

61v Michigan Career and Technical Education (CTE) Expansion Components of a Middle School CTE Program

Michigan middle school CTE programs are eligible for state approval by meeting the criteria as outlined below and submitting all required documentation with the new program application (coming soon).

C01	Program Teacher Certification	Evidence
<input type="checkbox"/>	Certified teacher	<p>Ensure each program teacher holds one of the following:</p> <ul style="list-style-type: none"> • Michigan teaching certificate with grade-level endorsement, • Michigan teaching certificate with CTE CIP endorsement aligned to the cluster, • or Annual Career Authorization (ACA) with a CIP code aligned to the cluster. <p>ACA use for middle school clusters does not grant permission to teach all CIP codes within that cluster at the high school level; high school instruction requires CIP-specific endorsements.</p>
C02	Program Teacher Professional Development (PD)	Evidence
<input type="checkbox"/>	<p>Individual record(s) of Career Cluster specific, industry-related professional development that demonstrate sustained efforts to improve knowledge and skills in one or more of the following areas:</p> <ul style="list-style-type: none"> • Staying current with all aspects of program-related industry through annual PD • Promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE instruction • Effective integration of challenging academic material in CTE, provided jointly with academic teachers • Effective research-based teaching skills • Effective practices to improve stakeholder and community involvement • Effective use of research and data to improve instruction • Provide relevant experience in related business or industry (work-based learning) • Training in the effective use and application of technology, including distance and online learning 	<p>Annual evidence of sustained Career Cluster specific, industry-related PD, including date, hours, type (national, state, regional), title, purpose, and description.</p>

C03	Program Advisory Committee	Evidence
<input type="checkbox"/>	<p>The membership roster must include the following voting members:</p> <ul style="list-style-type: none"> majority business and industry representation postsecondary representation parent/guardian representative special populations (SPOPS) representative <p>Special Populations Programs and Services (michigan.gov)</p> <p>Non-voting members may include administrators, counselors, students, academic teachers, labor, and community representatives. [i.e., Tribal organizations]</p>	<p>The roster must include:</p> <ul style="list-style-type: none"> Member name and job title Business name and address Contact information (email, phone number) Committee position (postsecondary, SPOPS, etc.) Identify chairperson (must be from business/industry)
<input type="checkbox"/>	<p>Document a minimum of one meeting each school year demonstrating advisory committee input on planning, development, implementation, operation, promotion, evaluation, technical skills, credentialing, and maintenance of the program.</p> <p>Advisory meeting options for middle school:</p> <ul style="list-style-type: none"> Career Cluster Level-Middle School Advisory Regional Career Cluster Level-MS Advisory Join an already established, aligned High School Advisory. 	<p>Meeting agendas and detailed minutes with a list of attendees that capture committee discussions, recommendations, and desired outcomes to support continuous program improvement</p>
<input type="checkbox"/>	<p>Program facilities, equipment, materials, and resources are relevant to the program curriculum and reflect current industry standards and technology (textbooks and software are aligned with current industry standards).</p>	<p>Inventory should include purchase dates, description, and the location where it is housed (when applicable):</p> <ul style="list-style-type: none"> Equipment and Technology Class set of textbooks with copyright dates Software with version Online learning resources

C04	Program Delivery	Evidence
<input type="checkbox"/>	Detailed syllabi for all courses in the program.	<p>The syllabi for each course should include:</p> <ul style="list-style-type: none"> • Course description, academics, and credits earned • Duration of the course (trimester, semester, year) • Class meeting days and times • Technical skills, laboratory learning, and hands-on learning • Student leadership, Work-Based Learning, Safety training • Foundational credentials offered, high school credit opportunities
<input type="checkbox"/>	Instructional Design Form (used to report program delivery)	The Instructional Design form shows the standards, competencies, and career practices included in the program.
<input type="checkbox"/>	Includes ongoing program-related safety training, completed in the classroom prior to beginning hands-on laboratory learning, work-based learning, and continuing throughout the program.	Record of the program related to safety training.
C05	Work-Based Learning	Evidence
<input type="checkbox"/>	CTE program provides WBL awareness and exploration experiences related to the career cluster.	<p>The documentation of WBL opportunities specific to the career cluster, including the WBL activity type and date.</p> <p>Definitions and examples of the WBL activities can be found in the WBL Manual found on the WBL Tool Kit webpage.</p>

C06	Student Leadership & Career and Technical Student Organizations (CTSO)	Evidence
<input type="checkbox"/>	CTE program provides each student with leadership development opportunities	<p>The documentation of leadership opportunities specific to the career cluster area. Include activities and dates or time frames.</p> <ul style="list-style-type: none"> • Individual • Team Member • Project Manager/Committee Chair • Local Leader/Elected Officer Position • Community Leader/Regional, State, National Position <p>Middle school leadership activities are most appropriate at the individual and team member levels. Several Career and Technical Student Organizations (CTSOs) offer programs specifically designed for middle school students. These organizations provide leadership development, career exploration, and hands-on competitions tailored to younger learners. Refer to the Student Leadership webpage.</p>
C07	Equity and Access	Evidence
<input type="checkbox"/>	Room arrangement is accessible for all students, including individuals with disabilities, and includes at least one adjustable workstation. Classroom environment, curriculum, and materials are inclusive, free of bias, and non-discriminatory.	<p>The following:</p> <ul style="list-style-type: none"> • Signed C07 Program Accessibility Assurance • District Equal Opportunity Compliance Statement
<input type="checkbox"/>	Program recruitment strategies reflect the diversity of languages spoken in the community. Application policy and procedures, when used, are fair and equitable to all students, with considerations for gender, race, ethnicity, and special population status.	<p>The following:</p> <ul style="list-style-type: none"> • Recruitment materials/brochures • Program applications and prerequisites • District policy/procedure for enrolling CTE students District Equal Opportunity compliance statement appears on ALL recruitment materials
C08	Middle School to Postsecondary Sequencing and Foundational Credentials	Evidence
<input type="checkbox"/>	Middle School to Postsecondary Program of Study Integrate the flexibilities of the Michigan merit curriculum in a program of study from middle school through postsecondary education.	<p>The middle school to postsecondary program of study showing the recommended sequence of courses from middle school through postsecondary.</p> <p>A template for the Program of Study can be found on the 61v Michigan CTE Expansion Grant webpage.</p>
<input type="checkbox"/>	Foundational credentials offered in the program	The list of foundational credentials completed and/or progression towards state-approved credentials.