce minimum standards of quality without significant increases in the level of effort necessary to post program information on the MiTC.

During the review process, the TIA will communicate with applicant training providers by way of automated email. When a program is approved by the TIA, the training provider is notified that the program has passed its quality review and that the program has been forwarded to the MWA for review. The MWA will also receive an email that a program has been submitted for their review and approval.

The MWA reviewer will apply the initial or continued eligibility standards (as appropriate), and approve or fail the program within 20 business days. Upon approval by the MWA, ITA-eligible programs are placed on the MiTC.

For all programs that have not been previously eligible for placement on the MiTC, initial eligibility for new providers is granted for a 12-month period beginning on the date the initial program application is approved by the MWA.

If the MWA determines that the program does not meet the eligibility requirements set forth in the WIOA and state and/or local policies, the MWA shall issue a denial notice within 20 working days. As a separate application for each program is required, a separate notice will be required for each training program that is being denied. The denial notice must clearly identify the program and specific reason(s) for its denial.

# MiTC Policy Manual

---

A training provider may be denied eligibility for the following reasons:

1. Descriptive information about the training program is not complete.
2. Required performance data is not included with the application (for continued eligibility).<sup>2</sup>
3. Inaccurate information regarding a program is intentionally supplied.
4. The training provider is not in good standing, as determined by the MWA.

The denial notice will also advise the training provider of the right to appeal the MWA's decision within 30 working days from the date of the denial, following the TIA's [Grievance and Complaint Policy](#) in effect at the time of denial for placement on the MiTC.

## **Section 1-13: Eligible Training Providers Located Outside of the State of Michigan**

An individual may choose a training provider located outside of the local area, and in some instances, in other states. An out-of-state school must be on its home state's ETP list in order to be placed on the MiTC. If the out-of-state school provides only online instruction, the school must be on the ETP list in the state where the school's main/home location is based. If a school has its home base out-of-state but also has a physical location in Michigan, it must also be licensed as a Michigan proprietary school prior to placement on the MiTC.

Following the quality assurance review by the TIA, schools within the bordering states of Wisconsin, Ohio, and Indiana will be reviewed for approval by the MWA.

- Schools in Wisconsin will be reviewed and approved by the UPWARD Talent Council.
- Schools in Ohio will be reviewed and approved by the Southeast Michigan Community Alliance.
- Schools in Indiana will be reviewed and approved by Berrien-Cass-Van Buren.
- All other out-of-state schools will be reviewed and approved by the TIA.
- Schools located outside of the United States, (including Canadian schools), will not be approved as ETPs.

---

<sup>2</sup> For initial eligibility only, training providers wishing to submit new training programs, i.e., programs which have not been in operation long enough to produce graduates, will not be required to provide performance data with their initial application.

## Chapter 2: Eligible Training Providers (ETPs)

### ***Section 2-1: Eligible Providers of Training Services***

Only training providers that the state determines to be eligible, as required in the Workforce Innovation and Opportunity Act (WIOA), Section 122, may receive the WIOA Title I-B training funds to train participants.

The types of ETPs for the WIOA are substantively the same as those that were ETPs under the Workforce Investment Act (WIA). ETPs include:

- Post-secondary education institutions that are:
  - Eligible to receive funds under Title IV of the Higher Education Act of 1965;
  - Provide a program that leads to an Associate's degree, Bachelor's degree, Master's degree, or certificate; and
  - Provide programs that are not funded under Title IV of the Higher Education of 1965.
- Entities that carry out programs under the National Registered Apprenticeship Act of 1937 (50 Stat. 664, Chapter 663, 29 United States Code [U.S.C.] 50 et. seq.);
- Other public or private providers of training, which may include:
  - Vocational technical schools;
  - Joint labor-management organizations;
  - Private training companies;
  - Proprietary schools;
  - Labor organizations;
  - Employer organizations; and
  - Eligible providers of adult education and literacy activities under Title II, if such activities are provided in combination with occupational skills training.
- Local boards, if they meet the conditions of the WIOA Section 107(g)(1);
- Community-based organizations or private organizations of demonstrated effectiveness that provide training under contract with the local board;
- Distance education programs, also known as e-learning and technology-based learning; and
- Registered Apprenticeship programs.

# MiTC Policy Manual

---

Under the WIOA, Registered Apprenticeship Programs must be included and maintained on the Michigan Training Connect (MiTC) for as long as the program remains registered under the National Apprenticeship Act.

Sections 2-8 through 2-10 further discuss the inclusion of Registered Apprenticeships as ETPs.

## ***Section 2-2: Eligible Training Programs***

A program of training services is defined as one or more courses or classes, or a structured regimen that leads to:

- Recognized post-secondary credential;
- A secondary school diploma or its equivalent;
- Employment; or
- Measurable skill gains toward a credential or employment.

The types of training services under the WIOA Title I-B are similar to those approved under the WIA Title I, with expanded options for incumbent workers, and the use of local board contracts for training services. Training services may be delivered in person, on-line, or in a blended approach.

## ***Section 2-3: Procedure for Establishing Training Provider Eligibility – Initial Eligibility***

The requirements to become an ETP apply to all organizations providing the WIOA Title I-B funded training to adults and dislocated workers, with the specific exception of Registered Apprenticeship programs.

With the exception of Registered Apprenticeship programs, for all programs that have not been previously eligible, providers must submit required information, including performance, in order to have their programs considered for initial eligibility in accordance with the Michigan Talent Investment Agency (TIA) procedures. Programs that receive initial eligibility designation receive the designation for one year.

In establishing initial eligibility procedures and criteria, at minimum, the following standards apply:

- A description of the program of training services to be offered;
- With the exception of new<sup>3</sup> training programs, provide information addressing a factor related to the indicators of performance, as described in the WIOA Section 116(b)(2)(A)(i)(I)-(IV), which include unsubsidized employment during the second quarter after exit, unsubsidized employment during the fourth quarter after exit, median earnings, and credentials attainment.

---

<sup>3</sup> *New programs are programs that the first day of the first class has not yet occurred and/or the program is a new offering for the institution and meets one of the new program conditions.*

# MiTC Policy Manual

---

- Until performance data for each accountability measure is available, the following minimum performance standards will apply:
  - Unsubsidized employment during the second quarter after exit      67%
  - Unsubsidized employment during the fourth quarter after exit      67%
  - Median earnings      \$6,108
  - Credentials attainment      44%
- Proof of proprietary school licensure;
- Information concerning whether the provider is in partnership with business. This could include information about the quality and quantity of employer partnerships;
- Other information in order to demonstrate high-quality training services, including whether or not the training program leads to a recognized post-secondary credential; and
- Information that addresses the alignment of the training with in-demand industry sectors and occupations, to the extent possible.

Training providers wishing to submit new training programs (i.e., the first day of the first class has not yet occurred and/or the program is a new offering for the institution and meets the new program conditions), will not be required to provide information related to performance accountability indicators, but will be required to provide the information related to all of the remaining minimum standards.

Training providers that have successfully met the terms of a job training contract under state or federal workforce development program such as the WIOA, the Workforce Investment Agency (WIA), or its predecessor (the Job Training Partnership Act [JTPA]), will be required to provide information related to all of the minimum standards.

If a program is not new but has not previously received workforce development funds (WIOA, WIA, or JTPA) for training, it will still be required to provide information related to all of the minimum standards.

Local areas may set higher levels of performance than the state minimum performance as criteria for training providers to be placed on, or to remain, on the MiTC. The Michigan Works! Agencies (MWAs) may also request additional information such as the name of, the quality and quantity of employers involved in partnership with the training institution and/or additional information about the school's alignment with in-demand industry sectors or occupations, etc.

Local areas must have a policy in place that indicates how performance will be measured in order to ensure that local performance standards are applied in a consistent and objective manner. Local policies related to ETPs and the MiTC will be examined as part of the WIOA program review process.

Once approved by the MWA, the program is designated as Individual Training Account (ITA) eligible on the MiTC and approved to serve ITA-eligible customers across the state. However, being approved to appear on the MiTC does not guarantee that any students will select the program or that MWAs will make referrals.

# MiTC Policy Manual

---

Where the health and safety of students and others may be at risk, the MWAs have the right to deny initial eligibility, based on supplemental information received about a training provider.

Training providers that are not approved for placement on the MiTC have the right to appeal the MWA's decision within 30 working days from the date of the denial, following the [TIA Grievance and Complaint Policy](#) in effect at the time of denial of initial eligibility.

## ***Section 2-4: Procedure for Establishing Training Provider Eligibility - Continued Eligibility***

All ITA ETPs are subject to continued ITA eligibility procedures and minimum program performance standards each year thereafter. Continued eligibility requirements apply to training providers transitioning to the WIOA Title I-B who were previously eligible under the WIA Title I and newly eligible training providers that were determined to be initially eligible under the WIOA Title I-B. Continued ITA eligibility in Michigan is determined on a rolling basis, with a program's initial eligibility period expiring one year from the date upon which the program was approved for initial eligibility by the MWA. While the WIOA states that all providers are subject to review and renewal of their eligibility every two years; due to proprietary school licensure processes and requirements, Michigan will be reviewing eligibility every year.

The WIOA requires that providers seeking initial or continued eligibility must provide verifiable program-specific performance information. Until performance data for each accountability measure is available, the following minimum performance standards will apply:

- Unsubsidized employment during the second quarter after exit 67%
- Unsubsidized employment during the fourth quarter after exit 67%
- Median earnings \$6,108
- Credentials attainment 44%
- Information identifying the recognized post-secondary credentials received by all training participants;
- Program cost information, including tuition and fees for the WIOA participants in the program; and
- Information on the program completion rate for the WIOA participants.

The state and local areas may also take into account alternate factors, such as:

- Access to training services through the use of technology throughout the state, including rural areas;
- Information reported to state agencies on federal and state training programs other than programs within the WIOA Title I-B;
- The degree to which training programs relate to in-demand industry sectors and occupations within the state;
- State licensure requirements, and the licensing status of training providers; if applicable;



# MiTC Policy Manual

---

- The provider’s ability to offer industry-recognized certificates and/or credentials;
- The ability of providers to offer programs that lead to post-secondary credentials;
- The quality of a training program, including a program that leads to a recognized post-secondary credential;
- The ability of providers to provide training services that are physically and programmatically accessible for individuals who are employed and for individuals with barriers to employment, including individuals with disabilities; and
- The timeliness and accuracy of training providers’ performance reports;
- States are also responsible for ensuring the quality and value of ETPs. Local areas may include other factors determined to ensure quality and value, as appropriate, including, but not limited to:
  - The training provider’s accountability;
  - Training participants are given an informed choice among providers;
  - The provider’s ability to partner with employers and to provide job placement services;
  - The provider’s student dropout rate; and
  - The provider’s student loan default rate.

Continued eligibility applications for programs failing to meet state-specified performance standards may be considered for eligibility at the discretion of the reviewing MWA, provided the training provider can provide a sufficient reason for a program to be exempt from performance standards. Local areas must have a policy in place for programs failing to meet state-specified performance standards.

Local areas may set higher levels of performance than the state minimum as criteria for training providers to be placed or to remain on the MiTC. In order to ensure that local performance standards are applied in a consistent and an objective manner, local areas must have a policy in place that addresses minimum performance standards.

MWAs have the authority to consider local economic conditions and the economic and demographic characteristics of the students a school serves when reviewing applications for continued eligibility. Training providers seeking continued eligibility approval under these circumstances must be able to provide supportive/supplemental documentation for each training program affected. The continued eligibility application will either demonstrate that the program performance is at or above the state standards or will include an initial justification of below-standards performance. The MWA reviewing the application reserves the right to determine whether or not the justification provided by the training provider is satisfactory for approval. If the initial justification of below-standards performance is not satisfactory to the MWA, the “reason for disapproval” must be provided to the applicant.

# MiTC Policy Manual

---

Where the health and safety of students and others may be at risk, the MWAs have the right to deny continuing eligibility, based on supplemental information received about a training provider.

Training providers that are not approved for placement on the MiTC have the right to appeal the decision within 30 working days from the date of the denial, following the [TIA Grievance and Complaint Policy](#) in effect at the time of denial for continuing eligibility.

## ***Section 2-5: Deeming Providers Ineligible***

The state is required to establish procedures for removing a provider from the MiTC.

The MWAs will have access to programs on the MiTC failing program performance measures. The ITA eligibility designation will be removed from the MiTC unless the governing MWA wishes to retain a given program on the MiTC. The MWAs wishing to grant an exception, based on local economic conditions and the economic and demographic characteristics of the students a school serves, should notify the TIA at [MiTC@michigan.gov](mailto:MiTC@michigan.gov). Training providers will then be notified.

Providers may be also removed under the following conditions:

- Inaccurate information regarding a program is intentionally supplied; a termination of eligibility will occur for a period of not less than two years.
- It is determined an eligible provider has substantially violated any requirements under the Act; the provider's eligibility to receive funds for the program(s) in question will be terminated for a period of not less than two years.
- If a training provider does not reapply under the continued eligibility procedures; they will be removed from the MiTC. The training provider will be required to reapply under continued eligibility procedures and have met performance prior to having their program placed back on the MiTC.
- A provider must deliver positive results and provide accurate information about those results. If a provider fails to meet or exceed established performance levels; the provider's eligibility to receive funds may be suspended for a period of not less than two years. At the end of the two-year period, the provider would have to reapply under continued eligibility provisions. The provider would only be placed back on the MiTC following a determination by the local area as to whether or not performance is now at an acceptable level.
- A training provider that substantially violates the terms outlined in a training agreement with an MWA or one of its sub-recipients may be considered to be in non-compliance as defined under Section 122 (f) of the WIOA and thereby subject to removal from the MiTC. An example of a substantial violation may include, but is not limited to, ceasing operations prior to delivering all training services.
- Where the health and safety of students or others could be at risk, the MWAs have the right to request removal of a training provider, based on supplemental information received. The MWA must first notify the TIA in writing that they are requesting that the training provider be removed from the MiTC. Once approved by the TIA, the MWA must then notify the school that they will be removed from the MiTC and of their right to

# MiTC Policy Manual

---

appeal following the TIA Grievance and Complaint Policy Issuance in effect at the time of the training provider's removal from the MiTC.

Training providers determined to have intentionally supplied inaccurate information or have subsequently violated any provision of the WIOA Title I or supporting federal regulations, will be removed from the MiTC. A provider whose eligibility is terminated under these conditions will be liable to repay, from non-federal funds, all the WIOA training funds received during the period of non-compliance. To be reinstated on the MiTC, the training institution must reapply under continued eligibility procedures, retain their Title IV status, retain licensure, and meet all performance measures. The state will work with the MWAs to ensure that participants enrolled in a training program where a provider's eligibility was revoked for non-compliance will experience minimal disruption.

ETPs are subject to the equal opportunity and nondiscrimination requirements contained in Section 188 of the WIOA.

## **Section 2-6: Appeals Process for Providers Removed from the MiTC**

Providers removed from the MiTC must be afforded the opportunity to appeal the removal. The training provider has the right to appeal their removal from the MiTC within 30 working days from the date of the revocation, following the [TIA Grievance and Complaint Policy](#) in effect at the time of training provider's removal from the MiTC.

## **Section 2-7: The MWA discretion where the WIOA and state-level policy are silent**

The MiTC and its application process reflect and implement the WIOA and state-level policy. Where both state policy and the WIOA are silent, local MWA reviewers must exercise discretion. In the review of continued eligibility applications, there are occasions requiring the MWAs to exercise discretion and for which a local policy is required:

1. Programs that do not meet local performance standards can be approved or disapproved at the discretion of the MWA. Training and Employment Guidance Letter (TEGL) 41-14, change 2, states, *"Until performance data for each accountability measure is available, the Governor may take into account alternate factors related to performance for that accountability measure. In considering alternate factors related to performance, the Governor may set minimal performance criteria, use existing available data, or develop other proxies as appropriate."*

For example, if a program fails to meet performance standards, the school may provide supplemental information that demonstrates that local economic conditions render the earnings and credentials expectations unrealistic and/or that the program serves many hard-to-serve students, rendering the completion expectations unreasonable. The MWA may request additional information and approve or disapprove the program at its discretion.

2. Programs that neither meet nor fail to meet performance standards. A program neither meets nor fails to meet performance standards if it lacks a documented track record, such as programs with cohorts lasting more than one year that can experience years in which no one graduates and no one drops out and for which a credentials attainment rate cannot be calculated. Similarly, if all program graduates transfer to continuing education in a related field, there may be zero graduates available for employment, and therefore, their wages are undefined. In such situations, the MWA may request additional information and approve or disapprove the program at its discretion.

3. Program performance data that includes outcomes where data that is submitted is questionable or of low-quality. The reviewing MWA must decide whether or not to accept questionable or low-quality data as evidence of program performance. The MWA may request additional information and approve or disapprove the program at its discretion.

All of the above conditions requiring the MWA to exercise discretion may also apply to initial eligibility applications. For those schools that do not meet any of the WIOA criteria for initial eligibility, the MWA, at its discretion, may require full performance data, including completion, employment, and wage information. In such circumstances, the reduced data requirements associated with initial eligibility do not apply.

## **Section 2-8: Registered Apprenticeships - Overview**

Registered Apprenticeship is a national training system that combines paid learning with on-the-job related technical and theoretical instruction in a skilled occupation. The purpose of a Registered Apprenticeship program is to enable employers to develop and apply industry standards to training programs that can increase productivity and improve the quality of the workforce. Certifications earned through Registered Apprenticeship programs are recognized nationwide as portable industry credentials. Registered Apprenticeships result in positive outcomes. Any Registered Apprenticeship program taking applications is considered to be an in-demand occupation, as by definition, these employers are hiring.

## **Section 2-9: Individual Training Accounts (ITAs) to Support Registered Apprenticeships**

For eligible apprentices, ITAs may be used to support the related instruction portion (e.g. classroom-based or online learning) of their Registered Apprenticeship, or in partnership with Registered Apprenticeship sponsors can be used to support customized or on-the-job training agreements.

Registered Apprenticeship programs are not subject to the same application and performance information requirements or subject to a period of initial eligibility or initial eligibility procedures as other providers, since they already go through a detailed application and vetting procedure to become a Registered Apprenticeship program sponsor with the U.S. Department of Labor (USDOL) or a state's apprenticeship agency, if applicable.

All Registered Apprenticeship programs are eligible for inclusion on the MiTC. Under the WIOA Title I-B, Registered Apprenticeship program sponsors that request to be placed on the MiTC are automatically included, and will remain on the MiTC as long as the program is registered or until the program sponsor notifies the state that it no longer wants to be included on the MiTC. In lieu of local area review, the TIA will be approving all Registered Apprenticeship programs, based on the WIOA's automatic placement criteria.

Registered Apprenticeships can take many forms, and the sponsors are diverse, including:

- Employers who provide related instruction. A number of employers with Registered Apprenticeship programs provide formal in-house instruction, as well as on-the-job training at the work site. The employer is the ETP.
- Employers who use an outside educational provider. Under this model, Registered Apprenticeship program sponsors do not provide the related instruction or education portion of the apprenticeship, but rely upon an outside educational entity to deliver instruction.

# MiTC Policy Manual

---

- Employers can use two-year or-four-year post-secondary institutions, technical training schools, eligible providers of adult education and literacy activities under Title II, or on-line courses for related instruction. The employer is the eligible training provider and must identify their instructional provider.
- Joint Registered Apprenticeship training programs. These programs are made up of employers and unions. They have an apprenticeship training school where the instructional portion of the Registered Apprenticeship program is delivered. The training schools are usually administered by the union, in which case, the union would be the ETP.
- Intermediaries. Intermediaries can serve as program sponsors when they take responsibility for the administration of the apprenticeship program. They can also provide expertise such as curriculum development, classroom instruction, and supportive services as appropriate. The intermediary is the ETP and must identify the instructional provider if an outside organization is providing the education portion of the apprenticeship. Intermediaries can include:
  - Educational institutions including two-year and four-year post-secondary institutions, technical schools, or eligible providers of adult education and literacy services under Title II. In this model, the educational institution administers the program, works with employers to hire apprentices, and provides classroom or on-line instruction for the apprenticeship program;
  - Industry associations that administer the program and work with employer/members and educational entities and the community to implement the apprenticeship program; and
  - Community-based organizations that administer the program and work with employers, educational entities, and the community to implement the apprenticeship program.

## ***Section 2-10: Connecting Registered Apprenticeships to the Public Workforce System***

Registered Apprenticeships can be funded through several mechanisms. Given the unique nature of Registered Apprenticeships, there are several ways in which training services may be used in conjunction with these programs:

- Registered Apprenticeships generally involve both classroom and on-the-job instruction. An on-the-job training contract may be developed with a Registered Apprenticeship program for training participants. On-the-job training contracts are made with the employer. The on-the-job training contract may be made to support some or all of the on-the-job training portion of the Registered Apprenticeship program;
- A combination of an ITA to cover classroom instruction along with an on-the-job training contract to cover some or all of work-based training portion of the Registered Apprenticeship is allowed; and
- Incumbent worker training may be used for upskilling apprentices who already have an established working/training relationship with the Registered Apprenticeship program.

# MiTC Policy Manual

---

Local areas may also include support services, in coordination with career and/or training services to participants in a Registered Apprenticeship program. The supportive services must be consistent with the WIOA Section 134(d)(2) and state and local policies.

The USDOL recognizes that many individuals in need of training services may not have the resources available to participate in training. Needs-related payments are designed to provide a participant with resources for the purpose of enabling them to participate in training services and can help individuals meet their non-training expenses in order to successfully complete their training. According to Section 134(d)(3)(B) of the WIOA, a participant must be enrolled in a training program described in 134(c)(3) of the WIOA in order to receive needs-related payments.

## **Section 2-11: Adding Registered Apprenticeship Programs to the MiTC**

Registered Apprenticeship program sponsors must indicate their interest in being an ETP. States are required to work with the federal Office of Apprenticeship state director, or if applicable, the State Apprenticeship Agency<sup>4</sup> to develop a mechanism to contact all Registered Apprenticeship programs within the state in order to allow them to indicate interest. In addition to providing contact and program-specific information as identified in Section 1-7, all Registered Apprenticeship programs will be required to provide the following information for placement on the MiTC:

- Occupations included within the Registered Apprenticeship program;
- Contact information including the name and address of the Registered Apprenticeship sponsor;
- The name and address of the related technical instruction provider, and the location of instruction if different from the program sponsor's address;
- The method and length of instruction;
- The number of active apprentices; and
- Registered Apprenticeship program sponsors that do not provide the related technical instruction portion of the apprenticeship program may be required to provide additional information about their education provider, including the cost of instruction (this is the only time that cost information should be requested).

Being identified on the MiTC as a Registered Apprenticeship sponsor does not signify that the sponsor is taking applications for apprenticeship or employment. Program sponsors determine individually when they will take applications.

Additional information on [Registered Apprenticeships](#) may be found on the USDOL's web page.

The [Registered Apprenticeship Sponsors Database](#) provides information about apprenticeship and training programs nationwide.

---

<sup>4</sup> Does not apply to the State of Michigan.  
MiTC Policy Manual - Chapter 2

# MiTC Policy Manual

---

## ***Section 2-12: State Review - Verifying Registered Apprenticeship Program ETP Status***

States are required to develop a procedure to verify the status of Registered Apprenticeship programs as part of the state's yearly review of the ETP list. Biannually, the state will work with the federal Office of Apprenticeships to obtain a listing of all Registered Apprenticeship programs that are either voluntarily or involuntarily de-registered.

## ***Section 2-13: Pre-Apprenticeship Programs***

Pre-apprenticeship programs do not have the same automatic status under the WIOA Title I-B as do Registered Apprenticeship programs.

The USDOL recognizes pre-apprenticeship programs but does not formally register them. Pre-apprenticeship programs act as a bridge, with the intent to place participants into Registered Apprenticeship programs. ITAs may be used to provide individuals with access to the technical and theoretical portions of the pre-apprenticeship training in preparation for placement in a Registered Apprenticeship program. Pre-apprenticeship program training providers are not registered or certified by the USDOL; therefore, the related technical instruction portion of their curriculum and training program must meet all ITA eligibility requirements, and the curriculum must be based on industry standards. Pre-apprenticeship programs require at least one, if not more, documented partnership(s) with a Registered Apprenticeship program(s) to ensure that the pre-apprenticeship program will prepare individuals with the skills and competencies they need to enter one or more Registered Apprenticeship programs.

Pre-apprenticeship programs generally consist of the following:

- Training and curriculum that aligns with the skill needs of employers in the economy of the state or region involved;
- Access to educational and career counseling and other supportive services, directly or indirectly;
- Hands-on, meaningful learning activities that are connected to education and training activities, such as exploring career options, and understanding how the skills acquired through coursework can be applied toward a future career;
- Opportunities to attain at least one industry-recognized credential; and
- A partnership with one or more Registered Apprenticeship programs that assists in placing individuals who complete the pre-apprenticeship program into a Registered Apprenticeship program.

## ***Section 2-14: Apprenticeship and Pre-Apprenticeships as Part of a Cluster Strategy***

Both apprenticeship and pre-apprenticeship training programs can be an important part of an industry and cluster development strategy, as well as an effective means of advancing growth and competitiveness for individual small and/or groups of related businesses. In a demand-driven environment, the public workforce system at the federal, state, and local levels work collaboratively with business and industry, economic development, education, training providers, and other key partners on talent development strategies and workforce solutions to

# MiTC Policy Manual

---

provide workers with the skills businesses need. Registered Apprenticeship is a potential workforce solution that contributes to the development of industry-defined competencies and also serves as a proven industry-driven workforce education and preparation strategy for workers.

## **Section 2-15: Training Programs Exempt from WIOA ETP Provisions**

Not all allowable types of training are subject to the ETP provisions in the WIOA Title I-B. Work-based training may be provided under the authority of several types of training services authorized under the WIOA, such as programs that combine workplace training with related instruction or training programs operated by the private sector, if the provider of the related instructional portion of the training program is listed on the MiTC.

Training services exempt from the WIOA Section 122 eligibility requirements include:

- On-the-job training, which may also include placing participants into a Registered Apprenticeship program);<sup>5</sup>
- Customized training;
- Incumbent worker training;
- Internships;
- Paid or unpaid work experience; or
- Circumstances described in WIOA Section 134(c)(3)(G)(ii), where the Local Board determines that:
  - There are insufficient providers; or
  - There is a training program with demonstrated effectiveness offered in the local area by a community-based or other private organization to serve individuals with barriers to employment;
- It is most appropriate to award a contract to an institution of higher education or other ETP in order to facilitate the training of multiple individuals in in-demand industry sectors or occupations, and the contract does not limit consumer choice; or
- When the Local Board provides training services through a pay-for-performance contract.

Providers of on-the-job training, customized training, incumbent worker training, internships, paid or unpaid work experience, or transitional employment are not subject to the same requirements of the WIOA Section 122 as entities listed on the MiTC.

For on-the-job training, customized training, incumbent worker training, internships, paid or unpaid work experience that are exempted from the training provider eligibility requirements under WIOA Section 122, local areas may be required to collect performance information as

---

<sup>5</sup> *If the Registered Apprenticeship Program does not utilize WIOA Title I-B funding for the technical training (classroom instruction) portion of the Registered Apprenticeship training program.*



required by the state and to determine whether these providers meet the state's performance criteria. The state may also require local areas to disseminate a list of providers that have met the performance criteria along with the relevant performance information. Providers that meet the performance criteria are considered ETPs.

## ***Section 2-16: Serving Participants in the Trade Adjustment Assistance Program (TAA)***

The TAA program does not contain the WIOA Section 122 requirements that only training providers that the state determines to be eligible, including apprenticeship programs, may receive training funds.

TAA participants may select a training program offered by a provider on the MiTC, and the MWA may approve that training if it meets the criteria for TAA training approval for that participant. If a participant is co-enrolled in a WIOA program and TAA, the TAA program may also fund training by a provider that is not on the MiTC. However, if a co-enrolled participant receives training covered under the WIOA, then the requirements under WIOA Section 122 apply.

## ***Section 2-17: Stand-Alone Programs - Career Services***

Stand-alone programs, such as job readiness, basic skills, career exploration, reading literacy programs, and transitional employment will not be considered training programs eligible for ITAs. Educational programs that are not occupation-specific and are less than 90 days in duration are considered to be a WIOA career service. These programs provide instruction wherein knowledge obtained can be used in many different jobs and therefore, are not industry or job specific. They are designed to provide participants with short-term skills upgrade assistance to enable them to become job-ready or advance up the career ladder.

- Skill enhancement is considered to be a short-term, prevocational, and therefore is classified as a career service.
- Short-term, prevocational services are not tied to a specific occupation and include course-like services such as literacy and adult basic education, workplace literacy, introductory computer classes, the development of learning skills, communication skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for unsubsidized employment or training.
- Section 680.410 (a)(3) of the WIOA Final Rules stipulates that adult education and literacy activities under WIOA Title II may only be provided in combination with occupational skills training, on-the-job training, incumbent worker training, programs that provide workplace training and related instruction, which may include cooperative education programs, training programs operated by the private sector; skill upgrading and retraining, or entrepreneurial training.
- Commercially available off-the-shelf skill refresher programs designed to assist individuals who have completed training but need courses of study to renew a license are considered to be career services. Examples include Registered Nursing or Licensed Practical Nurse refresher courses.

Exceptions to where training programs are considered as career services may include some educational programs offering certifications, but are considered to be non-occupation specific. Exceptions to where training programs are considered to be a career service include

# MiTC Policy Manual

---

keyboarding, computer services, Cardiopulmonary Resuscitation (CPR), and Occupational Safety and Health Administration (OSHA) certifications.

This exception does not include short-term training programs for specific occupations such as certified nursing assistant, phlebotomist, and truck driving, which are considered as ITA-eligible.

## ***Section 2-18: Distance Learning/Technology-Based Learning (TBL) Programs***

Distance learning (also referred to, and used interchangeably as TBL) is education in which students take academic courses by accessing information and communicating with the instructor asynchronously over a computer network. TBL is an umbrella term which encompasses related terms such as on-line learning, web-based learning (which only includes learning that occurs via the Internet), Compact Discs (CD's) and Digital Versatile Discs (DVD's), and computer-based learning (learning through the use of dedicated personal computers). Distance learning is via audio and video conferencing, internet bulletin boards, chat rooms, webcasts, simulations, gaming, and a variety of mobile operations such as podcasting.

While distance learning is not identified as a type of training activity under the WIOA, states are allowed to utilize technology to allow for remote access to training services provided through the One-Stop delivery system. The USDOL recognizes that there are many different means by which individuals may receive training and that the use of technology may be particularly helpful to participants in rural areas. States are encouraged to develop and build upon strategies that enable job seekers to connect with the workforce system, including access to training, remotely.

In keeping with the intent to maximize customer choice, the USDOL encourages states and local areas to include distance education programs on their state's ETP lists, as appropriate, to ensure the broadest array of available resources. Distance education programs, also known as e-learning, technology-based, or distance learning may be incorporated as a technical instruction component of training. When used appropriately, TBL provides a valuable tool for expanding options for training and other activities.

Non-degree granting proprietary or trade schools, with no physical presence in Michigan, providing distance education/TBL to Michigan residents, need to be licensed under the Proprietary Schools Act (1943 PA 148). If the school providing TBL is out-of-state, the school must be on the ETP list within the state where the school's main/home location is based. Unless TBL is being used as a career service, it must meet all other MiTC standards including performance and result in a degree or certification.

Degree granting out of state colleges and universities, with no physical presence in Michigan, providing distance education to Michigan residents need to be authorized under the Higher Education Authorization and Distance Education Reciprocal Exchange Act (2015 PA 45).

## ***Section 2-19: Self-Employment and Entrepreneurship Training***

Supporting the development of new small businesses through entrepreneurship is an increasingly important strategy in supporting emerging and high-growth companies in Michigan. Providing entrepreneurship training and assistance in a systemic and strategic fashion is another way the workforce system can help new Michigan businesses grow through the leveraging of resources to support unemployed and underemployed workers and to create jobs. The WIOA allows states to provide Adults and Dislocated Workers occupational skills training, including training for non-traditional employment and entrepreneurial training. Self-employment and entrepreneurship training programs can and should be licensed, and included on the MiTC.

# MiTC Policy Manual

---

The WIOA funds may be used to pay costs associated with obtaining a skill or credential that demonstrates the expertise of the entrepreneur or small business owner. Examples include a barbering credential, a certified pension consultant, title examiner, or notary. Funds may not be used to cover the costs associated with standard business licenses or degrees that do not pertain to a specific skill or occupation.

## ***Section 2-20: Credentials***

It is important to note that the goal of attainment of a degree or certificate WIOA performance measure is not simply to increase the number of credentials gained by participants; the credential should ultimately help participants gain employment or advance within an occupation as a result of attaining occupational credentials.

The USDOL does not recognize CPR or OSHA certificates as counting towards the attainment of a degree or certificate in WIOA performance, as they do not meet Employment and Training Administration's intent of its credential definition. By definition, (found in TEGL 17-05, Attachment B, and further clarified in TEGL 15-10), a credential must be awarded "in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation." While a CPR or an OSHA training may provide benefit to participant as they begin to gain general knowledge about occupations and occupational standards, participants are unlikely to gain employment or advance within an occupation based solely upon receiving a CPR or an OSHA certificate.

It is important to note that while CPR and OSHA certificates do not count towards a credential measure, the WIOA funds can pay for CPR and OSHA training if such training is relevant to the design of an individual's service plan or included as part of larger training program, such as training for certification as an Emergency Medical Technician in the case of CPR training or a Lead Abatement Specialist in the case of OSHA training.

For additional information about credentials, please refer to Chapter 7 of the WIOA Manual.

# MiTC Policy Manual

---

## Chapter 3: Performance Standards

### ***Section 3-1: Required Performance Criteria for Initial Individual Training Account (ITA) Eligibility***

The Workforce Innovation and Opportunity Act (WIOA) require that providers seeking initial eligibility must provide verifiable program-specific performance information. At minimum, these criteria must require applicant providers to provide:

1. A description of each program of training services to be offered;
2. Information addressing a factor related to the indicators of performance, as described in the WIOA Sections 116(b)(2)(A)(I)(I)-(V) and §680.460(g)(I) through (4).

The state has established the following minimum performance standards:

- Unsubsidized employment during the second quarter after exit 67%
- Unsubsidized employment during the fourth quarter after exit 67%
- Median earnings \$6,108
- Credentials attainment 44%

3. Whether the training provider is in partnership with a business; and
4. Other information required (locally or by the state) in order to demonstrate high-quality training services with in-demand industry sectors and occupations, to the extent possible.

The training provider is responsible for collecting and reporting their performance data for each program they wish to have placed on the Michigan Training Connect (MiTC). All performance data must be verifiable and is subject to audit by the Michigan Talent Investment Agency (TIA). In accordance with the Act, any program failing to meet state-specified performance standards will have its ITA eligibility removed from the MiTC and will not be eligible to receive additional WIOA funding.

Local areas may require higher levels of performance for local programs than the state's minimum performance standards.

### ***Section 3-2: Required Performance Criteria for Continued Eligibility***

To remain WIOA-eligible, a training program's performance data is required to be updated annually, and training programs may be approved or disapproved, based on their performance. Training providers are required to submit appropriate, accurate, and timely information for participants receiving training under WIOA Title I-B. The state will review provider eligibility information to assess the renewal of training provider eligibility annually.

For continued eligibility, the state has established the following minimum performance standards:

- Unsubsidized employment during the second quarter after exit 67%

# MiTC Policy Manual

---

- Unsubsidized employment during the fourth quarter after exit 67%
- Median earnings \$6,108
- Credentials attainment 44%

Local areas may require higher levels of performance for local programs than the state's minimum performance standards.

## **Section 3-3: Workforce Longitudinal Data System (WLDS)**

Michigan was awarded a U.S. Department of Labor (USDOL) Employment and Training Administration (ETA) grant to create a WLDS and to link the WLDS to Michigan's State Longitudinal System. The WLDS allows Michigan to collect, make available, and use privacy-protected educational data across the early childhood to K-12, post-secondary, and workforce continuum. This system provides essential data to Michigan stakeholders, including students, parents, teachers, legislators, workforce and education policymakers, taxpayers, and employers.

From the workforce perspective, the system currently links data from the following:

- WIOA Title I – Adult, Dislocated Worker, and Youth;
- WIOA Title II – Adult Education;
- WIOA Title III – Wagner-Peyser;
- Trade Adjustment Assistance;
- Unemployment Insurance Wage Record System;
- Unemployment Benefits;
- Temporary Assistance for Needy Families Program (Department of Health and Human Services – Partnership. Accountability. Training. Hope [PATH] program); and
- New Hire System (Michigan Department of Treasury).

A second grant is allowing Michigan to add partner agencies and their data to our existing educational, wage, and workforce information to provide more longitudinal results and feedback on a larger portion of our stakeholders. The linking of database records longitudinally allows comprehensive analysis of the relationship between education and training programs, the provision of employment services, and employment within Michigan. The additional funding brings new partnerships and will allow linkages of data from the following:

- Expanded Unemployment Insurance Wage Records via the Michigan Department of State (Secretary of State);
- Pure Michigan Training Connect, Michigan Education and Career Pathfinder and the MiTC;
- Title IV – Vocational Rehabilitation;

# MiTC Policy Manual

---

- Career and Technical Educational records;
- General Educational Development testing; and
- Occupational Licensing Systems (Michigan Department of Licensing and Regulatory Affairs).

Currently, schools may be self-reporting performance information when applying for initial or subsequent eligibility for placement on the MiTC. Once the WLDS is fully integrated with the MiTC, performance information will be processed automatically for training programs that submit performance information through the Center for Educational Performance Information (CEPI).

In order to ensure accurate reporting on performance for schools that do not report via CEPI, (i.e., proprietary schools); these schools will be required to provide the Unique Identification Code (UIC) for all of their students (both ITA-funded and non-ITA funded students) to the TIA. In instances where the student has never been assigned a UIC, the school will be required to provide the student's Social Security Number.

As part of performance reporting for continuing eligibility purposes, schools that do not report via the CEPI will be required to work with their local Michigan Works! Association (MWA) to obtain information, as appropriate, for performance reporting purposes.

Once the WLDS is fully integrated with the MiTC, the MiTC manual will be updated accordingly.

## ***Section 3-4: Eligible Training Provider (ETP) Performance Reports***

The ETP Performance Report, applicable to the WIOA Title I Adult and Dislocated Worker programs, must report the results of the four primary indicators of performance along with the total number of individuals who exit from the program of study with respect to all individuals who exited a program of study and all individuals who completed a program of study, including individuals in the program of study who are not WIOA participants. The USDOL has also clarified that a "program of study" approved on the ETP List is synonymous with a "program of training services" as defined in the WIOA Final Rules at 20 Code of Federal Regulation (CFR) §680.420.

At the time of this writing, the data collection format and method of submission, and ETP Performance Report template will be issued by the USDOL sometime in the future.

Statutory requirements that mandate the collection of data through the ETP Performance Report for all individuals (both WIOA and non-WIOA students) in a program of study include:

1. The percentage of individuals who are in unsubsidized employment during the second quarter after exit from the program of study;
2. The percentage of individuals who are in unsubsidized employment during the fourth quarter after exit from the program of study;
3. The median earnings of individuals in the program of study who are in unsubsidized employment during the second quarter after exit;

# MITC Policy Manual

---

4. The percentage of individuals who obtain a recognized post-secondary credential, or a secondary school diploma or its recognized equivalent during participation or within one year after exit from the program. For those individuals who obtained a secondary school diploma or its recognized equivalent, the individual must also have obtained or retained employment or be in an education or training program leading to a recognized post-secondary credential within one year after exit from the program;
5. Information on recognized post-secondary credentials received by program participants;
6. Information on the cost of attendance, including costs of tuition and fees, for program participants; and
7. Information on the program completion rate for such participants.

The ETP Performance Report must report the results of the following participant counts and cost information indicators with respect to all WIOA participants in the program of study:

1. The number of participants exiting from the program of study (or the equivalent);
2. The total number of participants who receive training services through each of the Adult programs and the Dislocated Worker program, disaggregated by the type of entity that provided the training during the most recent program year and the three preceding program years;
3. The total number of participants who exited from training services, disaggregated by the type of entity that provided the training during the most recent program year and the three preceding program years;
4. The average cost per participant for the participants who received training services, disaggregated by the type of entity that provided the training during the most recent program year and the three preceding program years; and
5. The number of individuals with barriers to employment served by each of the Adult programs and the Dislocated Worker program, disaggregated by each subpopulation of such individuals, and by race and ethnicity, sex, and age.

Data on the ETP Performance Report must be collected in a manner so that the results for the WIOA participants may be disaggregated by the barriers to employment. An individual with a barrier to employment, as identified in the WIOA Section 3(24) includes:

- Displaced homemakers;
- Low-income individuals;
- Indians, Alaska Natives, Native Hawaiians;
- Individuals with disabilities, including youth who are individuals with disabilities;
- Older individuals (ages 55 or older);
- Ex-offenders;
- Homeless individuals;

# MiTC Policy Manual

---

- Youth who are in or have aged out of the foster-care system;
- Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers;
- Eligible migrant and seasonal farmworkers;
- Individuals within two years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families (TANF) program;
- Single parents (including single pregnant women);
- Long-term unemployed individuals (27 or more consecutive weeks); and
- Such other groups the state determines to have barriers to employment.

Registered Apprenticeship programs are not required to submit performance information. If a Registered Apprenticeship program voluntarily submits performance information to the state, the state must include this information in the report.

### ***Section 3-5: Use of ETP Performance Reports***

Data collected in the WIOA ETP Performance Reports (or the data associated) will be made accessible to the public via an annual report published by the USDOL. This information will also be distributed to workers and job seekers throughout the WIOA system, including through online formats as consistent with statute.

The ETP performance will be used to collect data to assess the effectiveness of the WIOA's core programs and to monitor and analyze grantee performance. The data collection permits the Departments to evaluate program effectiveness, monitor compliance with statutory requirements, and analyze participant activity while complying with Office of Management and Budget efforts to streamline federal performance reporting. If states do not adequately meet the adjusted levels of performance as described in 20 CFR 677.170, they are subject to five percent sanctions, as discussed in the WIOA Section 116(f).



## Chapter 4: Licensing Requirements

As part of the Michigan Talent Investment Agency's (TIA's) quality assurance review, programs will be reviewed for compliance with applicable state licensing laws. The review will occur as part of the application process and prior to the program's submission to the Michigan Works! Agency (MWA) for review and approval. The review will consider all licensing laws that may apply to any given training program. The TIA will remove an organization and its programs from the Michigan Training Connect (MiTC) in the event a license is revoked or suspended.

### ***Section 4-1: Proprietary School Licensure Exemption for Registered Apprenticeships***

In general, employers or groups of employers who provide training for their own employees, or where a labor union or trade association delivers portions of the training as part of a Registered Apprenticeship program, the training program is exempt from the proprietary school licensing requirement. The key to exemption is the employer-employee relationship. If the training program is being paid for through a U.S. Department of Labor (USDOL) Registered Apprenticeship sponsor (i.e., the training is not funded by the Workforce Innovation and Opportunity Act [WIOA] grant funds), it is exempt from proprietary school licensure requirements.

Apprenticeship programs do not have to be licensed as a proprietary school if the training is paid through employer sponsorship, but they must be registered with the USDOL's Office of Apprenticeship. Verification of apprenticeship sponsors can be obtained via the [USDOL's Office of Apprenticeship](#).

Otherwise, without the employer/employee relationship, if the organization is teaching a trade occupation or vocation for a fee or consideration of any kind (from any party), then a license is required. Simply stated, if a training program operator opens its doors to the public and charges a fee to anyone (including grant funding), then a proprietary school license is required.

### ***Section 4-2: Proprietary Schools***

In addition to degree-granting colleges and universities which are authorized to operate in the State of Michigan, a wide range of private career schools are also available to Michigan students. Pursuant to Act 148, Public Acts of 1943, as amended, no person(s) firm, corporation, or private organization may conduct a private trade school, business, school, or institute in Michigan without first obtaining a license. Private trade schools, often called proprietary schools, offer non-degree occupational training programs which train a person for a trade, occupation or vocation, usually to individuals beyond the high school level. In Michigan, these schools offer diplomas or certificates, rather than degrees.

Proprietary schools must be licensed by the State of Michigan. In Michigan, per statute, a proprietary school means a school that uses a certain plan or method to teach a trade, occupation, or vocation for consideration, reward, or promise of any kind. Proprietary school includes, but is not limited to a private business, trade, or home-study school.

Proprietary school does not include any of the following:

- A school or college possessing authority to grant degrees
- A school licensed by law through another board or department of this state; or

# MiTC Policy Manual

---

- A school maintained or a program conducted, without profit, by a person for that person's employees.

Most privately owned organizations that offer occupational training for a fee or other considerations are legally required to be licensed by the Michigan Department of Licensing and Regulatory Affairs (LARA), Bureau of Professional Licensing. Non-profit organizations offering occupational training are also subject to licensing requirements. A license must be granted for each site at which training is delivered.

- In addition to proprietary school licensure by the state, there may be specific requirements that apply to schools preparing students for certain licensed occupations; such as aeronautics schools, or circumstances where proprietary school licensing requirements do not apply, such as for work-based training programs, such as Registered Apprenticeships, on-the-job training, customized training, incumbent worker training, internships, and paid or unpaid work experience training activities.

## ***Section 4-3: Regulated Licensed Professions***

LARA's Licensing Division administers several statutes related to ten professions including security guards, private post-secondary schools, and the securities industry. Certain professions licensed under LARA may also include licensure examinations to measure an individual's entry-level competency in addition to training certifications or degrees from an accredited training institution prior to licensure.

Examples of regulated licensed professions in Michigan include, but are not limited to the following:

- Security Alarm System Contractors (requires passing testing by LARA's Testing and Education Services Unit, along with a high school diploma or its equivalent).
- Forensic Polygraph Examiners (requires passing testing by LARA's Testing and Education Services Unit along with baccalaureate degree from an accredited college or university with 15 semester hours of credit in the social or behavioral sciences).
- Professional Investigators (requires a baccalaureate or post-graduate degree in the field of police administration, security management, investigation law, criminal justice, or computer forensics certificated study that is acceptable to LARA).
- Private Security Guard (high school diploma or its equivalent with 2 - 4 years of experience). Length and type of experience may be in combination with a degree or armed forces experience.

In addition to licensure, LARA's Enforcement Division performs inspections in six regulatory areas, including inspections of proprietary schools as part of the licensure process.

## ***Section 4-4: Special Licensing Requirements***

Schools that are headquartered in another state but offer training at a Michigan location must have the appropriate Michigan license(s).

Some special requirements also apply to schools that prepare students to enter a licensed occupation. Schools that prepare students to enter certain specialized occupations may be

# MiTC Policy Manual

---

licensed or approved by a State of Michigan Agency, other than LARA's Corporations, Securities, & Commercial Licensing Bureau (CSCL) Licensing Division, or by both CSCL and another state agency. If the area of study is not specifically listed below, then the Licensing Division is responsible for program approval and school licensing requirements.

- **Aeronautics:**

[Aeronautics schools and programs](#) that teach flying and ground work relative to flying are inspected and licensed by the Michigan Department of Transportation (MDOT), Office of Aeronautics.

Schools teaching aircraft mechanics, dispatchers, and technicians are licensed by the CSCL.

- **Asbestos and Lead Abatement:**

[Asbestos abatement training schools](#) and programs are licensed through LARA, Michigan Occupational Safety & Health Division.

Asbestos and [lead abatement training programs](#) are **not required** to hold a proprietary school license.

- **Barber and Cosmetology:**

[Barber](#) and [cosmetology](#) schools and programs are licensed by LARA's Bureau of Professional Licensing.

Both web pages have links to documents listing cosmetology and barber programs that are licensed. These are found under licensing information on the above-referenced web pages.

- **Boiler Operator/Stationary Engineer:**

A proprietary school license is required for private schools offering boiler operator training programs. For further information, go to the [Proprietary School website](#).

A school proposing to offer programs in low pressure boiler operator, high pressure boiler operator, 1<sup>st</sup> class stationary engineer, 2<sup>nd</sup> class stationary engineer, and/or 3<sup>rd</sup> class stationary engineer must have approval as a qualified technical education program by the [Bureau of Construction Codes, Boiler Division](#).

- **Electrical:**

A proprietary school license is required [for private schools offering electrical apprenticeship training programs](#) to the public. These schools must also have their electrical apprentice training programs approved by the Electrical Administrative Board (EAB). The EAB approved the LARA Bureau of Construction Codes, Electrical Division recommendation to utilize USDOL's Office of Apprenticeship for the registration of all approved electrical training programs.

- **Emergency Medical Services (EMS):**

A proprietary school license is required for all private schools offering paramedic and [EMS training programs](#) to the public.

EMS training includes training for the following occupations: Medical First Responder, Emergency Medical Technician (EMT), EMT specialist, and paramedics.

# MiTC Policy Manual

---

Paramedic and EMS schools must have programs approved by the Michigan Department of Health and Human Services (MDHHS).

1. All facilities offering paramedic programs must be licensed as a proprietary school through LARA and have paramedic program approval by the MDHHS.

Exclusions: Hospitals licensed by MDHHS under the Public Health Code, State of Michigan approved colleges, and secondary schools, adult education centers and vocational/technical schools that operate under the authority of the State Board of Education must have paramedic program approval from MDHHS only.

2. All facilities offering any other type of EMS program must be licensed as a proprietary school through LARA and have EMS program approval from MDHHS.

For more information, please follow this link on [EMS education program sponsor and instructor-coordinator resources](#). A [list of program sponsors](#) can be found on the MDHHS webpage.

- **Firefighting:**

Firefighting schools are licensed by LARA's, [Fire Fighting Training Division](#). Firefighting schools and training programs are **not required** to hold a proprietary school license. A [link to list of regional training centers](#) is located on LARA's webpage.

- **Insurance and Consumer Finance:**

[Insurance continuing education and pre-licensure training providers](#) are licensed by the Michigan Department of Insurance and Financial Services. Examples of licensed occupations in the insurance industry include manager general agent, adjuster, counselor, and solicitor. Examples of licensed occupations in the consumer finance industry include mortgage broker, lender and services, and mortgage loan originator.

Insurance and consumer finance schools and training programs are not required to hold a proprietary school license.

- **Nursing:**

A proprietary school license is required for private schools offering nursing and licensed practical nurse training programs to the public. These schools must also have their individual programs approved by the Michigan Board of Nursing, Department of Licensing and Regulatory Affairs, Bureau of Professional Licensing.

Information about [nursing school certification](#) can be found on LARA's website.

- **Nurse Aide:**

A proprietary school license is required for private schools offering nurse aide training programs to the public. This includes nurse aide training programs conducted by state-licensed nursing homes if they provide training to anyone other than their own employees or employees of another state licensed nursing home.

These schools must also have their individual programs approved by the Department of Licensing and Regulatory Affairs, Bureau of Community and Health Systems. More information about [nurse aide training programs](#) can be found on LARA's webpage.

# MiTC Policy Manual

---

- **Pesticide and Plant Pest Management:**  
The Michigan Department of Agriculture licenses all [pesticide and plant management programs](#).
- **Private Security:**  
A proprietary school license is required for [private schools offering private security training programs](#) to the public.
- **Police Training/Law Enforcement:**  
Police training schools are approved by the Michigan Commission on Law Enforcement Standards (MCOLES). An approved list of [law enforcement training academies and programs](#) can be found on the MCOLES webpage.
- **Real Estate:**  
A proprietary school license is required for [private schools offering pre-licensure, agent, broker, or appraisal real estate programs](#) to the public. Some schools offering real estate appraisers continuing education may be required to hold a proprietary school license.

These schools must also have their individual programs and instructors approved by LARA's Bureau of Professional Licensing, Testing, Education, and Program Services. For further information Select Licensing Division, then select Licensing Exams & Education Services.

All real estate programs are licensed by [LARA's Proprietary Schools Unit](#).

## **Residential Builders:**

A proprietary school license is required for private schools offering [residential builders training programs](#) to the public.

These schools must also have their individual programs and instructors approved by LARA's Bureau of Professional Licensing, Testing, Education, and Program Services. For further information, select Licensing Division, then select Licensing Exams & Education Services. A list of [approved residential builder's pre-licensure courses](#) is located on LARA's webpage.

- **Truck Driver:**  
[Commercial vehicle driver training schools and programs](#) are licensed by the Michigan Department of State, Driver Programs Division – Driver Education Section.

## **Exceptions:**

1. The Proprietary School Licensing Section licenses heavy equipment schools;
2. [Driver training programs for school bus driver safety education and continuing education courses](#) are licensed by the Michigan Department of Education.

- **Utility Company Education:**  
[Utility company education programs](#) are licensed by the Michigan Public Service Commission (MPSC). Utility companies that provide education programs to their commercial customers on how to reduce energy costs as part of their Energy Optimization Plans approved by the MPSC as required by P.A. 295 of 2008 are exempt from licensing as a proprietary school.

# MiTC Policy Manual

---

If a school / training provider / utility company expand outside of the scope of the Michigan Public Service Commission approval, in terms of program offerings, or audience, (e.g., offering courses to the general public), they would then be required to be licensed as a proprietary school

## **Chapter 5: Public Assembly and Auxiliary Classrooms**

Public Act 148 of 1943, 390.562(5) states, “A separate permit is required for each location at which instruction is offered, except a school may offer instruction at an auxiliary classroom or public assembly site without obtaining a separate permit for that location. Schools such as income tax schools that offer identical programs at multiple locations under the same management for less than six months each year as stated on the application may submit one application for all sites and pay one fee.”

Section 390.561 (c) defines “Public assembly site” as a site located in a public educational institution or located in a public meeting area suitable for instruction.

### ***Section 5-1: State Policy***

A school may hold instruction at a public assembly site and/or auxiliary classroom(s) and will not be required to hold a separate license. Schools must keep a written record of which public assembly and/or auxiliary sites they use, the dates the classes are held at these sites, and maintain copies of appropriate fire and/or safety inspection records for each site. These records must be made available to the state staff upon request. Schools that utilize public assembly and/or auxiliary classrooms are required to list these sites on the Licensing and Regulation Agency (LARA) Proprietary Schools website for public viewing whenever possible.

### ***Section 5-2: Public Assembly Site Criteria***

“Public assembly site” means a site located in a public educational institution or located in a public meeting area suitable for instruction.

The following criteria will be used to determine if a school site meets the standards as a public assembly site.

1. The instructional site is not the primary site for instruction of the school; and
2. Only intermittent training is offered, and the total length of any training at one site is less than six months in a year; and
3. No school office is located at the public assembly site; and
4. The room or other space in a building must accommodate students in an instructional setting compensatory to the approved program of study, including all connected rooms and space, which share a common means of entrance and egress; and
5. Place of public assembly does not include a private family dwelling; and
6. Appropriate fire and/or health and safety inspection reports are available upon request for state inspection.

**Or**

7. The site is located at a public university, community college, or K-12 public school and the total length of training is less than six months in a year.

**Or**

# MiTC Policy Manual

---

8. Instruction takes place at an employer's place of business for only employees of that employer. The facility is duly authorized by state or local municipalities to conduct business at that location. The total length of any training at one site is less than six months in a year.

## ***Section 5-3: Auxiliary Classroom Criteria***

The following criteria will be used to determine if a school site meets the standards as an auxiliary classroom.

1. The facility must only be used for instruction; and
2. The room or other space in a building must accommodate students in an instructional setting compensatory to the approved program of study, including all connected rooms and space, which share a common means of entrance and egress; and
3. An auxiliary classroom does not include a private family dwelling; and
4. Appropriate fire and/or health and safety inspection reports are available upon request for state inspection.

## ***Section 5-4: Certification and Assurance***

Proprietary school operators will certify and assure that the provisions of this policy are adhered to at initial application for a license to operate a proprietary school and at each subsequent license renewal.

## ***Section 5-5: Inspection***

Adherence to this policy is subject to on-site inspection by LARA's Proprietary Schools Unit.



## **Chapter 6: Individual Training Accounts (ITAs) and Youth Programs**

### ***Section 6-1: ITAs for Youth Participants***

The opportunity to earn credentials in less than two years may be attractive for at-risk or out-of-school youth, or youth with some other barrier to employment. Industry-recognized credentials that can be earned in as little as six months to two years provide an alternative to more lengthy and costly undergraduate degrees.

Prior Workforce Investment Act (WIA) regulations provided that ITAs were not an authorized use of youth funds. However, states received waivers under the WIA to use ITAs for older and out-of-school youth to expand training options, increase program flexibility, enhance customer choice, and reduce the tracking, reporting, and paperwork that came with dual enrollment.

The Workforce Investment and Opportunity Act (WIOA) is silent on the use of ITAs for youth participants, but Section 681.550 of the WIOA Final Rules allows ITAs for out-of-school youth, ages 16 to 24 using the WIOA youth funds, when appropriate. ITAs will benefit disconnected youth and reinforce the WIOA's emphasis on increasing access to and opportunities for this population. To the extent possible, local programs must ensure that youth participants are involved in the selection of their educational and training activities.

### ***Section 6-2: Eligible Training Provider (ETP) Performance Reporting for Out of School Youth***

The WIOA Section 116(d)(4), regarding the contents of ETP Performance Reports, mandates the collection of specific information for each program of study for each eligible provider of training services under Title I of the Adult and Dislocated Worker programs. The U.S. Department of Labor (USDOL) has proposed permitting states to use ITAs for out-of-school youth WIOA participants ages 16 to 24. Therefore, the USDOL proposes that, for purposes of the annual ETP Performance Report, the WIOA out-of-school youth participating in a program of study using an ITA must be reported like a WIOA Adult in the "all student" and "WIOA participant" categories. Likewise, the USDOL proposes that references to the WIOA Adult program for the purposes of reporting on the ETP Performance Report include out-of-school youth participating in a program of study using an ITA.

# MiTC Policy Manual

---

## **Chapter 7: Michigan Training Connect (MiTC) Program Audits**

### ***Section 7-1: MiTC Program Audits***

Currently, some schools may be self-reporting performance information when applying for initial or subsequent eligibility for placement on the MiTC. Once the Workforce Longitudinal Data System (WLDS) is fully integrated with the MiTC, performance information for training programs that submit performance information through the Center for Educational Performance Information (CEPI) will be processed automatically. Schools choosing not to submit performance information via CEPI will be required to provide either the Unique Identification Code or Social Security Number for all students (both Workforce Innovation and Opportunity Act (WIOA) and non-WIOA funded) to the Michigan Talent Investment Agency (TIA).

The TIA has the authority to perform random audits of the data provided by training providers. When schools list or update programs, they must agree to certain assurances, including access to all records and processes used to generate program information for public listing on the MiTC. In the event of an audit, the training institution is required to provide supporting documentation to validate performance and licensing information provided by the school in cases of both initial and continued eligibility.

As such, all training providers on the MiTC have agreed to participate in an audit process for every program listed. The primary focus of audits is to verify program performance data. Training providers are required to provide information on students' training outcomes and make available records that document and verify how students were surveyed for data, which students responded to the survey, and what data the students provided. These records will be considered sufficient to verify that schools are reporting data provided by students completing the program.

Additional program descriptive data from licensure sources such as Michigan's Proprietary Schools Unit and/or materials published by schools may also be examined in order to determine deviation in price and length of training. This information ensures that prices posted on the MiTC are accurate and that Individual Training Account (ITA) students are not being charged at a different rate than non-ITA students.

# Appendices

**General Definitions**

Term	Citation	Definition
The Workforce Innovation and Opportunity Act (WIOA) Participant	20 Code of Federal Regulation (CFR) 677.150(a)	A reportable individual who has received staff-assisted services after satisfying all applicable programmatic requirements for the provision of services, such as an eligibility determination.
Reportable Individual	20 CFR 677.150(b)	<p>An individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of the core program including:</p> <ol style="list-style-type: none"> <li>1. Individuals who provide identifying information</li> <li>2. Individuals who only use the self-service system, and</li> <li>3. Individuals who only receive information on services or activities.</li> </ol>
<i>Exit (for the purpose of performance calculations)</i>	20 CFR 677.150(c)	<p>Exit is the point after which an individual who has received services through any program meets the following criteria:</p> <ol style="list-style-type: none"> <li>1. For the Adult and Dislocated Worker programs under the WIOA Title I, exit date is the last date of service: <ol style="list-style-type: none"> <li>i. The exit date cannot be determined until 90 days of no service has elapsed. At that point, the exit date is applied retroactively to the last date of service; <ol style="list-style-type: none"> <li>A. Ninety days of no service does not include self-service or information-only activities or follow-up services, and</li> <li>B. There are not future services planned, excluding follow-up services.</li> </ol> </li> </ol> </li> </ol>

**Eligible Training Provider (ETP) Data Element and Collection/Coding Choices**

Data Element	Definition	Collection/Coding Choices
Eligible Training Provider (ETP)	Organizations deemed eligible by a state to provide training services to the WIOA Adult, Dislocated Worker, and Youth program participants.	The name of the eligible training provider.
Type of Entity	<p>The type of training entity of ETPs are defined in 20 CFR Part 680.410 and includes:</p> <ul style="list-style-type: none"> <li>• An institution of higher education that provides a program that leads to a recognized post-secondary credential;</li> <li>• Programs registered under the “National Apprenticeship Act;” and</li> <li>• A public or private provider of training services.</li> </ul>	<ul style="list-style-type: none"> <li>• Institution of Higher Education that only awards or the majority of credentials awarded are associates degrees;</li> <li>• Institution of Higher Education that only awards or the majority of the credentials awarded are baccalaureate of higher degrees;</li> <li>• Institute of Higher Education where the majority of credentials awarded are a community college certificate of completion;</li> <li>• National Apprenticeship provider;</li> <li>• Private non-profit provider;</li> <li>• Private for-profit provider (proprietary school);</li> <li>• Public provider;</li> <li>• Other type of institution.</li> </ul>

<p>Program of Study – by potential outcome</p>	<p>States must ensure data is collected and reported for each program of study deemed eligible to serve the WIOA participants for each eligible training provider. A program of study is synonymous with “a program of training services” as defined at 20 CFR 680.420.</p> <p>A Program of Training Services is one or more courses or classes, or a structured regimen that provides the training services identified in 20 CFR part 680.200 and leads to:</p> <p>(a) An industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the state involved or the federal government, an associate or baccalaureate degree, or a community college certificate of completion;</p> <p>(b) Consistent with §680.530, a secondary school diploma or its equivalent;</p> <p>(c) Employment; or</p> <p>(d) Measurable skill gains toward a credential described in (a) or (b) or employment.</p>	<ul style="list-style-type: none"> <li>• A program of study leading to an industry-recognized certificate or certification;</li> <li>• A program of study leading to a certificate of completion of an apprenticeship;</li> <li>• A program of study leading to a license recognized by the state involved or the federal government;</li> <li>• A program of study leading to an associate degree;</li> <li>• A program of study leading to a baccalaureate degree;</li> <li>• A program of study leading to a community college certificate of completion;</li> <li>• A program of study leading to a secondary school diploma or its equivalent;</li> <li>• A program of study leading to employment;</li> <li>• A program of study leading to a measurable skills gain leading to a credential;</li> <li>• A program of study leading to a measurable skills gain leading to employment.</li> </ul>
--	--	---

<p>Program of Study – Classification of Instructional Programs (CIP) Code</p>	<p>A program of study is identified through both the type of program outlined above (e.g. industry-recognized certificate) and the field of study. The taxonomy that will be used to identify fields of study will be the CIP.</p> <p>The CIP code can be found on the <a href="#">Integrated Postsecondary Education Data System (IPEDS) webpage</a>.</p>	<p>Enter the 4-digit CIP code for the program of study.</p>
<p>Total Number of Individuals Served</p>	<p>The total number of students enrolled in this program of study in the reporting period.</p>	<p>The aggregated figure for the number of all individuals (WIOA and non-WIOA) refers to any individual who was enrolled in a course that is part of a program of study within a quarter.</p> <p>For state reporting, this will be the sum of all four quarters.</p>
<p>Total Number of Individuals Exited</p>	<p>The total number of students who completed, withdrew, or transferred from the program of study in the reporting period.</p> <p>This will also serve as a credential rate denominator for the program exiters.</p>	<p>The aggregated figure for the number of WIOA and non-WIOA exiters with the eligible training provider within the given program of study during the reporting period.</p>
<p>Total Number of WIOA Participants</p>	<p>The total number of WIOA participants, as defined at 20 CFR 677.150(a) who receive training services in this program of study through the WIOA Adult or Dislocated Worker programs.</p>	<p>The aggregated figure for the total number of participants who have been identified in the program of study and as receiving the WIOA Title I funding during the reporting period.</p>

<p>Total Number of WIOA Exitters</p>	<p>The total number of the WIOA participants, as defined at 20 CFR 677.150(a) who received training in this program of study through the Adult or Dislocated Worker programs and who completed, withdrew, or transferred from this program of study in the reporting period.</p> <p>This will also serve as a credential rate denominator for program exitters.</p>	<p>The aggregated figure for the total number of exitters who have exitters who have been identified in the program of study and as receiving the WIOA Title I funding during the reporting period.</p>
<p>Total Number of the WIOA Participants served with an Individual Training Account (ITA)</p>	<p>The total number of the WIOA participants, as defined at 20 CFR 677.150(a) who received training services in this program of study funded through an ITA.</p>	<p>The aggregated figure for the total number of participants who have been identified in the program of study and as receiving the WIOA Title I funding via an ITA during the reporting period.</p>
<p>Total Number of the WIOA Exitters served with an ITA</p>	<p>The total number of the WIOA participants, as defined at 20 CFR 677.150(a) who received training services in this program of study through a funded ITA and who completed, withdrew, or transferred from this program of study in the reporting period.</p>	<p>The aggregated figure for the total number of exitters who have been identified in the program of study and as receiving the WIOA Title I funding via an ITA during the reporting period.</p>
<p>All Individuals: Program of Study Completer</p>	<p>The objective of this figure is to determine the number and subsequent rate of individuals who successfully completed their program of study.</p> <p>This figure can be divided against the “total number of individuals served” above to determine the completion rate of a program of study.</p> <p>This will also serve as the credential rate denominator for all program completers.</p>	<p>The aggregated figure of the number of WIOA and non-WIOA completers who did not withdraw or transfer out from the program of study within the reporting period.</p>



<p>The WIOA Participants: Program of Study Completer</p>	<p>The objective of this figure is to determine the number and subsequent rate of individuals who successfully completed their program of study.</p> <p>This figure can be divided against the “total number of individuals served” above to determine the completion rate of a program of study.</p> <p>This will also serve as a credential rate denominator for program completers.</p>	<p>The aggregated figure of the number of the WIOA completers who did not withdraw or transfer out from the program of study within the reporting period.</p>
<p>All Individuals: Number Employed in the second quarter after exit/completion</p>	<p>This will provide the numerator to determine the percentage of individuals who are in unsubsidized employment during the second quarter after exit from the program of study.</p> <p>The number of individuals in this program of study (WIOA and non-WIOA) who exited during the reporting period and who have unsubsidized employment during the second quarter after exit.</p> <p>The denominator for this performance indicator will be taken from the “total number of individuals served” field.</p>	<p>The aggregated number of the WIOA and non-WIOA exiters who have been determined to be employed through a wage record match or other supplemental means within the second quarter after exit or completion.</p>

<p>All Individuals: Number Employed in the fourth quarter after exit / completion</p>	<p>This will provide the numerator to determine the percentage of individuals who are in unsubsidized employment during the second quarter after exit from the program of study.</p> <p>The number of individuals in this program of study (WIOA and non-WIOA) who exited during the reporting period and have unsubsidized employment during the second quarter after exit. The denominator for this performance indicator will be taken from the “total number of individuals served” field.</p>	<p>The aggregated number of the WIOA and non-WIOA exiters who have been determined to be employed through a wage record match or other supplemental means within the fourth quarter after exit or completion.</p>
<p>All Individuals: Median Earnings</p>	<p>The goal of this measure is to determine the median earnings of individuals in the program of study who are in unsubsidized employment during the second quarter after exit.</p> <p>For all individuals in this program of study who exited during the reporting period, report the wage that is at the midpoint between the highest and lowest wage earned in the second quarter after exit.</p> <p>This indicator also includes participants who are verified to be self-employed.</p>	<p>The single figure that represents the mid-point between the highest and lowest wages for all the WIOA and non-WIOA exiters within the reporting period.</p>

<p>All Individuals: Obtained a Credential (Numerator)</p>	<p>The goal of this element is to determine the amount of program participants who obtain a recognized post-secondary credential, or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the program.</p> <p>For participants who obtained a secondary school diploma or its recognized equivalent, the participant must also have obtained or retained employment or be in an education or training program leading to a recognized post-secondary credential within one year after exit from the program.</p> <p>Number of individuals enrolled in this program of study who:</p> <ul style="list-style-type: none"> <li>• Obtained a recognized post-secondary credential during the program or within one year after exit from the program; <b>OR</b></li> <li>• Obtained a secondary school diploma or its recognized equivalent during the program or within one year after exit <b>AND</b> who were also employed or enrolled in an education or training program leading to a recognized post-secondary credential within one year after exit from the program.</li> </ul>	<p>The aggregate figure of those WIOA and non-WIOA exiters that obtained a credential from the program of study <b>AND</b> completed the program of study.</p>
---	---	--

<p>The WIOA Participants: Obtained a Credential (Numerator)</p>	<p>The goal of this element is to determine the amount of program participants who obtain a recognized post-secondary credential, or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the program. For those participants who obtained a secondary school diploma or its recognized equivalent, the participant must also have obtained or retained employment or be in an education or training program leading to a recognized post-secondary credential within one year after exit from the program.</p> <p>Number of total individuals enrolled in this program of study who:</p> <ul style="list-style-type: none"> <li>• Obtained a recognized post-secondary credential during the program or within one year after exit from the program; <b>OR</b></li> <li>• Obtained a secondary school diploma or its recognized equivalent during the program or within one year after exit <b>AND</b> were also employed or enrolled in an education or training program leading to a recognized post-secondary credential within one year after exit from the program.</li> </ul>	<p>The aggregate figure of those WIOA exiters that obtained a credential from the program of study.</p>
---	--	---

<p>Non-WIOA Completers: Number employed in the second quarter after completion (Numerator)</p>	<p>The goal of this measure is to determine the percentage of individuals who have unsubsidized employment during the second quarter after completing the program of study.</p> <p>The number of non-WIOA completers in this program of study who completed this program of study during the reporting period and who have unsubsidized employment during the second quarter after completion.</p> <p>The denominator for this indicator will be taken from the “total number of individuals served” field minus the “total number of WIOA exiters” field.</p>	<p>The aggregated number of non-WIOA completers who have been determined to be employed through a wage record match or other supplemental means within the second quarter after exit or completion.</p>
<p>Non-WIOA Completers: Number employed in the fourth quarter after completion (Numerator)</p>	<p>The goal of this measure is to determine the percentage of individuals who have unsubsidized employment during the fourth quarter after completing the program of study.</p> <p>The number of non-WIOA completers in this program of study who completed this program of study during the reporting period and who have unsubsidized employment during the fourth quarter after completion.</p> <p>The denominator for this indicator will be taken from the “total number of individuals served” field minus the “total number of WIOA exiters” field.</p>	<p>The aggregated number of non-WIOA completers who have been determined to be employed through a wage record match or other supplemental means within the fourth quarter after exit or completion.</p>

<p>Non-WIOA Completers: Median Earnings in the second quarter after completion</p>	<p>The goal of this measure is to determine the median earnings of individuals in unsubsidized employment during the second quarter after completing this program of study.</p> <p>For all non-WIOA completers in this program of study who exited during the reporting period, report the wage that is at the midpoint between the highest and lowest wage earned in the second quarter after exit.</p> <p>This indicator also includes participants who are verified to be self-employed.</p>	<p>The single figure that represents the mid-point between the highest and lowest wages for all non-WIOA completers within the reporting period.</p>
<p>Non-WIOA Completers: Credential Rate (Numerator)</p>	<p>The goal of this element is to determine the amount of non-WIOA completers who obtain a recognized post-secondary credential or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the program.</p> <p>For those completers who obtained a secondary school diploma or its recognized equivalent, the participant must also have obtained or retained employment or be in an education or training program leading to a recognized post-secondary credential within one year after exit from the program.</p> <p>Number of non-WIOA completers enrolled in this program of study who:</p>	<p>The aggregate figure of those non-WIOA completers who obtained a recognized postsecondary credential;</p> <p><b>PLUS</b></p> <p>Those who obtained a secondary school diploma or equivalent and were employed or enrolled in education or training leading to a recognized post-secondary credential within the reporting period.</p>

<p>Non-WIOA Completers: Credential Rate (continued)</p>	<ul style="list-style-type: none"> <li>• Obtained a recognized post-secondary credential during the program or within one year after exit from the program; <b>OR</b></li> <li>• Obtained a secondary school diploma or its recognized equivalent during the program or within one year after exit <b>AND</b> who were also employed or enrolled in an education or training program leading to a recognized post-secondary credential within one year after exit from the program.</li> </ul>	
<p>Non-WIOA Completers: Credential Rate (Denominator)</p>	<p>The goal of this element is to determine the amount of non-WIOA completers who were either successful or unsuccessful in obtaining a recognized post-secondary credential, or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the program.</p> <p>Number of non-WIOA completers in this program of study who:</p> <ul style="list-style-type: none"> <li>• Exited or completed and were in a post-secondary education or training program; <b>OR</b></li> <li>• Were in a secondary education program (at or above the 9<sup>th</sup> grade level) without a high school diploma or equivalent.</li> </ul>	<p>The aggregate figure of those non-WIOA completers who obtained a recognized post-secondary credential <b>PLUS</b> those who obtained a secondary school diploma or equivalent and were employed or enrolled in education or training leading to a recognized post-secondary credential within the reporting period.</p> <p><b>PLUS</b></p> <p>The aggregated figure of those non-WIOA completers who exited or completed a post-secondary education or training program, or were in a secondary education program.</p>

## Survey Data

### Overview

In accordance with the Workforce Innovation and Opportunity Act (WIOA), with the exception of brand new programs, the school must provide site-specific, program specific information for each program that will accept and serve Individual Training Account (ITA) funded students. Schools that cannot provide the requisite performance information may not continue to remain on the Michigan Training Connect (MiTC) website.

Initial eligibility begins when the program was first approved by the Michigan Works! Agency. At the close of the year of initial eligibility, schools must be prepared to update performance information, including employment and wage information. Additionally, unless the provider can show good cause, program performance is required to be at or above the State of Michigan's minimum performance standards in order to retain program eligibility.

### Required Data

The following information must be collected and reported for every program for which continued eligibility to serve ITA-funded students is desired.

- Unsubsidized employment during the second quarter after exit
- Unsubsidized employment during the fourth quarter after exit
- Median earnings
- Credentials attainment

These can be measured in a variety of ways, but since the MiTC includes performance information for a variety of programs offered by a variety of schools across the state, it is important that all participants measure program performance consistently.

### Data Gathering and Sampling

Many schools routinely measure student outcomes (such as wages and benefits and the like), and there are many acceptable ways to gather follow-up data. Some of the most common methods are brief telephone surveys of recent graduates, telephone confirmation of placement and wages with graduates' employers, or mail surveys.

For schools (mostly proprietary schools) that do not provide student outcomes through the Center for Educational Performance and Information (CEPI) reporting system, they will need to gather employment and wage data by contacting individual students or their employers. It is also important that these schools document the process they will use to gather outcome data. Documentation is critical to an effective and reliable data-gathering process, and will be reviewed in the event the school is audited by the Michigan Talent Investment Agency (TIA).

Schools may use telephone or mail surveys of graduates, or telephone surveys of employers to gather follow-up data. Regardless of the method used, there are standards that must be maintained by the data collection process and some criteria by



which the success of the data collection may be judged. Standards and criteria are as follows:

- **Sampling.** It is necessary to attempt to survey all persons who graduated during the course of the reporting year. For larger programs, a school may choose to interview a random sample of program graduates. Sample sizes must ensure that the survey data is associated with a margin of error of  $\pm 5\%$  at the 85 percent level of confidence. Surveys are required to achieve a response rate of 50 percent or higher, but programs that achieve less than a 50 percent response rate may be considered for placement on the MiTC with justification.
- **Systematic surveying.** Schools should make multiple attempts to reach each graduate and must document each attempt at contact.

Student surveys, sampling methodology and graduate responses are all subject to TIA audit.

## Wage Conversion Chart

This is a guide to convert various wage and earnings inputs to a quarterly wage as required.

### Convert Hourly Rate to Quarterly Wages

Hourly Rate (xxx.xx/hour)	Hours worked per week on average (xx.x)	13 weeks per quarter	Quarterly wages
\$8.50 X	40 X	13 =	\$4,420

### Convert Weekly Wages to Quarterly Wages

Weekly Wages (\$xxxxx.xx)	13 weeks per quarter	Quarterly Wages
\$340.00 X	13 =	\$4,420

### Convert Biweekly Wages to Quarterly Wages

Biweekly Wages (\$xxxxx.xx)	6.5 biweekly pay periods per quarter	Quarterly Wages
\$680.00 X	6.5	\$4,420.00

### Convert Monthly Wages to Quarterly Wages

Monthly Wages (\$xxxxx.xx)	3 months per quarter	Quarterly Wages
\$1,496.00 X	3 =	\$4,488.00

### Convert Annual Wages to Quarterly Wages

Annual Wages (\$xxxxxx.xx)	4 quarters per year	Quarterly Wages
\$17,952.00 ÷	4 =	\$4,488.00

## Requirements for Local Michigan Training Connect (MiTC) Policy

The Michigan Works! Agencies (MWAs) must have a local policy in place that provides the criteria for the MWA's approval of schools under both initial and continued eligibility.

- For initial eligibility, an explanation about the criteria MWAs will use when approving schools, related to the following factors:
  - Information about whether or not the provider is in partnership with business;
  - Other information to demonstrate high-quality training services, including whether or not the training leads to a recognized post-secondary credential;
  - Information that addresses the alignment of the training with in-demand industry sectors and occupations, to the extent possible.
- For continuing eligibility, the criteria MWAs will use when approving schools, related to the following factors:
  - Access to training services throughout the state and rural areas through the use of technology;
  - Information reported to state agencies on federal and state training programs other than programs within the Workforce Innovation and Opportunity Act (WIOA) Title I;
  - The degree to which training programs relate to in-demand industry sectors and occupations within the state;
  - The provider's ability to offer industry-recognized certificates and/or credentials;
  - The ability of providers to offer programs that lead to post-secondary credentials;
  - The quality of the training program, including a program leading to a recognized post-secondary credential;
  - The ability of the providers to provide training services that is physically and programmatically accessible for individuals who are employed and individuals with barriers to employment, including individuals with disabilities;
  - The timeliness and accuracy of performance reports.

The local policy must also include the following information related to whether or not the MWA will:

- Set higher levels of performance than the state minimum as their criteria for approval for placement on the MiTC. If the MWA has set a higher level of performance than the state criteria, the MWA must have a policy in place to ensure that local performance standards are applied in a consistent and objective manner.

- Request additional information from the school prior to MWA approval, such as the name of employers involved in partnership with the training institution, additional information on the school's alignment with in-demand industry sectors or occupations etc. If the MWA is requesting additional information, the information must be covered by their local policy.
- States are responsible for ensuring the quality and value of eligible training providers. MWAs may include other factors to ensure quality and value, as appropriate, including and/or not limited to:
  - The accountability of providers;
  - The ability of a provider partner to partner with employers and to provide job placement services;
  - The drop-out rate of the training provider;
  - Student loan default rate of the provider.

If the MWA will be including other factors as part of the approval process, the additional factors must be identified in the local policy.

- The MiTC and its application process reflect and implement the WIOA and state-level policy. Where both state policy and the WIOA are silent, local MWA reviewers must exercise discretion. Occasions requiring the MWA to exercise discretion, and for which a local policy is required include:
  - Programs that do not meet local performance standards can be approved or disapproved at the discretion of the MWA. Per Training and Employment Guide Letter (TEGL) 41-14, Change 2, "Until performance data for each accountability measure is available, the Governor may take into account alternate factors related to performance for that accountability measure. In considering alternate factors related to performance, the governor may set minimal performance criteria, use existing available data, or develop other proxies as appropriate.  
  
For example, if a program fails to meet performance standards, the school may provide supplemental information that demonstrates that local economic conditions render the earnings and credentials expectations unrealistic and/or that the program serves many hard-to-serve students, rendering the completion expectations unreasonable. The MWA may request additional information and approve or disapprove the program at its discretion.
  - Programs that neither meet nor fail to meet performance standards. A program neither meets nor fails to meet performance standards if it lacks a documented track record, such as programs with cohorts lasting more than one year that can experience years in which no one graduates and no one drops out, for which credentials attainment cannot be calculated. Similarly, if all program graduates transfer to continuing education in a related field, there may be zero graduates available for employment and therefore, wages are undefined. In such

situations, the MWA may request additional information and approve or disapprove the program at its discretion.

- Program performance data that includes outcomes where the data that is submitted is questionable or low-quality. The reviewing MWA must decide whether or not to accept questionable or low-quality data as evidence of program performance. The MWA may request additional information and approve or disapprove the program at its discretion.
- For schools not meeting minimum performance standards, the MWAs have the authority to consider local economic conditions and the economic and demographic characteristics of students the school serves when reviewing and approving applications for continued eligibility. Based on the school's justification for below-performance standards, MWAs may either approve or disapprove the application. MWAs must have a policy in place that identifies what the MWA will take into consideration as far as economic conditions and demographic characteristics to ensure that standards are applied consistently.
- All of the above conditions requiring the MWA to exercise discretion may also apply to initial eligibility applications. For those schools that do not meet any of the WIOA criteria for initial eligibility, the MWA, at its discretion, may require full performance data including completion employment and wage information. In such circumstances, the reduced data requirements associated with initial eligibility do not apply.