Program Advisory Committee Tool Kit

2026-2027 Edition

Michigan Department of Education
Office of Career and Technical Education

Mission: To prepare students so they have the necessary academic, technical, and work behavior skills to enter, compete, and advance in education and their careers.

Table of Contents

Program Advisory Committee Tool Kit **1**
Overview **1**
Program Advisory Committees **2**
Selecting Program Advisory Committee Members **3**
Member Selection 3
Terms of Service 4
Program Advisory Committee Member Criteria 4
Role of Program Advisory Committee **5**
Support Curriculum and Instruction 5
Assist with Program Review 6
Assist with Recruitment and Job Placement 6
Support Student Leadership/Career and Technical Student Organization 6
Provide Staff Development 7
Support Community/Public Relations 7
Identify Resources 7
Support Legislation 7
Responsibilities of the Program Advisory Committee Chairperson **7**
Responsibilities of the CTE Instructor **8**
Responsibilities of the CTE/School Administrator 9
New Program Application Process **10**
Early Middle College Additional Requirements **11**
Appendices **13**
Appendix A: Sample Letter of Invitation to Join Program Advisory Committee . 14
Appendix B: Sample Letter of Appointment to Program Advisory Committee ... 15
Appendix C - Template for Program Advisory Committee Meeting Agenda and Minutes 16
Appendix D: Sample Invitation to Business Partners to present in the Classroom 17
Appendix E: Recognition of Program Advisory Committee Members 18
Appendix F: Tips for Instructors 19
Appendix G: Sample CTE EMC Five-Year Program of Study 20

OVERVIEW

This publication contains guidelines for secondary career and technical education (CTE) and CTE Early Middle College (EMC) program advisory committees as they work to improve CTE programs.

The Program Advisory Committee Tool Kit details the key roles of program advisory committees and offers a general process to follow, as well as templates. The tool kit has been designed to help facilitate communication and enhance the program advisory committee. Originally, the tool kit was developed by a committee consisting of field representatives. It has been updated by the Michigan Department of Education's Office of Career and Technical Education (MDE-OCTE) staff to reflect current changes and updates for CTE programs.

PROGRAM ADVISORY COMMITTEES

Program advisory committees are a required component of state-approved CTE programs under the Strengthening Career and Technical Education for the 21st Century Act of 2018, commonly referred to as Perkins V. The Advisory Committee is required to have a minimum of two meetings each year. Expertise of individuals from related business and industry play an essential role in providing high-quality CTE programs, in addition to fostering the development of a trained and educated workforce. Program advisory committees determine the need for the program in the comprehensive high school or technical center.

The primary purpose of a program advisory committee is to serve as a resource and a connection to the workplace for CTE teachers, administrators, and students. The CTE program advisory committee guides the local education agency (LEA) with planning, development, implementation, operation, promotion, evaluation, and maintenance of the CTE program that results in continuous program improvement. A program advisory committee provides input on the following:

- Business and industry processes, equipment, and replication of work environments
- Input on the process to plan and implement relevant CTE programs
- Workforce needs for employers
- Worker knowledge and skill needs
- Selection of appropriate state-approved credentials for students to pursue
- Recruitment of additional business and industry partners
- A plan for safety training in the classroom and in work-based learning (WBL) settings
- Related WBL experiences for students
- Access, equity, and inclusion within the program
- Professional development opportunities
- Ways to include early college credit opportunities

Program advisory committee members may assist in the classroom with activities and program requirements.

It may be advantageous for identical CTE programs within a district to operate a collaborative program advisory committee with industry representatives from each school. While some regions or districts may desire to collaborate, only one collaborative regional program advisory committee meeting may count annually. At these meetings, each program must be represented by industry members from their local committee. For a regional meeting to meet CTE requirements, all meeting criteria must be met. An outline of tips for instructors can be found in Appendix F.

SELECTING PROGRAM ADVISORY COMMITTEE MEMBERS

Program advisory committees must include representatives from the appropriate program-specific business and industry, a representative from special populations (SPOPS), postsecondary representation, and a parent/guardian. Representation on the committee should reflect persons from all genders, racial, and ethnic minorities represented within the community. The program advisory committee's majority membership must be from local or area businesses and industry. Business and industry members should be from a variety of different businesses. The program advisory committee chairperson MUST be from business and industry.

MEMBER SELECTION

The CTE instructor, CTE school administrator, and current program advisory committee members should identify potential new member candidates. Potential program advisory committee members must possess knowledge, skills, and experience in the CTE program area they serve.

The first step to a good program advisory committee is establishing the required membership roster. The program advisory committee roster contains at least seven members, and the majority must be representatives of business and industry specific to the Classification of Instructional Program (CIP) code area. OCTE recommends that committees be seven to ten members so that the group is large enough to provide varied perspectives but not so large that it is difficult to reach consensus. The program advisory committee's majority membership must be from local or area business and industry.

The Special Populations (SPOPS) representative may come from many different positions: a Special Education teacher or consultant, a paraprofessional, a parent/guardian, a family advocate, or others who have a broad understanding of SPOPS.

Postsecondary partner participation facilitates alignment of program academic and technical skills with the postsecondary curriculum.

The parent/guardian committee member would ideally be the parent/guardian of a current student in the program, but could be a parent/guardian of a student who recently graduated.

Non-voting members may include administrators, counselors, students, academic teachers, labor, and community representatives (i.e., Tribal organizations).

Program advisory committee members may not represent more than one group on the committee. The roster must contain the members' contact information and include their committee roles. Once potential members have been determined, they should be sent a letter of invitation. The letter will detail what duties will be expected should they choose to be part of the committee.

Please refer to Appendix G for a sample of the program advisory committee roster.

TERMS OF SERVICE

Program advisory committee member terms should be established. Term limits promote a continuous flow of new ideas that help keep the committee's advice current and relevant. The most common organization is a three-year term of service, staggered so that one-third of the membership is replaced or renewed each year. Rotating terms offer the following advantages:

- Terms are long enough for members to become thoroughly familiar with the committee's purpose and potential.
- Members in the second or third year of their terms have the benefit of experience, while newly appointed members add fresh ideas and perspectives.
- Members are more likely to give their time freely when the term of service is predetermined.
- Teachers are encouraged to update the program advisory committee membership and recruit new members. They should also encourage effective program advisory committee members to serve two consecutive terms.

Please refer to Appendix B for a sample letter of appointment.

PROGRAM ADVISORY COMMITTEE MEMBER CRITERIA

Due to the interest in maintaining high-quality state-approved CTE programs, careful consideration should be used when selecting the members of a program advisory committee. These individuals will be a foundation for the growth and success of the program. The following criteria can serve as a guide for identifying individuals who will serve as invaluable resources to the program:

- **Experience:** Members must have had successful first-hand employment experience in the respective areas being served. These individuals have developed respect and merit throughout their field and among their associates.
- **Willingness to Commit Time:** Members selected must be willing to make allotted time sacrifices for the betterment of these programs.
- **Character:** Members, typically recommended to serve by their colleagues, exhibit a strong sense of responsibility and civic-mindedness.

Once potential members are established, letters should be sent, outlining the committee's goals and purpose and offering the opportunity to serve (see Appendix A). A telephone call may be necessary to determine availability and willingness to serve.

It is recommended that member input be sought when scheduling meeting dates. The committee must meet at least two times per year, and each meeting must have an established agenda, meeting minutes, and a sign-in sheet or list of members who attended in the minutes.

ROLE OF PROGRAM ADVISORY COMMITTEE

Program advisory committees perform a wide variety of functions. Members serve voluntarily and provide guidance and support for the program. They have no legal status to change or implement policy.

Teachers should work with the program advisory committee chairpersons to determine appropriate topics and input. The following lists include activities that may provide direction on how a program advisory committee can improve CTE programs.

Perkins V legislation increased the importance of recognized postsecondary credentials (industry-recognized certifications, educational certificates, licenses, educational degrees, and certification of completion of an apprenticeship program) attained by CTE students. The advisory committee should be a key part of the identification of the appropriate credentials for the program from the state-approved, recognized postsecondary credential list. Key factors in selecting these credentials should include value to students when applying for a job, alignment to the curriculum taught in the classroom, students' ability to earn the credential, and alignment to workforce needs. More information on credentials can be found in the CTE Teacher Tool Kit.

SUPPORT CURRICULUM AND INSTRUCTION

- Identify and expand the use of new technologies in the industry
- Review technology standards in the curriculum
- Compare course content with competencies and tasks
- Analyze course content and sequence for relevance
- Review curriculum to ensure that it meets business needs and industry standards and is inclusive
- Assist with incorporating employability skills into the curriculum
- Review and recommend instructional materials
- Assist in developing and validating skills tests
- Recommend and/or identify postsecondary and approved industry-recognized postsecondary credentials that reflect the standards learned and can be obtained by students in the program
- Advise on local labor market needs and trends
- Recommend safety policies and procedures
- Promote and assist in maintaining high-quality programs
- Provide support for the implementation of program standards
- Provide WBL opportunities
- Endorse new program applications as appropriate
- Collaborate with postsecondary to ensure a seamless transition for students and early college credit opportunities

ASSIST WITH PROGRAM REVIEW

- Review and recommend appropriate program materials and supplies
- Participate in program evaluation
- Assist in planning for program improvement
- Help to develop a curricular plan which will enable students to complete all standards and competencies of the program
- Review program safety training
- Review student performance standards
- Assess, recommend, and/or provide equipment and facilities to replicate industry
- Identify industry-recognized postsecondary credentials that align with the program standards
- Review student follow-up reports to provide context of student growth.
- Conduct community and occupational surveys
- Identify new and emerging occupations
- Recommend new programs or eliminate/refocus obsolete programs
- Participate in long-term planning
- Identify additional early college credit opportunities

ASSIST WITH RECRUITMENT AND JOB PLACEMENT

- Identify industry-recognized postsecondary credentials that could lead to employment
- Assist students to develop resumes and interview skills
- Identify and provide WBL opportunities for students in Career Awareness, Career Exploration, Career Preparation, Career Training, and Registered Apprenticeships.
- Notify program instructors of entry-level job openings for students
- Develop strategies to recruit non-traditional students and expand placement opportunities

SUPPORT STUDENT LEADERSHIP/CAREER AND TECHNICAL STUDENT ORGANIZATION

- Assist in developing student leadership/career and technical student organization (CTSO) and judging competitive skill events
- Sponsor student organization activities
- Conduct leadership development activities
- Assist students with career development
- Evaluate student portfolios
- Assist in student competency assessment
- Provide sponsorship opportunities and support for students to attend competitive events

PROVIDE STAFF DEVELOPMENT

- Review professional development plans to ensure instructors attend state-level programs and industry professional development each year
- Support counseling, paraprofessional, and teaching staff attendance at conferences
- Invite CTE instructors to participate in industry professional development activities and professional association meetings
- Provide instructors with retraining/back-to-industry and summer opportunities for technical upgrading
- Conduct workplace tours for staff and students

SUPPORT COMMUNITY/PUBLIC RELATIONS

- Promote the CTE program to employers, communities, local school boards, and the media
- Assist in recognizing outstanding students, teachers, and community leaders
- Open houses to expose the community to the many opportunities and activities for students in the program
- Assist in developing a marketing plan that reflects nondiscriminatory school policy and promotes a diverse student population in the program

IDENTIFY RESOURCES

- Provide tours and field trips, job shadowing experiences, and guest speakers
- Leverage community resources and facilitate community partnerships
- Provide input on program budget, facilities, and equipment needs

SUPPORT LEGISLATION

- Advocate for CTE programs with legislators
- Arrange tours of CTE programs for legislators
- Involve legislators in CTE program events
- Support local millage to enhance CTE programs

RESPONSIBILITIES OF THE PROGRAM ADVISORY COMMITTEE CHAIRPERSON

The role of the committee's chairperson is to provide direction and to serve as a spokesperson for the program advisory committee. The chairperson of the committee must be an individual from business and industry who possesses knowledge of the needs of the program-related business and industry.

This person should serve a minimum of one school year and be appointed/reappointed annually (usually at the first meeting of the school year).

The duties of the chairperson include:

- Coordinate the planning and development of an agenda for each meeting with the CTE instructor
- Preside at committee meetings, giving members the opportunity to express their opinions, give advice, and make recommendations
- Provide input, when appropriate, to the CTE school administrator and/or school board regarding the committee's findings and recommendations
- Serve as the spokesperson for the committee in meetings with CTE/school administrators, as necessary
- Appoint a representative to facilitate the meetings in the chair's absence

RESPONSIBILITIES OF THE CTE INSTRUCTOR

The duties of a CTE instructor include:

- Facilitate meeting arrangements
- Prepare an agenda for program advisory committee meetings (see Appendix C) in consultation with the chairperson and/or CTE/school administrator
- Recommend potential program advisory committee members to the CTE/school administrator
- Provide a CTE program overview to program advisory committee members annually
- Inform committee members of program needs
- Notify committee members of future plans
- Maintain records of the committee roster, agenda, and minutes of meetings for TRAC CIP Self-Review
- Distribute committee minutes within two weeks to the CTE/school administrator and membership for review and action
- Foster communication with committee members via email, phone, and/or personal visits to business sites
- Determine meeting times that accommodate the majority of business and industry membership
- Encourage participation of business and industry partners in the CTE classroom and program (see Appendix D)
- Ensure "All Aspects of the Industry" are included in the curriculum/program
- Nominate program advisory committee members to participate in the review and revision of related CTE program standards, as requested
- Invite program advisory committee members to evaluate student performance on skills testing
- Request program advisory committee members to provide WBL opportunities for students
- Annual review of CTE and CTE EMC programs of study and early college credit options

RESPONSIBILITIES OF THE CTE/SCHOOL ADMINISTRATOR

The administrator must provide leadership in establishing and maintaining program advisory committees and give the necessary support and assistance to CTE instructors as they carry out their duties and responsibilities.

Realizing the important contributions that business and industry participants can make to improve the total education process, the CTE/school administrator should place a high priority on program advisory committees.

The duties of the CTE school administrator include:

- Meet with the program advisory committees as necessary
- Review the program advisory committee minutes
- Respond to program advisory committee recommendations
- Monitor CTE and CTE EMC programs to ensure compliance with OCTE program advisory committee requirements, including two meetings annually
- Facilitate program advisory committee meetings as needed
- Ensure committee members are recognized and thanked for their participation (see Appendix E)
- Assist CTE instructors in identifying potential program advisory committee members
- Assist the CTE instructor in informing the school board and other administration members of the committee's recommendations and plans for the program

NEW PROGRAM APPLICATION PROCESS

When considering a new program application, the program advisory committee is vital to becoming a state-approved program. Each CTE program must have a local program advisory committee.

To be considered for approval, the first program advisory committee meeting must occur prior to submitting the new program application in the Career and Technical Education Information System (CTEIS). Regional advisory committee meetings will not meet these criteria.

The new program application will require submission of the following items:

- Membership roster reflecting representatives from the program-specific business, industry, and community agencies. Be sure to record the members who attend each meeting in the minutes (see Appendix G)
- Meeting minutes (see Appendix C)
- Additional requirements may apply for individual CIP codes

If these items are missing, the advisory committee will receive a request for modification and be required to submit proper documentation within ten days. Programs will be denied if this information is not properly submitted.

EARLY MIDDLE COLLEGE ADDITIONAL REQUIREMENTS

Before applying for a CTE EMC, a district must already have one or more state-approved CTE programs. If the district already has a state-approved CTE program, then one of the following situations will apply.

Option 1: The district/ ISD has an existing EMC high school, program, or Consortia.

Step 1: Complete the application for a new CTE EMC.

Option 2: The district/ Intermediate School District (ISD) is applying to open an Early Middle College

Step 1: Districts interested in opening a new EMC must attend the Opening an EMC Workshop and an application support workshop to learn about the EMC application process, EMC philosophy, and design principles. Directions on how to apply will be provided at the workshop including a link to the EMC application, deadlines, and requirements.

Step 2: An application for a CTE EMC can be submitted in the same year as an application to open an EMC high school, program or consortia.

One component of the new CTE EMC application is the advisory committee minutes and roster.

The advisory committee meeting minutes should include:

- Include a Program of Study (POS) for students, which must be approved by the program advisory committee (see Appendix G). The POS must include:
  a. EMC name
  b. College name
  c. EMC Outcome (associate degree, professional certificate, participation in a registered apprenticeship, or 60 transferrable college credits)
  d. Math or math-related course the student will take during the fifth year as a condition of the Michigan Merit Curriculum to be eligible for high school graduation
  e. Courses that will be taken for high school credit during each count period of the fifth year as a condition of Pupil Accounting requirements
  f. Total number of college credits the student could earn
  g. High school course names and college course names for grades 9 through 13.
  h. Additional resources and support on the secondary / postsecondary program of study in the CTE Teacher Tool Kit.

- Instructional Design
    a. List only CTE courses in the instructional design
    b. Utilize Z after students have completed all program segments or competencies
- EMC Assurances
  The EMC assurances must be covered in a program advisory committee meeting. A statement of support for the EMC assurances should be recorded in the advisory committee minutes by both the program advisory committee chairperson and postsecondary partner .

The advisory committee meeting roster must include:

- A postsecondary partner as a member of the advisory committee. Ideally, the postsecondary partner on the committee should be the same college partner as the postsecondary partner for the EMC.

APPENDICES

Appendix A Sample Letter of Invitation to Join Program Advisory Committee

Appendix B Sample Letter of Appointment to Program Advisory Committee

Appendix C Template for Program Advisory Committee Meeting Agenda and Minutes

Appendix D Sample Invitation to Business Partners to Present in the Classroom

Appendix E Recognition of Program Advisory Committee Members

Appendix F Tips for Instructors

Appendix G Sample CTE EMC Five-Year Program of Study

***Please note:** Items presented within brackets in the appendices are placeholders. Please replace each bracketed item with information specific to your local context. After inserting the appropriate details, you may remove the brackets.*

APPENDIX A: SAMPLE LETTER OF INVITATION TO JOIN PROGRAM ADVISORY COMMITTEE

[Place on Letterhead]

[Date]

[Name], [Title] [Business Name] [Street Address]

[City, State, Zip Code]

Dear [Name]:

[School Name] is seeking advice and assistance from key business and industry partners to keep our state-approved career and technical education (CTE) programs relevant. You have been identified as an individual with expertise in the [CTE Program Name] area.

You are invited to become a member of the [CTE Program Name] program advisory committee, which meets a **minimum** of two times a year. The purpose of the program advisory committee is to provide assistance and recommendations for the continuous improvement of our CTE program.

We are looking forward to working with you and the other program advisory committee members. We will be contacting you with more details. Feel free to contact [Appropriate Contact Person Name] at [Phone/Email].

To confirm your participation, please reply by [Date] or contact us directly so we can include you in upcoming committee communications and planning.

Thank you for your consideration.

Sincerely,

[Appropriate Signature]

[Name of Administrator and/or Teacher] [Title]

APPENDIX B: SAMPLE LETTER OF APPOINTMENT TO PROGRAM ADVISORY COMMITTEE

[Place on Letterhead]

[Date]

[Name], [Title] [Business Name] [Street Address]

[City, State, Zip Code]

Dear [Name]:

Thank you for your willingness to serve on the [Committee Name] program advisory committee.

This letter is to inform you that your appointment to the [Committee Name] Program Advisory Committee is effective beginning [Month] [Year] and ending [Month] [Year].

The [First/Next] meeting of the committee will be held at [Place], in [Room Number], on [Date], at [Time].

We thank you for accepting this committee appointment and appreciate your willingness to assist us in supporting career and technical education opportunities for students in our community.

[Note any enclosures and add any specific information about your school, such as parking, security, etc.]

Sincerely,

[Appropriate Signature]

[Name of Administrator and/or Chair of Committee] [Title]

cc: [Appointee's Supervisor]

APPENDIX C - TEMPLATE FOR PROGRAM ADVISORY COMMITTEE MEETING AGENDA AND MINUTES

Insert new Advisory Minutes Template Here

APPENDIX D: SAMPLE INVITATION TO BUSINESS PARTNERS TO PRESENT IN THE CLASSROOM

[Letterhead]

[Date]

[Name], [Title] [Business Name] [Street Address]

[City, State, Zip Code]

Dear [Name]:

Dear Program Advisory Committee Member:

One of my goals this year is to provide students with relevant lessons presented by professionals in [Program Area]. Learning about [Topic] from someone in the field would offer more depth and significance for students than a traditional lesson.

Because of your expertise, I would like to invite you to talk to my students about [Topic].

I will call you to schedule details and discuss equipment needs, as well as any preliminary knowledge students need prior to your presentation.

Thank you in advance for sharing your time and experience.

Sincerely,

[Appropriate Signature]

[CTE Instructor's Name]

[Email Address]

[Phone Number]

APPENDIX E: RECOGNITION OF PROGRAM ADVISORY COMMITTEE MEMBERS

The following strategies and techniques have been used to reward and recognize committee members:

1. Publicly recognize members by name and introduce them at meetings.
2. Send a letter of appreciation to the program advisory member's supervisor.
3. Issue press releases to the media, announcing member appointments.
4. Send personal letters of appreciation upon completion of tasks at the conclusion of the terms of service.
5. Award members a framed certificate of appreciation or plaque at the conclusion of their service.
6. Recognize the contributions of individual members or subcommittees in the media.
7. Invite members to program events, such as student banquets, competitions, or graduation.
8. Display members' names on a plaque in the classroom or the lobby of the school.
9. Recognize program advisory committee members at a Board of Education meeting.
10. Place a banner or company logo from the committee members in the classroom.

APPENDIX F: TIPS FOR INSTRUCTORS

- Poll members to determine the most convenient meeting time.
- Determine the preferred method of communication of each member.
- Develop a draft agenda prior to a meeting and consult the chairperson for input.
- Ensure meetings are a forum for input from business and industry, and postsecondary.
- Meet often enough to establish working relationships and accomplish work plans.
- Foster communication about program-specific topics at meetings.
- To ensure the meeting time is used as effectively as possible, we recommend sending relevant materials to committee members in advance for their review. Members should be asked to look over the details prior to the meeting and be prepared to provide feedback and participate in an informed discussion.
- Follow up on recommendations from program advisory committee members and communicate the results to them.
- Encourage members to visit the school's CTE programs and/or facilitate a student meeting for an open question-and-answer session with students.
- Avoid asking members to complete work that can be handled by school staff.
- Keep members informed of current and pending legislation affecting CTE.
- Send reminder announcements of meetings one month in advance.
- Send the agenda out two weeks in advance of meetings and call or email members the day before the meeting.
- Ensure meetings do not last more than 90 minutes. Use the agenda effectively.
- Disseminate minutes within two weeks after meetings.
- Provide members with current committee rosters. Keep rosters revised and current.
- Replace inactive members. Ask current members to recommend new members.
- If issues that require immediate attention arise, meet individually or with at least two or three members at a time.
- Keep the committee active. Continually solicit and consider their advice.
- Publicly recognize the program advisory committee members.

APPENDIX G: SAMPLE CTE EMC FIVE-YEAR PROGRAM OF STUDY

Michigan School District Early Middle College

Student Name:	Michigan Student	Certificate/Degree Program:	Associate Degree Business Administration
Career Cluster:	Business	College:	Michigan Community College
Secondary CIP Code:	52.0201	Total College Credits Available:	63

9th Grade		10th Grade		11th Grade	
1st Semester	2nd Semester	1st Semester	2nd Semester	1st Semester	2nd Semester
English	English	English	English	English 101 3 credits	COMM 131 3 credits
Math	Math	Math	Math	Math	Math
Science	Science	Science	Science	Science	Science
Social Studies	Social Studies	Social Studies	Social Studies	SOCY 191 3 credits	PSYC 281 3 credits
World Language	World Language	Physical Education	Health	World Language	World Language
Elective(s)	Elective(s)	Elective(s)	Elective(s)	CTE Business Class	CTE Business Class
Total College Credits 0		Total College Credits 0		Total College Credits 12	

12th Grade		Fifth Year	
1st Semester	2nd Semester	1st Semester	2nd Semester
CTE Business Class/ACCT 201 3 credits	CTE Business Class/BUSN 104 3 credits	ECON 221* 3 credits	MGMT 283 3 credits
Math 115 4 credits	Math 130 4 credits	MGMT 181 3 credits	BUSN 294** 4 credits
MKTG 108 3 credits	BUSN 106 3 credits	MGMT 186 3 credits	MKTG 253 3 credits
ENG 102 3 credits	BUSN 261 3 credits	MKTG 250 3 credits	MKTG 257 3 credits
Total College Credits 26		Total College Credits 25	

***Final year math and counts for high school credit ******counts for high school credit

Michigan Merit Curriculum (MMC) = 4 credits English, 4 credits math (math experience in the final year), 1 credit physical education & health, 3 credits science, 3 credits social studies, 2 credits world language, 1 credit visual performing, & applied arts (VPAA), ½ credit Personal Finance (begins with class of 2028), and an online learning experience. Students completing state-approved CTE programs may waive or embed some MMC requirements. For more details, refer to Leveraging Career and Technical Education to Support Implementation of the Michigan Merit Curriculum and the Pupil Membership Requirement.

MICHIGAN DEPARTMENT OF EDUCATION

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For inquiries or complaints specific to Title IX, contact:

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