



Administrator Manual

2025-2026 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.

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Acronyms and Abbreviations

Many acronyms and abbreviations are used in this publication, and overall, by Michigan CTE professionals. A user-friendly and searchable directory of common terms is located on the Michigan Department of Education’s Office of Career and Technical Education (MDE-OCTE) website under CTE Instructional Resources, [Acronyms and Abbreviations](#).

SECTION 1

ROLES AND QUALIFICATIONS

CAREER EDUCATION PLANNING DISTRICT (CEPD) ADMINISTRATORS AND LOCAL CTE DIRECTORS/DIRECTORS

The challenges facing career and technical education (CTE) demand the availability of highly qualified administrators to meet the needs of students, education, business, industry, and labor in the state. Knowledgeable administrators with strong leadership skills and a commitment to serving the CTE needs of high school students are even more important today with the need for continued economic growth, high academic standards, and a globally competitive workforce.

Section 61a(1) of the State School Aid Act and federal Perkins legislation provide funding to support comprehensive CTE opportunities for students statewide. Educators at secondary and postsecondary levels must plan together to develop CTE programs and services needed in their region.

Planning must also be done in cooperation with business, industry, and labor to reflect the changing needs of trained personnel. Coordination and cooperation among educational agencies to share students and resources are essential if CTE is to grow and flourish in many areas of the state. CTE leaders must develop and maintain a quality secondary delivery system and improve or initiate the transitioning relationship with the CTE student, economic development initiatives, and postsecondary education. Much of this planning is driven by data collected and analyzed through the Comprehensive Local Needs Assessment (CLNA).

Each Career Education Planning District will identify one CEPD administrator who will act as liaison between the Michigan Department of Education's Office of Career and Technical Education (MDE-OCTE) and the local district CTE and K-12 administrators. All CEPDs are expected to attend the annual MDE-OCTE Fall and Spring Updates, Grants and Data Workshop, and the Michigan Career Education Conference. Local district CTE administrators/directors are expected to attend the annual MDE-OCTE Fall and Spring Updates and the Michigan Career Education Conference.

School districts with CEPD and CTE administrators who meet the requirements established by MDE-OCTE will be eligible to receive funds under Section 61a(2) of the State School Aid Act.

View a one-page, at-a-glance on
[Carl D. Perkins](#) or [State School Aid Section 61a\(1\)](#).

ROLE OF CEPD ADMINISTRATOR

A. Leadership and Coordination

1. Act as liaison between MDE-OCTE and the local district CTE and K-12 administrators to disseminate official correspondence in a timely manner.
2. Initiate and develop activities necessary to bring about closer business/industry/education cooperation, including postsecondary partnerships, as well as workforce and economic development entities.
3. Initiate activities necessary for the coordination and alignment of programs and services between and among secondary and postsecondary institutions to train youth, as well as adults.
4. Provide administrative leadership and support for those districts without CTE directors. In some cases, the CEPD administrator also functions as the local CTE director/administrator and will perform local CTE director/administrator duties.
5. Provide leadership and technical assistance for districts operating or desiring to operate CTE programs. Complete program review and evaluation of state-approved CTE programs and submit requested documentation to MDE-OCTE.
6. Collaborate with CEPD administrators in the region in the development of the Perkins grant and budget.
7. Responsible for ongoing communication with all local school districts and serve as a liaison between the CEPD and other regional partners, including workforce development agencies and the Career Educational Advisory Council (CEAC).
8. Initiate, facilitate, and help implement an interagency approach (i.e., special education, transition services) to provide CTE services to special populations students enrolled in CTE.
9. Promote and coordinate special populations activities that result in student enrollment and completion of CTE programs.
10. Initiate and develop activities necessary to foster cooperation between CTE and academic partners.
11. Communicate academic credit learning opportunities to local districts in a manner that encourages districts to provide flexible credit opportunities for their students participating in CTE programs.
12. Provide leadership to support work-based learning (WBL) opportunities for all CTE students.

View a one-page, at-a-glance on [Work-Based Learning](#) or
a two-page, at-a-glance on [WBL Myth vs. Fact](#).

B. Credential Attainment

1. Provide leadership and coordination for the implementation of program alignment and student attainment of credentials within the region.
2. Monitor and ensure that eligible students who have met the appropriate criteria are supported to earn the approved credential(s) within their CTE program.
3. Determine how the ordering, administration, and reporting of credentials will be coordinated within the CEPD:
 - a. Identify one or more coordinators within the CEPD to handle the coordination of planning and administration of credentials.
 - i. Identify students within each program who are eligible to earn the credential.
 - ii. Identify students who may require specific accommodations that are included in the student's Individualized Education Program (IEP).
 - iii. Coordinate the space and equipment in which the credential administration will occur (usually computer labs).
 - iv. Organize credential administration according to credential issuing entity requirements.
 - v. Identify and arrange for appropriate proctors to oversee the administration of credential testing.
 - vi. Ensure that available credential reports are given to administrators, teachers, and students.
 - vii. Coordinate with the MDE-OCTE to ensure that student credential data is complete and accurate.
4. Share CTE credential outcomes with regional, CEPD, and local district partners.

C. Data Management

1. Coordinate CEPD CTE data collection for the Career and Technical Education Information System (CTEIS), including student follow-up reports, collection of credential attainment, work-based learning experiences, and student-level data elements.
2. Provide technical assistance and facilitate local district reporting procedures so that MDE-OCTE forms and reports are completed accurately and in a timely manner.
3. Review and approve the following reports submitted by the school districts:
 - a. Enrollment Report (4483)
 - b. Expenditures Report (4033)
 - c. Follow-Up Report
4. Complete and submit the CEPD Options Report. *Please note: Each CEPD receives a portion of the 40% of funds (CEPD Share). This report lists every state-approved CTE program within each CEPD. Each CEPD administrator is then responsible for identifying the individual program serial numbers (PSNs) to be funded with their CEPD share funds.*
5. Develop a Regional Improvement Plan (RIP) to address Core Performance Indicator (CPI) deficiencies.

D. Comprehensive Local Needs Assessment (CLNA)

1. Provide technical assistance, leadership, and coordination for planning activities with operating agencies to assist in completing the CLNA in the CEPD.
2. Complete and submit the CEPD CLNA biennially for the regional CLNA.
3. Based upon the regional CLNA, develop and annually update a CEPD-specific plan aligned to the regional Perkins plan to provide secondary CTE programming.
4. Review CEPD CLNA frequently throughout the year, monitor progress toward goals, and update as necessary to align with the regional CLNA.
5. Meet with school districts on a regular basis to ensure the CEPD and regional effort to accomplish the goals of the CLNA and Perkins application are consistent with CTE Perkins CPIs and review areas for improvement.

E. Professional Learning

1. Coordinate annual CTE professional learning activities for instructors, support staff, career guidance personnel, and appropriate local school administrators.
2. Coordinate Civil Rights Compliance Review (CRCR) and Technical Review Assistance and Compliance (TRAC) workshops for fiscal and operating agencies within the CEPD to prepare for reviews. Collaborate with local CTE administrators in meeting all compliance obligations. Collaborate with the Regional Perkins Coordinator to conduct workshops in preparation for onsite monitoring and reviews.
3. Participate in state-sponsored professional learning opportunities to remain current in the MDE-OCTE policies, procedures, and requirements.
4. Ensure that appropriate staff have CTE-specific training to ensure that the data recorded and submitted is accurate.

F. Program Development, Planning, and Evaluation

1. Oversee program management functions, including new CTE program applications, program reviews, financial reports, and data reports for the region.
2. Provide leadership to districts to ensure CTE programs are consistent with high-skill, high-wage, and in-demand occupational needs in the CEPD, region, and the state.
3. Provide information about the CEPD and the regional programs to the CEAC.
4. Serve as liaison between the CEPD and MDE-OCTE on matters relating to planning and evaluation.
5. Review CPI reports with the following staff: instructional, administrative, counselors, and special populations coordinators.
6. Review and analyze data to determine the effectiveness of the CTE program by CEPD, district, building, and program levels.
7. Provide leadership to assist local programs in meeting CPI requirements under Perkins.

8. Provide leadership for conducting a CTE CIP Self-Review of the CEPD's delivery system for CTE. At a minimum, 20% of all CEPD programs must be reviewed annually, and 100% of the programs must be updated and submitted to the MDE-OCTE annually. Documents must be kept on file at the local, CEPD, and/or regional level office for monitoring purposes for three years.
9. Review and submit all new CTE program applications for the CEPD in the [MDE CTE Portal](#). Assure that new programs are consistent with program quality expectations and the CLNA.
10. Plan and promote activities for the districts, CEPD, and region to create understanding and awareness of CTE programs, needs, and successes.

G. Program Quality

1. Assure all state-approved CTE programs meet CTE program quality standards:
 - a. Classroom instruction that includes technical skills, academic skills, and career ready practices
 - b. Hands-on laboratory learning experiences
 - c. Work-based learning opportunities with local business/industry partners
 - d. Student leadership opportunities to support employability and career-ready practices (i.e., Career and Technical Student Organizations (CTSOs))

View a one-page, at-a-glance on the
[Four Components of a CTE Program](#) or [Perkins V CTE Student Leadership](#).

2. Conduct annual on-site monitoring and desk reviews to ensure that state-approved CTE programs meet the [National ACTE High-Quality Program of Study](#) criteria, including:
 - a. Standards-aligned and integrated curriculum
 - b. Sequencing and articulation
 - c. Student assessment
 - d. Prepared and effective program staff
 - e. Engaging instruction
 - f. Access and equity
 - g. Facilities, equipment, technology, and materials
 - h. Business and community partnerships
 - i. Student career development
 - j. Leadership and career and technical student organizations (CTSOs)
 - k. Work-based learning
 - l. Data and program improvement

ROLE OF LOCAL CTE DIRECTOR/ADMINISTRATOR

A. Collaboration and Coordination

1. Act as liaison between the CEPD and local stakeholders to disseminate official correspondence in a timely manner.
2. Participate in CEPD/regional-level planning and coordination meetings and activities to maximize cooperation among and between agencies offering CTE and/or employment and training programs.
3. Participate in efforts to bring about closer cooperation between business, industry, labor, education, and government that support community economic development activities.
4. Participate in marketing CTE activities with other agencies in the CEPD.
5. Collaborate and encourage program coordination and articulation between local districts, area CTE programs, and postsecondary partners to establish programs of study (POS) and postsecondary credit agreements.
6. Develop and initiate activities necessary to bring about closer collaboration between CTE instructors and academic partners.

View a two-page, at-a-glance on [Postsecondary Credit Agreements](#).

B. Credential Attainment

1. Monitor and ensure that eligible CTE students in the local district's CTE programs who have met the appropriate criteria are supported to earn the approved credential(s) within their CTE program.
2. Determine how the ordering, administration, and reporting of credentials will be coordinated at the local district level:
 - a. Identify one or more coordinators within the local district to handle the coordination of planning and administration of credentials.
 - i. Identify students within each CTE program who are eligible to earn the credential.
 - ii. Identify students who may require specific accommodations included in the student's IEP.
 - iii. Coordinate the space and equipment in which the credential administration will occur (usually computer labs).
 - iv. Organize credential administration according to credential issuing entity requirements.
 - v. Identify and arrange for appropriate proctors to oversee the administration of credential testing.
 - vi. Ensure that available credential reports are given to the CEPD administrator as well as to the local district administrators, teachers, and students.
 - vii. Coordinate with the CEPD administrator to ensure that student credential data is complete and accurate.
3. Share CTE credential outcomes with the CEPD administrator and local district partners.

C. Data Management

1. Serve as the primary link for coordinating local CTE data collection for CTEIS, including student follow-up reports, collection of credential attainment, work-based learning experiences, and student-level data elements.
2. Collaborate with other school districts, CEPDs, and regional administrators for CTE record maintenance and accuracy.
3. Facilitate the district's annual follow-up survey and assist in meeting the state's goals of obtaining minimally an 80% response rate from program concentrators.
4. Ensure MDE-OCTE forms and reports are completed accurately and in a timely manner.
5. Oversee data collection and submission of all state and federal required reports within the timelines prescribed.
6. Review and approve the following reports submitted for the local districts:
 - a. Enrollment Report (4483)
 - b. Expenditures Report (4033)
 - c. Follow-Up Report

D. Professional Learning

1. Responsible for promoting and/or providing annual CIP-specific professional learning activities for CTE teachers in the district.
2. Responsible for providing professional learning activities to support a greater understanding of CTE programs for support staff, data entry staff, career guidance personnel, and appropriate school administrators in the district.
3. Participate in state-sponsored professional learning opportunities to remain current in MDE-OCTE policy, procedures, and requirements.
4. Ensure all district staff have appropriate training to ensure the data recorded and submitted is accurate.
5. Connect instructors with mentors in their CIP area through regional, state, or national mentor organizations and/or through collaboration with other local school districts.

E. Program Development, Planning, and Evaluation

1. Ensure that the district's CTE delivery system is approved by the local/intermediate school district (ISD) board of education, based upon goals and objectives consistent with the regional goals identified through the CLNA process, and implemented in accordance with state program standards and guidelines.
2. Provide leadership for conducting CTE CIP Self-Review of the local district's delivery system for CTE in coordination with the CEPD administrator. At a minimum, 20% of all CEPD programs must be reviewed annually and 100% of the programs must have the CIP Self Reviews updated and submitted to MDE-OCTE through the [MDE CTE Portal](#) annually. Documents must be kept on file at the local, CEPD, and/or regional level office for monitoring purposes for three years.
3. Annually develop, update, and prepare, with the CEPD/region, a plan for providing secondary CTE in the district.

4. Analyze local CTE data collected, including student follow-up reports, collection of credential attainment, student-level data, and CLNA data for program improvement.
5. Ensure that CPI reports are reviewed with the following CTE staff: instructional, administrative, counselors, and special populations coordinators.
6. Provide leadership and direction to CTE staff, district administrators, and/or school boards for program evaluation and improvement.
7. Review and submit all new CTE program applications for the district in the MDE CTE Portal to the CEPD administrator. Assure that new programs are consistent with program quality expectations and the CLNA.
8. Plan and promote activities for the districts to create increased understanding and awareness of CTE programs, needs, and successes.

F. Program Management

1. Ensure that appropriately certified or approved personnel, including support personnel, are employed in all positions requiring such qualifications.
2. Provide technical assistance to district administration and staff to meet state and federal guidelines and requirements for state-approved CTE programs.
3. Ensure that the CTE curriculum is consistent with state program standards and competencies and representative of labor market needs.
4. Facilitate and/or coordinate the acquisition and identification of appropriate instructional equipment, supplies, and materials for all state-approved CTE programs in the district.
5. Monitor and ensure that programs operate in facilities that are safe and accessible, and that equipment meets or exceeds local, state, and federal guidelines.
6. Prepare and oversee the district's budget for CTE funds, taking into account federal funds, state categorical funds, and millage funds. *Please note: Districts are expected to support CTE instruction with a foundation allowance. Categorical state funding is intended for only those expenses above and beyond normal classroom costs; it is not intended to fully support CTE and varies from year to year. Failure to meet the requirements of a funding stream will result in negative adjustments.*
7. Collaborate with the business office to ensure the timely request of reimbursement for approved expenditures.
8. Provide leadership and technical assistance to staff regarding the use of materials, services, and strategies that help support and promote equal access, diversity, and inclusion of special population students, including gender equity. Provide leadership to eliminate gender bias, discrimination, and stereotyping and increase nontraditional enrollments and completion.
9. Promote and actively encourage co-curricular involvement in CTE student organizations and ensure all program participants engage in leadership growth/learning opportunities.
10. Provide leadership to ensure that CTE program advisory committees are established and utilized in planning, reviewing, and promoting each CTE program the district operates.

11. Ensure and support the availability of career guidance and academic counselors that provide information on postsecondary education, training, military services, career options, and any other activity that advances knowledge of career opportunities. Assist students in making informed decisions about future education and employment goals, including non-traditional fields, or provide students with strong experience in and a comprehensive understanding of all aspects of an industry.

G. Program Quality

1. Ensure all district state-approved CTE programs meet CTE program quality standards:
 - a. Classroom instruction that includes technical skills, academic skills, and career-ready practices
 - b. Hands-on laboratory learning experiences
 - c. Work-based learning opportunities with local business/industry partners
 - d. Student leadership opportunities to support employability and career ready practices (i.e., Career and Technical Student Organizations (CTSO's))
2. Conduct district program reviews to ensure that state-approved CTE programs meet the [National ACTE High-Quality Program of Study](#) criteria, including:
 - a. Standards-aligned and integrated curriculum
 - b. Sequencing and articulation
 - c. Student assessment
 - d. Prepared and effective program staff
 - e. Engaging instruction
 - f. Access and equity
 - g. Facilities, equipment, technology, and materials
 - h. Business and community partnerships
 - i. Student career development
 - j. Leadership and career and technical student organizations
 - k. Work-based learning
 - l. Data and program improvement

QUALIFICATIONS FOR ADMINISTRATOR CERTIFICATION IN MICHIGAN

As outlined in [Michigan Compiled Law MCL 380.1246](#) and School Administrator Certification Code, school administrators whose primary responsibility is to administer instructional programs ([Definition of Administrating Instruction Programs Memo](#)) must hold a valid Michigan School Administrator Certificate or work under a valid [School Administrator Permit](#).

MCL 380.1246 refers to another law, [MCL 380.1536](#), which mandates that a school district, public school academy (PSA), or ISD shall not continue to employ a person as a superintendent, principal, assistant principal, or other person whose primary responsibility is administering instructional programs unless the person meets one of the following:

1. Individuals employed in Michigan as superintendents, as principals, as assistant principals, and in positions whose primary responsibility is administering instructional programs. In general, those individuals must hold a school administrator certification under MCL 380.1536.
2. A non-certified person who does not hold the standard School Administrator Certificate, may be hired to fill a school administrator position if the following requirements are met:
 - a. The individual must enroll in an approved preparation program leading to certification as a school administrator within six months of their hire date. The provider must verify enrollment and provide evidence of payment of enrollment fees.
 - b. The program must be completed, and certification must be issued within three years.

Administrators employed without certification must be placed under a School Administrator Permit obtained by the employing district.

For more information, contact the MDE Office of Educator Excellence at 517-241-5000, or email MDE-EducatorHelp@Michigan.gov.

QUALIFICATIONS TO APPLY AS A NEW CEPD ADMINISTRATOR OR A LOCAL CTE DIRECTOR/ADMINISTRATOR FOR REIMBURSEMENT

Approval of a full-time administrator of CTE is dependent upon meeting the requirements established by the MDE-OCTE. In addition, the district must be operating a minimum of three state-approved CTE programs. Half-time administrator positions may be considered under unusual or exceptional circumstances.

The following credentials for new CEPD and local CTE directors/administrators must be submitted with the reimbursement application in the MDE [CTE Portal](#):

1. Education Credentials
 - a. Secondary CTE administrators shall be graduates of an approved and accredited college or university with at least a master's degree, and
 - b. Shall have completed preparation in the administration, supervision, and organization of educational programs.
 - c. A copy of the transcript of all coursework must be submitted. This need not be an official transcript. Student copies are acceptable.
2. Experience Credentials
 - a. Secondary CTE administrators shall have a minimum of three years of experience in administering and/or teaching in CTE programs. The following documents must be provided:
 - i. A current resume or curriculum vitae.
 - ii. A notarized copy of the teaching certificate and/or vocational authorization (required).
 - iii. A notarized copy of the administrator certification or evidence of a permit with a written certification plan from an approved preparation program.

REIMBURSEMENT PROCEDURES

The [application for full-time CEPD administrator or local CTE director/administrator reimbursement](#) is available annually through the MDE [CTE Portal](#).

A. Reimbursement Eligibility

Only school districts with administrators who meet the requirements established by MDE-OCTE will be eligible to receive funds under Section 61a(2) of the State School Aid Act.

Approved CEPD administrators and local CTE directors/administrators will be funded based upon a flat rate reimbursement. Reimbursement is limited to a maximum of \$18,000 per administrator. Administrator reimbursement is based on the percentage of time devoted to functions as a CTE administrator, if the person is employed at least 50 percent in CTE administrative functions.

B. Eligible Agencies Reporting CTE Administrative Costs

Only school districts that receive administrator reimbursement funds (Section 61a(2)) will be eligible to report these administrator expenditures on the CTE Fund Expenditure Report (CTE-4033). The intent of state funding for administrators is to help offset the cost of required MDE-OCTE professional development and approved CTE administrators' salaries.

The CEPD administrators receive first priority for reimbursement of Section 61a(2) funds. The funds will be distributed to CEPD administrators up to \$18,000 (or agreed upon) cap. The remaining funds will then be equally divided among approved local CTE directors/administrators.

The amount of state aid reimbursement received by local CTE directors/administrators is dependent upon the number of approved administrators, as well as the amount of funds remaining once CEPD administrators have been reimbursed.

SECTION 2

PERKINS FEDERAL PROGRAMS

The Michigan Department of Education's Office of Career and Technical Education (MDE-OCTE) is the lead agency and the eligible recipient of the Strengthening Career and Technical Education for the 21st Century Act of 2018, commonly referred to as Perkins V. This includes the responsibility for major CTE programs of study (POS) that affect high school through postsecondary students.

Excerpt from legislation:

The purpose of this Act is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study, by—

- (1) *building on the efforts of states and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high-skill, high-wage, or in-demand occupations in current or emerging professions;*
- (2) *promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;*
- (3) *increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education;*
- (4) *conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs and programs of study, services, and activities;*
- (5) *providing technical assistance that—*
 - (A) *promotes leadership, initial preparation, and professional development at the State and local levels; and,*
 - (B) *improves the quality of career and technical education teachers, faculty, administrators, and counselors;*
- (6) *supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;*

- (7) *providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive; and,*
- (8) *increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals.*

Perkins V provides opportunities for secondary and postsecondary students to pursue specific career and technical education (CTE) programs of their choice.

State-approved secondary CTE programs provide academic and technical skill development, knowledge of all aspects of the industry, and the opportunity for work-based learning (WBL) and credential attainment. These secondary CTE programs lead directly to the Perkins program of study (POS) at the postsecondary level.

For most students, a postsecondary experience with specific focus on workforce preparation will be necessary for gaining economic independence. The goal of CTE is to ensure that students have the academic foundations, as well as the specific technical skills, to enter and succeed in their postsecondary program.

PERKINS SECONDARY GRANTS

Perkins provides federal funding to support and improve state-approved CTE programs, consistent with state and regional high-skill, high-wage, and in-demand occupations. The Perkins Act focuses on strengthening academics and CTE skills through high standards and curriculum integration. It also broadens professional development and technical assistance opportunities for CTE personnel and supports linking secondary and postsecondary CTE POS's.

Although there is some flexibility regarding the use of funds at the regional level, there is a focus on accountability for all CTE students, including measures for all the categories of special populations and groups of students by race and gender. Perkins requires that state-approved CTE programs provide services for special populations students.

In Michigan, Perkins dollars are distributed on a regional basis. The current regional structure consists of 27 regions. All 27 regions are currently eligible to participate because they meet the definition of "sufficient size, scope, and quality." The Career and Education Planning District (CEPD) structure, initially established for the purpose of the State School Aid Act and Public Act 94 of 1979, as amended Section 61a(1) (Added Cost) distribution, also supports the structure of regional planning for Perkins. The vital role of CEPDs, regional and local CTE administrators, and directors is to foster coordination and cooperation among educational agencies. The goal is to share resources and services to best support student achievement in CTE.

Perkins POS provides a seamless transition from high school to postsecondary education. Through aligned programs and articulated coursework, partnering institutions collaborate to develop a 2+2 or 2+2+2 POS. Through articulation and postsecondary credit agreements, POSs seek to reduce remediation and duplication of coursework, ensure a smooth transfer to post-high school education, and provide opportunities for advanced coursework and skill development. Other postsecondary education connections are supported and encouraged with opportunities such as dual enrollment, direct credit, and early middle college options.

REGIONAL LEADERSHIP TEAM

The goal of the regional leadership team is to develop, design, and participate in the implementation and evaluation of the CTE POS for their region. It is essential to have the team assist in gathering and analyzing information that will need to be considered and to recognize the uniqueness of the region during the process.

Communication with all stakeholders is the main goal of a leadership team and must be in conjunction with administrators and postsecondary partners.

The Career Education Advisory Council (CEAC) must review the secondary Perkins grant application and the Comprehensive Local Needs Assessment (CLNA) on an annual basis. The CEAC advises the Workforce Development Board (WDB) on education-related issues, which assures that the priorities of the CEAC and the local education agencies (LEAs) are being met.

It is highly recommended that the region designate and support a leadership team coordinator (Regional Perkins Federal Grant Coordinator) to provide technical assistance to the local districts and supervise/coordinate the assembly and submission of the CLNA, annual applications, and end-of-year reports.

The regional leadership team should:

- Determine the configuration of the educational structure within the region if it is a large and complex territory.
- Determine fiscal agent and fiscal agency responsibilities.
- Organize and utilize an effective communication/leadership/planning strategy for the region.
- Determine the leadership structure for implementing and facilitating activities included in the regional plan.
- Organize an effective monitoring/accountability process and structure for the region.
- Communicate with the CEAC regarding grant planning so that the educational goals in the region are met.

Characteristics of an effective leadership team:

- Provide for continuity over time.
- People assigned and time allotted are commensurate with the task assigned.
- Strategies assure interrelatedness of all initiatives.
- The structure represents/reflects the entire region.
- All key members meet at least quarterly to ensure input and communication between the team members.

APPLICATION FOR FUNDS

The MDE-OCTE awards formula grants to regional fiscal agents. Regions, comprised of public educational agencies that provide state-approved CTE POS, are eligible recipients of funding.

Each region must submit an annual application for Perkins funds. The application is submitted in the spring of each year for approval. The annual plan must identify the projects that will be completed during the next fiscal year to reach the region's long-term goals and objectives and address the needs and priorities identified in the CLNA. The success of programs and projects will be measured by how well students in the region achieve the Perkins Core Performance Indicators (CPIs).

CRITERIA FOR FUNDING

Please refer to [Section 8](#).

SECTION 3 STATE SCHOOL AID ACT

CTE FUNDING THROUGH THE STATE SCHOOL AID ACT SECTION 61A(1) (ADDED COST)

The State Legislature has appropriated categorical funds through the State School Aid Act (Section 61a(1)) for support of secondary career and technical education (CTE) programs. The Michigan Department of Education's Office of Career and Technical Education (MDE-OCTE) administers these funds, commonly referred to as "Added Cost." The State Board of Education has approved the allocation and distribution policies. A CTE program must meet certain state standards to be eligible for Section 61a(1) funds.

The purpose of these funds is to provide partial reimbursement to school districts and area centers for the extra costs associated with the operation of state-approved CTE programs (above the cost of non-vocational programs). Most state-approved CTE programs cost more to operate than non-vocational programs due to factors such as:

- Smaller classes
- Specialized equipment
- Supplies
- Specialized supportive services
- High-quality instructors with specialized certifications

SECTION 61A(1) FUNDING FORMULA EXPLANATION

The information below describes the 61a(1) funding formula that was first applied to the 2021-2022 enrollment data to generate 61a(1) funding for the 2022-2023 school year.

The Section 61a(1) funding formula is based on the following three variables:

- Student advancement through the CTE program (Student Advancement)
- Program costs associated with each CTE program (Program Cost Factor)
- Rank assigned to each CTE program on the State Rank List (State Rank Factor)

Student Advancement (.5, 1, 5, 10): The program standards for each state-approved CTE program are grouped into 12 segments of instruction or Perkins Course Competencies (PCCs) defined by groups of competencies. The advancement of each student through the program is determined at the end of the school year based on the total number of segments or PCCs successfully completed in each program.

Program Cost Factor (1, 5, 10) – Takes into account the cost of operating different CTE programs. The program cost factors are based on a three-year average of the total expenditures per student, reported for each Classification of Instructional Program (CIP) Code, ranked from most expensive to least expensive.

State Rank List Factor (1, 2.5, 5, 10) – The State Rank List of CTE programs is based on three factors weighted as follows: job openings (*2), placements (*1), and wages (*1).

DISTRIBUTION OF SECTION 61A(1) ADDED COST FUNDS (60% AND 40%)

Distribution of Section 61a(1) funds takes into account state priorities, as well as local priorities. Sixty percent of the total Section 61a(1) allocation is distributed based on state priorities, and 40% of the allocation is distributed based on local priorities.

State priority for program funding is based on the State Rank List. The State Rank List is updated every four years and provides a priority ranking of CTE programs based on employment demand (job openings), wages, and related placement data, which are weighted as follows to determine the overall rank for each program:

- Job Openings (*2)
- Placements (*1)
- Wages (*1)

60% Funds (Based on State Rank List)

Sixty percent of the Section 61a(1) funds are generated based on the State Rank List.

40% Funds (Based on CEPD Option Selections)

Forty percent of Section 61a(1) funds are distributed based on individual programs selected by each career education planning district (CEPD). Each CEPD receives a percentage of the 40% of funds (CEPD Share).

Each CEPD then selects individual programs (via CEPD Options) to receive a portion of their CEPD Share dollars.

SECTION 4

STATE-APPROVED CTE PROGRAMS

DESCRIPTION OF STATE-APPROVED CTE PROGRAMS

The Michigan Department of Education's Office of Career and Technical Education (MDE-OCTE) provides technical assistance and support for the improvement of existing state-approved career and technical education (CTE) programs, and the development of new CTE programs for secondary students attending career centers, intermediate school districts (ISDs), and local school districts in Michigan. A current list of CTE programs eligible to receive funding can be found in the [Career Cluster and CIP Codes by Consultant](#) document on the [MDE-OCTE website](#).

Students enrolled in state-approved secondary CTE programs have an opportunity to acquire skills that prepare them for successful career entry, advancement, and/or continuing education. CTE program choices should relate to the career goals identified in the students' Educational Development Plan (EDP). These skills should be transferable, as well as career-specific and basic to students' education, providing them with a foundation for lifelong learning and career employability.

Each state-approved program is required to integrate [four key components of a successful CTE program](#):

1. Classroom Instruction: Integration of academic and technical skills to support core knowledge.
2. Laboratory Learning: Hands-on learning to develop technical skills.
3. Work-Based Learning (WBL): WBL opportunities to further develop and apply skills.
4. Student Leadership: Student leadership opportunities to support employability and career-ready practices.

The primary objectives for secondary CTE programs are:

- To provide students with the skills needed for employment now, and broad transferable academic, employability, and career skills, allowing students further employment and education flexibility.
- To acquire an awareness of the structure and future trends within high-skill, high-wage, and in-demand industries, to increase student options for occupational choice in the pursuit of a career, and to provide the requisite knowledge and skills for continued advanced education and training.
- To provide classroom, leadership, and WBL experiences to bridge the gap between education and the world of work.

State-approved CTE programs are aligned with the following 17 career clusters:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communications
- Business, Management and Administration
- Education and Training
- Energy
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

These 17 career clusters provide a useful framework to aid both students and educators in making meaningful connections to the current and emerging world of work, leading to students being successful in a career of choice and lifelong learning.

View a one-page, at-a-glance on the [Four Components of a CTE Program](#) or a two-page at-a-glance on [Career Clusters](#).

DEFINITION OF CTE PROGRAMS

To be approved and eligible for funding by the State of Michigan, a state-approved CTE program must be a program that prepares students to earn a wage (except for 19.0000 Family and Consumer Sciences). A CTE program must have a federal U. S. Department of Education Classification of Instructional Program (CIP) Code number and descriptor. All CTE programs include classroom, leadership, laboratory experiences, and work-based learning instruction. Instruction must be competency-based and aligned with state-level CIP-specific CTE program standards, as defined by the MDE-OCTE.

The [MDE CTE Portal](#) for Michigan's CTE community (state, local, and regional CTE administrators and instructors) provides real-time access to Michigan's state-approved monitoring process. This is necessary for educational decision-making, management, and, ultimately, student achievement. This comprehensive, statewide, web-based system is user-friendly, instructor-driven, and can be used for managing the components of CTE program delivery, including technical standards, career cluster content, competencies, resource content, and academic alignment results for all of Michigan's CTE program areas.

The MDE CTE Portal provides Michigan CTE programs with the capability of listing programs by Career Cluster and CIP Code. Teachers have the capability of adding resources that they would use to deliver the standards (images, documents, presentations, and lesson plans). For monitoring purposes, the CIP Self-Review must be completed for each state-approved program.

For information on developing new CTE programs, refer to [Section 5](#) of this manual.

CIP SELF-REVIEW PROGRAM CRITERIA

A CTE [CIP Self-Review](#) must be completed annually for all state-approved CTE programs with any student enrollment. A regional CIP Self-Review Summary Report must be completed by June 30th of each year for the selected 20% of state-approved CTE programs in the region. A description of each area of the CIP Self-Review Criteria may be found in [Section 5](#) of this manual. Please note that FCS programs have different criteria.

CTE CURRICULUM INTEGRATION

CTE, integrated course sequences, and project-based learning are delivery models in which students may earn full or partial [Michigan Merit Curriculum](#) (MMC) credit by successfully demonstrating that they have met subject area content standards. The assignment of credit must be based, in part, on student performance on an assessment that measures student achievement of those standards. These programs give students the opportunity to apply academic content in real-world situations to demonstrate proficiency. Students must complete all the high school credit requirements at the same level of performance as required of all Michigan students. CTE students must also meet the technical standards and certification requirements of their chosen field of technical study. View the [Michigan Merit Curriculum High School Graduation Requirements Frequently Asked Questions](#).

PROGRAM CONCENTRATOR – PROGRAM COMPLETER DEFINITIONS

The definitions of a program participant, program concentrator and program completer vary as programs transition from reporting by Perkins IV segments to Perkins V Perkins Course Competencies (PCCs). Definitions are outlined in the transitional [Participant](#), [Concentrator](#), and [Completer](#) memos, and Perkins V definitions [memo](#) on the [MDE-OCTE website](#).

Participant – Perkins IV to V Transition Definition

For programs reporting under Segments

For the purposes of Perkins reporting, a course is defined as 4 segments. Therefore, a Participant is a student who has successfully completed, with a grade of C (2.0) or better, courses totaling 4 to 7 segments of instruction – regardless of the number of local courses taken to reach 4 segments.

For programs reporting under Perkins V Perkins Course Competencies (PCCs)

A Participant is a student served by an eligible recipient who has completed **one** PCC.

Concentrator – Perkins IV to V Transition Definition

For programs reporting under Segments

For the purposes of Perkins reporting, a course is defined as 4 segments and two courses require $4 + 4 = 8$ segments. Therefore, a Concentrator is a student who has successfully completed, with a grade of C (2.0) or better, courses totaling 8 segments of instruction – regardless of the number of local courses taken to reach 8 segments.

For programs reporting under Perkins V Perkins Course Competencies (PCCs)

A student served by an eligible recipient who has completed at least **two** PCCs in a single career and technical education program of study.

Completer – Perkins IV to V Transition Definition

For programs reporting under Segments

A Completer is a student who has successfully completed, with a grade of C (2.0) or better, courses totaling **all 12 segments** of instruction.

For programs reporting under Perkins V Perkins Course Competencies (PCCs)

A Completer is a student who has completed **all state program competencies** with a grade of C (2.0) or better.

CAREER CLUSTERS

The National Career Clusters Framework was originally designed and developed under a cooperative agreement with the Office of Vocational and Adult Education, by the U. S. Department of Education. The initiative is managed by Advance CTE.

A career cluster is a grouping of occupations and broad industries based on commonalities. The career clusters provide an organizing tool for schools. The cluster foundations represent the knowledge and skills, both academic and technical, that all students within the cluster should achieve regardless of the career specialty chosen. The 79 career pathways within the clusters represent the knowledge and skills necessary to pursue a full range of career opportunities,

ranging from entry-level to management, including technical and professional career specialties. The career specialties represent the full range of career opportunities within each cluster pathway.

There is no educational level to the clusters. Acceptance of these among secondary and postsecondary institutions can easily aid the seamless transition from secondary to postsecondary. All cluster foundations support the MMC Academic Content Standards for high school students.

The clusters are the first national approach to a set of standards in CTE with continuity between and among occupations. Each cluster utilizes the same format, using knowledge and skill statements, performance elements, and sample indicators, thus assuring some standardization in requirements among clusters.

Each cluster is divided into multiple career pathways (sections) to provide students with a clear focus in specialized occupational areas.

Michigan utilizes 17 career clusters. There are many benefits to Michigan students using the cluster framework. Some of these benefits are outlined below:

- Clusters were produced by nationally represented advisory committees using state and national standards that already existed. These committees were composed of experts and leaders in their fields nationally.
- Clusters have all been cross-walked with national resources and federal CIP codes.
- Once developed, they were validated electronically nationwide and are revalidated approximately every three years.
- Solid postsecondary, secondary, and business and industry representation ensured all parties had input in the development of the program of study (POS).
- Career clusters are being embraced all over the country in state-to-state standards alignment.
- Clusters are the first national approach to a teachable set of standards with continuity.
- Portability of credentials within the state and state-to-state are now possible in state-approved CTE programs.
- The Career Cluster Framework is used in some form by all 50 states and territories to organize CTE programs at the state and local levels.
- Several clusters are currently forming an assessment tool that may offer a national credential to students.

All secondary state-approved CTE programs in Michigan align their curriculum to the related CTE program standards and can be found on the [CTE Instructional Resources, by Career Cluster](#) page. More information on the National Career Clusters Framework can be found on the [Advance CTE](#) website.

AGRICULTURE, FOOD AND NATURAL RESOURCES

The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products and resources.

Programs in this cluster should provide an extend program for the teaching staff. This will allow for the enhancement of student learning outside of the traditional school day and year.

01.0000 Agriculture, Agriculture Operations and Related Sciences

This program focuses on the general principles and practice of agricultural research and production to prepare individuals to apply this knowledge to the solution of practical agricultural problems. Instruction includes basic animal, plant, and soil science, animal husbandry and plant cultivation, soil conservation, natural resources, and agricultural operations such as farming, ranching, and agricultural business.

01.0601 Applied Horticulture and Horticulture Operations

This program focusing on the general production and processing of domesticated plants, shrubs, flowers, foliage, trees, ground covers, and related plant materials, the management of technical and business operations connected with horticultural services, and the basic scientific principles needed to understand plants and their management and care.

01.0903 Animal Health and Veterinary Science

This program focuses on the application of biological and chemical principles to the study, prevention, and control of diseases in agricultural and companion animal populations. Instruction includes environmental science, pharmacology, animal population studies, genetics, animal physiology and diet, disease prevention, treatment methodologies, and laboratory and testing procedures.

03.0000 Natural Resources and Conservation

This program focuses on the studies and activities relating to the natural environment and its conservation, use, and improvement. Instruction includes subjects such as climate, air, soil, water, land, fish and wildlife, and plant resources, basic principles of environmental science and natural resources management, and the recreational and economic uses of renewable and nonrenewable natural resources.

26.1201 Biotechnology

This laboratory-based program preparing students for work in the science, technology, and business of the biotechnology industry related to plants, animals, and renewable fuels. Instruction includes an overview of the biotechnology industry, standard laboratory practices, and organisms used in research, deoxyribonucleic acid (DNA) and protein manipulation, assays, genetic engineering, product development and marketing, and industrial applications.

ARCHITECTURE AND CONSTRUCTION

Careers in designing, planning, managing, building, and maintaining the build environment.

15.1301 Drafting and Design Technology/Architectural

This program prepares individuals to generally apply technical skills to create working drawings and computer simulations for a variety of applications. Instruction includes specification interpretation, dimensioning techniques, drafting calculations, material estimation, technical communications, computer applications, and interpersonal communications.

19.0605 Home Furnishings Equipment Installers and Consultants

This program prepares individuals to assist in home furnishings and decorations. Instruction includes spatial reimaging/redesign, selecting, purchasing, and designing home furnishings, decorations, and equipment, floral design, accessory construction, textiles, and upholstery.

46.0000 Construction Trades

This program generally prepares individuals to apply technical knowledge and skills in the building, inspecting, and maintaining of structures and related properties. The program may include instruction in masonry, carpentry, electrical and power transmission installation, building/construction finishing, management, inspection, and applicable codes and standards.

46.0301 Electrical and Power Transmission Installation

This program generally prepares individuals to apply technical knowledge and skills to install indoor and outdoor residential, commercial, and industrial electrical systems, and associated power transmission lines. Instruction includes electricity, safety, safety procedures, wiring, insulation and grounding, schematic blueprint interpretation, equipment operation and maintenance and applicable codes and standards.

46.0503 Plumbing Technology

This program prepares individuals to practice as licensed plumbers by applying technical knowledge and skills to lay out, assemble, install, and maintain piping fixtures and systems for steam, natural gas, oil, hot water, heating, cooling, drainage, lubricating, sprinkling, and industrial processing systems in home and commercial environments. Instruction includes source determination, water distribution, waste removal, pressure adjustment, basic physics, technical mathematics, blueprint reading, pipe installation, pumps, welding and soldering, plumbing inspection, and applicable codes and standards.

47.0201 Heating, Air Conditioning, Ventilation and Refrigeration

This program prepares individuals to apply technical knowledge and skills to repair, install, service, and maintain the operating conditions of the heating, air conditioning, and refrigeration systems. Instruction includes diagnostic techniques, the use of testing equipment, and the principles of mechanics, electricity, and electronics as they relate to the repair of heating, air conditioning, and refrigeration systems.

ARTS, A/V TECHNOLOGY AND COMMUNICATIONS

Designing, producing, exhibiting, performing, writing, and publishing multi-media, broadcast and social media content that includes visual and performing arts and design, journalism, and entertainment services.

19.0906 Fashion Design

This program prepares individuals to assist in apparel and fashion selection with traditional training in the use of digital production equipment and technology, style coordination, sales, personal shopping and consulting, fabric selection, clothing, accessories, and buying activities. Instruction may also include home furnishing, interior design, and decorating. Specialized instruction in event planning.

10.0202 Radio and Television Broadcasting Technology

This program prepares individuals to apply technical, broadcast journalism knowledge, and skills to the production of radio television broadcast media, social media, and related operations under the supervision of broadcast and studio managers, directors, editors, and producers. Instruction includes writing and reporting, sound, lighting, camera operations and maintenance, audio recording and production, digital media, control room and studio operations, pre-and post-production. The program also includes broadcast engineering, related computer applications, and specialized training in communication and networking, social media content production, news, entertainment, live talk, sports, commercials, and film.

10.0301 Graphics and Printing Technology and Communications

This program prepares individuals to apply technical knowledge and skills in the manufacturing and distribution or transmission of graphic communications products. This program includes traditional and digital instruction in the pre-press, press, and post-press phases of production, operations, and processes such as offset lithography, flexography, gravure, letterpress, screen printing, photography, foil stamping, digital imaging, and other reproduction methods.

50.0101 Visual and Performing Arts

This program of general theater, visual, and performing arts prepares individuals in any of the artistic media or performing disciplines. It may also include dance, choreography, stage production, talent agent, make-up artistry, directors, writers, composers, and costume design.

BUSINESS MANAGEMENT AND ADMINISTRATION

Careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

52.0299 Business Administration Management and Operations

This program prepares individuals to plan, manage, supervise, and market business operations, products, and services. Instruction includes business administration, information management, human resource management, business law, ethics, business communications utilizing application software, preparing and delivering presentations, planning and organizing projects, and decision making in a business environment.

EDUCATION AND TRAINING

Planning, managing, and providing education and training services and related learning support services such as administration, teaching/training, administrative support, and professional support services.

13.0000 Education, General

This program focuses on the general theory and practice of learning and teaching, the basic principles of educational psychology, the art of teaching, planning and administration of educational activities, school safety and health issues, and the social foundations of education.

ENERGY

Prepares individuals for careers in the designing, planning, maintaining, generating, transmission, and distribution of traditional and alternative energy.

46.0303 Line Worker

This program prepares individuals to apply technical knowledge and skills to install, operate, maintain, and repair local, long-distance, and rural electric power cables and communication lines, erect and construct pole and tower lines and install underground lines and cables. Instruction includes cable installation and repair, fiber-optic technology, trenching, mobile equipment and crane operation, high-voltage installations, maintenance and inspection, safety, remote communications, and applicable codes and standards.

FINANCE

Careers in planning, services for financial and investment planning, banking, insurance, and business financial management.

52.0800 Finance and Financial Management Services

This program generally prepares individuals to plan, manage, and analyze the financial and monetary aspects and performance of business enterprises, banking institutions, or other organizations. Instruction includes principles of accounting, financial instruments, capital planning, funds acquisition, asset and debt management, budgeting, financial analysis, and investments and portfolio management.

52.1701 Insurance

This program prepares individuals to manage risk in organizational settings and provides insurance and risk-aversion services to businesses, individuals, and other organizations. Instruction includes casualty insurance and general liability, property insurance, employee benefits, social and health insurance, loss adjustment, underwriting, risk theory, and pension planning.

GOVERNMENT AND PUBLIC ADMINISTRATION

Planning and executing government functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.

28.0301 Army (JROTC)

This program introduces students to the theory and practice of military science and life in the U.S. Army and prepares them for cadet status (Junior ROTC or JROTC) or service as a commissioned reserve or active-duty officers (Senior AROTC or ROTC). Programs are offered as adjuncts to regular high school or college instructional programs.

HEALTH SCIENCE

Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

26.0102 Biomedical Sciences, General

This general program focuses on the integrative scientific study of biological issues related to health and medicine, or a program in one or more of the biomedical sciences that is undifferentiated as to title. Instruction includes any of the basic medical sciences at the research level, biological science research in biomedical faculties, and general studies encompassing a variety of biomedical disciplines.

51.0000 Health Services/Allied Health/Health Sciences, General

This general, introductory, undifferentiated, or joint program in health services occupations prepares individuals for either entry into specialized training programs or a variety of concentrations in the allied health area. Instruction includes basic sciences, research and clinical procedures, and aspects of the subject matter related to various health occupations.

51.1000 Clinical/Medical Laboratory Science/Research and Allied Professions

This program prepares students to test biological specimens to gather information about patient conditions, analyze for abnormalities or other problems using special mechanical or electrical devices, understand and interpret requests for procedures, and plan for the implementation of services and procedures. Instruction includes healthcare safety and maintenance practices, ethical and legal responsibilities, problem-solving and critical thinking, technology applications, biology, and chemistry.

HOSPITALITY AND TOURISM

Preparing individuals for employment in career pathways related to families and human needs, such as restaurant and food/beverage services, lodging, travel and tourism, recreation, amusement, and attractions.

12.0500 Cooking and Related Culinary Arts, General

This program focuses on the general study of cooking and related culinary arts and may prepare individuals for a variety of jobs within the food service industry. Instruction includes food preparation, cooking techniques, equipment operation and maintenance, sanitation and safety, communication skills, applicable regulations, and principles of food service management.

52.0901 Hospitality and Tourism Management, General

This program prepares individuals to serve as general managers and directors of hospitality operations on a system-wide basis, including both travel arrangements and promotion and the provision of traveler facilities. Instruction includes principles of operations in the travel and tourism, hotel and lodging facilities, food services, and recreation facilities industries, hospitality marketing strategies, hospitality planning, management and coordination of franchise and unit operations, business management, accounting and financial management, hospitality transportation and logistics, and hospitality industry policies and regulations.

HUMAN SERVICES

This diverse career cluster prepares individuals for employment in career pathways related to families and human needs.

12.0401 Cosmetology

This program generally prepares individuals to cut, trim, and style scalp, facial, and body hair, apply cosmetic preparations, perform manicures and pedicures, massage the head and extremities, and prepare for practice as licensed cosmetologists in specialized or full-service salons. Instruction includes hair cutting and styling, manicures, pedicures, facial treatments, shampooing, chemical applications, esthetics, shop management, sanitation and safety, customer service, and applicable professional and labor laws and regulations.

INFORMATION TECHNOLOGY

Building linkages in information technology (IT) occupations for entry-level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

11.0201 Computer Programming/Programmer

This program focuses on the general writing and implementation of generic and customized programs to drive operating systems and generally prepares individuals to apply the methods and procedures of software design and programming to software installation and maintenance. Instruction includes software design, low- and high-level languages and program writing, program customization and linking, prototype testing, troubleshooting, and related aspects of operating systems and networks.

11.0801 Digital/Multimedia and Information Resources Design

This program prepares individuals to apply HTML, XML, JavaScript, graphics applications, and other authoring tools to the design, editing, and publishing (launching) of documents, images, graphics, sound, and multimedia products on the World Wide Web. Instruction includes Internet theory, web page standards and policies, elements of web page design, user interfaces, vector tools, special effects, interactive and multimedia components, search engines, navigation, morphing, e-commerce tools, and emerging web technologies.

11.0901 Computer Systems Networking and Telecommunications

This program focuses on the design, implementation, and management of linked systems of computers, peripherals, and associated software to maximize efficiency and productivity, and that prepares individuals to function as network specialists and managers at various levels. Instruction includes operating systems and applications, systems design and analysis, networking theory and solutions, types of networks, network management and control, network and flow optimization, security, configuring, and troubleshooting.

11.1001 Systems Administration/Administrator

This program prepares individuals to manage the computer operations and control the system configurations emanating from a specific site or network hub. Instruction includes computer hardware and software and applications, local area networking (LAN) and wide area networking (WAN), principles of information systems security, disk space and traffic load monitoring, data backup, resource allocation, and setup and takedown procedures.

11.1003 Computer and Information Systems Security/Information Assurance

This program prepares individuals to assess the security needs of computer and network systems, recommend safeguard solutions, and manage the implementation and maintenance of security devices, systems, and procedures. Instruction includes computer architecture, programming, and systems analysis, networking, telecommunications, cryptography, security system design, applicable law and regulations, risk assessment and policy analysis, contingency planning, user access issues, investigation techniques and troubleshooting.

LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY

Planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services.

43.0100 Public Safety/Protective Services

This program prepares individuals to apply theories and practices of organization management and criminal justice to the administration of public law enforcement agencies and operations. Instruction includes law enforcement history and theory, operational command leadership, administration of public police organizations, labor relations, incident response strategies, legal and regulatory responsibilities, budgeting, public relations, and organizational leadership.

MANUFACTURING

Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

47.0101 Electrical/Electronics Equipment Installation and Repair, General

This program generally prepares individuals to apply technical knowledge and skills to operate, maintain, and repair electrical and electronic equipment.

Instruction includes electrical circuitry, simple gearing, linkages and lubrication of machines and appliances, and the use of testing equipment.

48.0501 Machine Tool Technology/Machinist

This program prepares individuals to apply technical knowledge and skills to plan, manufacture, assemble, test, and repair parts, mechanisms, machines, and structures in which materials are cast, formed, shaped, molded, heat treated, cut, twisted, pressed, fused, stamped, or worked.

48.0508 Welding, Brazing, and Soldering

This program prepares individuals to apply technical knowledge and skills to join or cut metal surfaces. Instruction includes arc welding, resistance welding, brazing, and soldering, cutting, high-energy beam welding and cutting, solid state welding, ferrous and non-ferrous materials, oxidation-reduction reactions, welding metallurgy, welding processes and heat treating, structural design, safety and applicable codes and standards.

48.0701 Woodworking, General

This program generally prepares individuals to apply technical knowledge and skills to lay out and shape stock, assemble wooden articles or subassemblies, mark, bind, saw, carve, and sand wooden products, repair wooden articles, and use a variety of hand and power tools.

MARKETING

Planning, managing, and performing marketing activities to reach organizational objectives such as brand management, professional sales, merchandising, marketing communication, and market research.

52.1999 Specialized Merchandising, Sales, and Marketing Operations, Other

This program focuses on planning, managing, and performing wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion. Various specialty areas are included. Skills acquired in this program include customer service, management, problem-solving, process/system thinking, project management, communication, decision-making, and entrepreneurship.

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services and research and development services.

14.4201 Mechatronics

This program prepares individuals to apply mathematical and scientific principles to the design, development, and operational evaluation of computer-controlled electromechanical systems and products with embedded electronics, sensors, and actuators, which includes automated robots and automation systems. Instruction includes mechanical engineering, electronic/electrical engineering, computer/software engineering, and control engineering.

15.0000 Engineering Technology

This program generally prepares individuals to apply basic engineering principles and technical skills in support of engineers engaged in a wide variety of projects.

Instruction includes various engineering support functions for research, production, and operations and applications to specific engineering specialties.

15.1306 Mechanical Drafting

This program prepares individuals to apply technical knowledge and skills to develop working drawings and electronic simulations in support of mechanical and industrial engineers and related professionals. Instruction includes manufacturing materials and processes, mechanical drafting, electrode-mechanical drafting, basic metallurgy, geometric dimensioning and tolerancing, blueprint reading, and technical communication.

TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

47.0399 Heavy/Industrial Equipment Maintenance Technologies

This program prepares individuals to apply technical knowledge and skills in the field of maintenance and repair of heavy equipment and in the general maintenance and overhaul of such equipment. Instruction includes inspection, maintenance, and repair of tracks, wheels, brakes, operating controls, pneumatic and hydraulic systems, electrical circuitry, and engines and techniques of welding and brazing.

47.0603 Collision Repair Technician (ASE Certified)

This program prepares individuals to apply technical knowledge and skills to repair, reconstruct, and finish automobile bodies, fenders, and external features. Instruction includes structure analysis, damage repair, non-structural analysis, mechanical and electrical components, plastics and adhesives, painting and refinishing techniques, and damage analysis and estimating.

47.0604 Automobile Technician (ASE Certified)

This program prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles. Instruction includes brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drive trains, and heating and air conditioning systems.

47.0606 Small Engine and Related Equipment Repair

This program prepares individuals to apply technical knowledge and skills to repair, service, and maintain small internal combustion engines used on portable power equipment such as lawnmowers, chain saws, rotary tillers, and snowmobiles.

47.0607 Airframe Technology

This program prepares individuals to apply technical knowledge and skills to repair, service, and maintain all aircraft components other than engines, propellers, avionics, and instruments. Instruction includes layout and fabrication of sheet metal, fabric, wood, and other materials into structural members, parts, and fittings, and replacement of damaged or worn parts such as control cables and hydraulic units.

47.0608 Power Plant Technology (Aircraft)

This program prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of aircraft power plant and related systems. Instruction includes engine inspection and maintenance, lubrication and cooling, electrical and ignition systems, carburetion, fuels and fuel systems, propeller, and fan assemblies.

47.0609 Avionics Maintenance Technology

This program prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of aircraft operating, control, and electronic systems. Instruction includes flight instrumentation, aircraft communications and homing systems, radar and other sensory systems, navigation aids, and specialized systems for various types of civilian and military aircraft.

47.0613 Medium/Heavy Truck Technician

This program prepares individuals to apply technical knowledge and skills to the specialized maintenance and repair of trucks, buses, and other commercial and industrial vehicles. Instruction includes diesel engine mechanics, suspension and steering, brake systems, electrical and electronic systems, preventive maintenance inspections, drive trains, gasoline engine mechanics, heating, ventilation, and air conditioning (HVAC) systems, and auxiliary equipment installation and repair.

49.0101 Aeronautics/Aviation/Aerospace Science and Technology

(Commonly referred to as General Aviation/Drones)

This program focuses on the general study of aviation and the aviation industry, including in-flight and ground support operations. Instruction includes technical, business, and general aspects of air transportation systems.

49.0102 Airline/Commercial/Professional Pilot and Flight Crew

(Commonly referred to as Private Pilot)

This program prepares individuals to apply technical knowledge and skills to the flying and/or navigation of commercial passenger and cargo, agricultural, public service, corporate, and rescue fixed-wing aircraft. Instruction includes principles of aircraft design and performance, aircraft flight systems and controls, flight crew operations and procedures, radio communications, navigation procedures and systems, airways safety and traffic regulations, and governmental rules and regulations pertaining to piloting aircraft. Programs may qualify individuals to sit for the Federal Aviation Administration (FAA) commercial and airline aircrew examinations.

SECTION 5

INSTRUCTIONAL PROGRAM RESOURCES

PLANNING AND DEVELOPMENT OF NEW SECONDARY CTE PROGRAMS

The Career Education Planning District (CEPD) Administrator is key in providing coordination and technical assistance for the new Career and Technical Education (CTE) program planning process. The new CTE program process requires the approval of the CEPD Administrator before submitting the new CTE program application.

Planning and development of new CTE programs is a full-year process, beginning in late summer with the required completion of a Comprehensive Local Needs Assessment (CLNA) by the applicant. When developing a new CTE program, several local factors need to be addressed:

1. A needs assessment based on current labor market information for high-skill, high-wage, and in-demand careers to support proposed CTE programs should be conducted in coordination with local workforce development efforts.
2. If no additional state or federal dollars were received, would the local district/funding support the new program?
3. The rationale for developing the new program should be formulated and agreed upon by those contemplating the establishment of the program. A discussion with CTE administrators in the region must be conducted to prevent duplication of programs and to increase collaboration. Depending upon fiscal agent prioritization and regional long-range planning, all state-approved CTE programs generate State School Aid Act 61a(1) funds and are eligible to participate in regional Perkins activities.

To operate a state-approved CTE program, applicants must follow the new program process as outlined in annual communications from the Michigan Department of Education's Office of Career and Technical Education (MDE-OCTE) to CTE administrators through information posted to the MDE-OCTE website. Applicants will work with their CEPD administrator to apply. Applicants will submit pertinent information following the CIP Self-Review format via the [MDE CTE Portal](#). CEPD administrators are advised when the application is available. Resources and materials are available on the Career and Technical Education Information System ([CTEIS](#)) website to assist with this process. MDE-OCTE program consultants are available to provide additional technical assistance.

NEEDS ASSESSMENT TO SUPPORT ESTABLISHMENT OF A NEW CTE PROGRAM

New CTE program applicants must take into consideration the investment of time and money for the development of a new program. The first step in the process is to collect pertinent data from the region, state, and nation and subject it to critical review. Results must solidly support the decision to begin a new program.

Resources continue to be level or declining across the state and nation. Local districts must collaborate to eliminate duplication, support successful regional programs, and meet local workforce needs. Additionally, Perkins and state policy mandates support of high-skill, high-wage, and in-demand CTE programs.

Below is information that applicants will want to gather as they review the need for a new CTE program.

1. Based on a review of regional/local workforce needs leading to high-skill, high-wage, and in-demand careers, please list the three highest priorities for CTE programs that exist within the CEPD. Review and update the regional long-range plan if needed.
 - a. Are there current job openings available related to this CTE Program in the state of Michigan?
 - i. [DTMB, Labor Market Information website](#)
 - ii. [Occupational Supply Demand System](#)
 - b. What data and documentation exist that support current job openings for this CTE program at the Regional or CEPD level?
2. To submit an application, applicants will need to develop an active [program advisory committee](#) that will contribute to the development of the new CTE program and the new program application. Upon submission of the new CTE program application, approved minutes must be submitted to substantiate that the program advisory committee has provided input into the development and planning of the new CTE program.

Consider the following when involving business and industry partners to be a member of the program advisory committee:

Are there business and industry partners in the community committed to:

- Participate on a program advisory committee?
- Support training, scholarships, and student leadership opportunities.
- Support work-based learning (WBL) opportunities for program concentrators/completers?
- Offer instructor opportunities for training/learning specific to the occupational program (i.e., externships)?

Please refer to the [Program Advisory Committee Tool Kit](#) for more information and resources to assist with this process.

3. Are there state-approved occupational programs at postsecondary institutions located in the region that would be potential partners for postsecondary credit agreements/articulation, dual enrollment, direct credit, early middle college, and programs of study?
4. Are there other related continuing education options, such as training programs, apprenticeships, industry-recognized certifications, or licenses available in the CEPD related to this CTE program?

CIP SELF-REVIEW AND RELATED TECHNICAL REVIEW, ASSISTANCE, AND COMPLIANCE (TRAC) PROCESS

There may be additional requirements for CTE programs that are noted in the [Secondary CTE Program CIP Codes](#) resource. For example, under the Automotive Technician CTE program, it notes, "Instructor must hold Automotive Service Excellence (ASE) certification in the areas they teach." Although a CTE program may have additional unique requirements, a Classification of Instructional Programs (CIP) Self-Review document with specific criteria must be completed for each state-approved CTE program in the [MDE-CTE Portal](#).

The CIP Self Review must be annually updated and submitted in the [MDE CTE Portal](#) for all of the CEPD's CTE programs. At a minimum, the CEPD administrator must review 20% of all programs annually, with 100% of the programs reviewed over a five-year cycle. A CIP Self-Review **Summary Report** must be submitted to MDE-OCTE by June 30th of each year for each of the 53 CEPDs in the state. The annual summary report relays key information for the selected 20% of state-approved CTE programs in that CEPD area. **The CIP Self-Review must be completed by every program every year.**

MDE-OCTE has implemented a Technical Review, Assistance, and Compliance (TRAC) process for state-approved CTE programs, financial reports, enrollment reports, and grant initiatives. The TRAC process includes a review of the CEPD's CIP Self-Review summary to assist in determining if a TRAC visit to the CTE program is warranted. The TRAC process also reviews how program improvement plans are being utilized at the local level to assure program quality.

CIP Self-Review

The following is a description of each area of the [CIP Self-Review](#) criteria. The CIP Self-Review is a tool developed to assist with TRAC monitoring of CTE programs and to help those programs determine focus areas for continuous program improvement.

Administrator Responsibilities

Each CEPD administrator is required to review 20% of their CTE programs each year and each program must be reviewed at least once every five years. This process must be completed via the CTE Portal by June 30th of each year. The sequence of the selected programs is at the discretion of the CEPD administrator. There is no need to

upload a list of the CEPD-selected 20%. This information is recorded and reported within the CTE Portal.

Note: MDE-OCTE annually selects CTE programs to review during the TRAC cycle with a specific set of criteria. The selected programs may or may not be in the same 20% that the CEPD administrator has selected to review that year.

Teacher Responsibilities

Each CTE program teacher is required to update their [MDE CTE Portal](#) profile page with demographic information and teacher certification information by the end of November each year. Also, industry-related professional development needs to be updated annually. It is the lead CTE program teacher's annual responsibility to keep all CTE Program Serial Number (PSN) evidence up to date in the CIP Self-Review. The "C" in C01 through C08 stands for Criteria.

Section C01 – Program Teacher Certification

All teachers in a CIP program must identify the appropriate CTE certification. Teachers do not need to upload the actual credential documents. However, if the teacher's credentials are not listed in the records available on [Michigan Online Educator Certification System \(MOECS\)](#), the teacher must upload PDF copies of the actual credentials.

Section C02 – Program Teacher Professional Development (PD)

Professional Development Records: **Each teacher** within the PSN must complete CIP-specific PD annually. It is the responsibility of **every teacher** to ensure that their documentation has been uploaded. Professional Development is defined by the Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V) as activities that are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused.

Section C03 – Program Advisory Committee: Industry Experts Providing Input to The Program

All local state-approved CTE programs are required to have a program advisory committee. Each program advisory committee must have a majority of membership from CIP-related business and industry. Every program's advisory committee must meet at least twice each year with the required number and standing of members present in order to be counted as a mandated meeting. [The Program Advisory Committee Tool Kit](#) provides clear guidance and templates to support local agencies in this work.

Section C04 – Program Delivery: Curriculum and Instruction

Program Delivery addresses the development, implementation, and revision of the curriculum, including the relevant knowledge and skills taught in the program and the standards on which they are based. Instructional strategies within a student-centered learning environment support student attainment of relevant knowledge and skills

within the career pathway. View [High-Quality CTE Programs of Study \(michigan.gov\)](https://michigan.gov) for more information.

Section C05 – Work-Based Learning

Work-Based Learning (WBL) is defined as *sustained interactions* with employers or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum, instruction, and CTE Program standards. Students may begin learning about careers while in elementary school (Career Awareness), experimenting with career options in middle school (Career Exploration), and then practice readiness for careers while in high school (Career Preparation and Training).

Section C06 – Student Leadership & Career and Technical Student Organizations

All state-approved CTE programs are required to provide student leadership as an integral co-curricular component of their program. A career technical student organization (CTSO) is a student leadership organization that provides an excellent framework for developing leadership skills. Students will understand leadership and communication for personal development, communications and speaking to groups, development of managerial skills, leading individuals and groups, and career success to gain leadership positions both in their community and career. Much of the CTSO/leadership work completed by students should be incorporated within classroom lessons and concepts, providing students with knowledge and hands-on experience related to course curriculum. The [CTE Teacher Tool Kit](#) provides clear guidance to support local agencies in this work.

Section C07 – Equity and Access

All CTE programs must employ strategies to eliminate barriers to program access such as issues of bias, inclusivity, and discriminatory practices. Student recruitment strategies must support access and equity for various student populations, with considerations for gender, race, ethnicity, and special population status (individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for nontraditional fields; single parents, including single pregnant women; migrant workers, out-of-workforce individuals; English Learners; homeless individuals; youth who are in or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty). The [CTE Teacher Tool Kit](#) provides clear guidance to support local agencies in this work.

Section C08 – Secondary-Postsecondary Sequencing, Credentials, and Credit Agreements

Secondary state-approved CTE programs must have a postsecondary linkage. Michigan has selected “the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential” as the secondary indicator of career and technical education program quality.

WORK-BASED LEARNING PROCESS AND RESOURCES

Work-based learning (WBL) experiences related to state-approved CTE programs provide students with a combination of school-based preparation and supervised work experiences designed to enable students to acquire skills and knowledge for career and other life roles in real work settings. The goals of these CTE WBL experiences are to teach employability and technical skills, develop a sense of personal responsibility, explore career options, gain job-specific skills, foster work-oriented relationships with adults, and understand the relevance of and the application to academic learning.

The purpose of WBL is to use real work as the primary source of learning. The educational experience is coordinated through the school district, with the assistance of an employer, under the supervision of an occupationally certified teacher or coordinator employed by the school. The experience must correlate the CTE program curriculum and skill training with carefully supervised on-the-job training and performance.

All state-approved CTE programs must provide related WBL experiences for **each student** in the program. These opportunities can be through field trips, job shadowing, internships, apprenticeships, project-based learning, small business operations, or a community enterprise.

WBL opportunities that result in a student being released from school for a portion of the school day can impact the State School Aid Act and must adhere to requirements contained in the Pupil Accounting Manual and the Youth Employment Standards Act 90. The specific requirements for these programs are contained in Section 5-P of the [Pupil Accounting Manual](#), and the Pupil Accounting Rules must be followed for the district to claim full membership for that student.

Additional guidance regarding WBL and reporting WBL can be found on the [WBL webpage](#).

Special Education Services WBL Opportunities

Students receiving special education services may participate, as appropriate, in any work-based education program designed for general education students. In doing so, the students receiving special education services must meet all of the requirements of the general education work-based program to be counted in membership. For students receiving special education services who require an additional programming option, there are two specific types of special education transition services related to WBL. These can be found in Sections 5-L and 5-P of the [Pupil Accounting Manual](#).

For more information on Special Education Transition Services, refer to Section 7 of the [WBL Toolkit](#).

Less-Than-Class-Size (LTCS)

Less-Than-Class-Size (LTCS) programs are the same as a regular state-approved CTE program. LTCS programs must meet most of the requirements of a state-approved CTE program. However, LTCS programs are exempt from the requirement of having an Advisory Committee. Students within a LTCS program must meet with a placement coordinator no less than 40 minutes a week. LTCS must apply and qualify for approval as a state-approved CTE program each year.

The specific requirements are contained in Section 5-P of the [Pupil Accounting Manual](#).

Less-Than-Class-Size Annual Application Process and Timelines

CTE administrators must review and approve all LTCS applications prior to submission to the MDE-OCTE for final review and approval. The CTE administrator is responsible for maintaining a copy of all documentation related to the approval of these programs including the application forms, MDE-OCTE approval notifications, contractual/training agreements, training plans, and evidence that LTCS annual authorization to teach occupational certification was sought via web submission to the MDE-OCTE. All applications for LTCS CTE programs must be received at the MDE-OCTE by the Wednesday before the fall student count date listed on the CTEIS 4483D (spring) reports. The application and related materials can be found on the MDE-[OCTE LTCS webpage](#).

LTCS coordinators must provide all necessary information to the CTEIS data entry person at the local/ISD level. Each year, MDE-OCTE will assign or reactivate PSNs for all approved LTCS applications. Administrators are provided their PSNs on an annual basis so that enrollment can be entered on the 4483D report for the entire year.

Less-Than-Class-Size Instructors with an Annual Career Authorization (ACA)

According to the Department of Attorney General, requests for annual career authorizations (ACA) for LTCS contract instructors need to be formally approved by the [MDE Office of Educator Excellence](#) (MDE-OEE). Applications for ACA for instructors to teach LTCS CTE are processed by the MDE-OEE. To satisfy the ACA's 4,000-hour work experience requirement, wage-earning employment must be substantiated through completion of the [MDE-OCTE Work Experience Documentation Form](#) and kept on file with the requesting agency.

The processing of the application can only be done by authorized personnel who have a Michigan Education Information System ([MEIS](#)) account. The status of individual applications can be checked at the [Michigan Online Educator Certification System](#).

The Department of Attorney General has further indicated that because most contracts are established between schools and businesses, the "instructors" are not employees of school districts, and the advertisement requirement for ACAs does not apply to LTCS requests for ACA. After the ACA is approved, a fee remittance statement (invoice) for \$40 will be processed for payment. Please note that if these fees are not paid to MDE-OEE for

approved programs, there can be a financial penalty imposed by MDE-OEE and/or by Pupil Accounting. Any questions regarding this process should be directed to the MDE-OEE, PO Box 30008, Lansing, Michigan 48909, or MDE-EducatorHelp@Michigan.gov.

Additional WBL Resources

Additional WBL resources are available in Section 9 of the [WBL Toolkit](#).

Training Agreement – Training Plan

Requirements for training agreements are contained in Section 5-P of the [Pupil Accounting Manual](#).

Note: For all state-approved CTE programs, the training plan **must be** developed from the related CTE program standard performance elements. The training agreement and training plan must be signed by the student, legal guardian, employer, and school district. Copies must be provided to the employer at their site.

Samples of the training agreement and training plan can be found on the MDE-OCTE website in Section 8 of the online [WBL Toolkit](#).

Unpaid Trainee

Requirements for unpaid trainees are contained in Section 5-P of the [Pupil Accounting Manual](#).

Verification of Worker’s Disability Compensation and General Liability Insurance

Requirements for verification of worker’s disability compensation and general liability insurances are contained in Section 5-P of the [Pupil Accounting Manual](#).

To verify [workers’ compensation](#) coverage, access the website and click on “Insurance Requirements, then ‘Insurance Coverage Lookup.’ The employer must be contacted to secure the general liability policy carrier name and expiration date. Verification may be done by telephone or email, and the information must be listed on the training agreement that is signed by the industry partner.

Michigan Teacher/Coordinator with a CTE endorsement

State-approved CTE program placements must be monitored by a Michigan teacher/coordinator with a CTE CIP code endorsement on a Michigan teaching certificate and employed by the district or intermediate school district (ISD). It is the school district’s responsibility to provide appropriately certified staff for supervision of the student at the worksite.

Role of Michigan Teacher/Coordinator with a CTE endorsement

The teacher/coordinator with a CTE CIP code endorsement should be familiar with the rules and regulations related to CTE WBL experiences. It is also important that the teacher/coordinator have a thorough understanding of applicable child labor laws and risk management practices, including prohibited hazardous occupations, safety,

workers' compensation, nondiscrimination, equal opportunity, and sexual harassment. Statewide WBL workshops are offered annually by the Michigan Career Placement Association (MCPA). Information on upcoming workshops can be found on the [MCPA website](#).

The certified staff member responsible for the coordination of WBL programs must accommodate 40 minutes per week per student to ensure proper coordination. Proper coordination means more than just visiting the student's employer. Coordination time should be used for these purposes:

- Locate prospective training stations
- Complete an evaluation of the potential worksite
- Provide detailed program information for the purpose of orientation to employers
- Observe safety conditions on the job
- Confirm workers' compensation insurance coverage and general liability insurance coverage of the worksite
- Prepare training agreements
- Develop training plans
- Confer with the employer for instructional needs of student
- Confer with student at worksites
- Maintain teacher/coordinator records
- Handle student work/school issues
- Maintain student wage and hour records
- Develop and implement a visitation plan

Visitation Plan

A regular visitation plan, calling for at least one visitation every nine weeks to the site by the Michigan teacher/coordinator with a CTE CIP code endorsement, after first visiting the employer to establish the training station, must be developed with each employer. Visits must be performed by the certified coordinator signing the training agreement or the certified instructor from the related class. The related course instructor, if different from the certified coordinator, is encouraged to participate in the worksite visits. The student should be present when the workstation is visited. To meet state guidelines for instructional time, no portion of any coordination task or supervision of students on the job may be assigned to non-certified staff.

Visitations by the certificated teacher/coordinator are to monitor the progress of the pupil's skill attainment, determine if the pupil is eligible to receive school credit, verify the pupil's attendance, and evaluate the site in terms of health, safety, and welfare of the pupil. When training sites are licensed, the coordinator must check and note the expiration date of the license. If the license expires during the training period, there should be a check to find if the license has been renewed and is current. More visits may be required depending on the student's progress and needs, the supervisor's experience in working with students, and other factors.

Retention of Records

The teacher/coordinator with a CTE endorsement and the employer must maintain a file on each student. The file includes a training agreement, training plan, student enrollment form, student weekly wage and hour reports (hours worked per week need to be verified by the employer/supervisor or teacher/coordinator), documented safety training received, evaluations, anecdotal log of worksite visits by the teacher/coordinator, and any other required documentation by the local district. The current [Records Retention and Disposal Schedule](#) for Michigan Public Schools suggests that student records related to the employment of minors (including work permits and work/school training agreements and contracts) be kept until graduation (or expected graduation) of the student, plus seven years.

Local Policies

State-approved CTE programs and related WBL experiences need to follow state guidelines, but locally developed policies are also necessary. Policies and scope of responsibilities, respectively for students, parents, schools, and employers, need to be developed and shared with participants. District policies may include:

- Program requirements and enrollment procedures
- School coordinator responsibilities
- Student participant responsibilities
- Parent/Guardian responsibilities
- Employer and worksite organization responsibilities
- High school credit provisions, including audit provisions, grade computation, required related instruction, and attendance policies, including absence from school and/or job loss, dismissal, or layoff
- Insurance requirements
- Selection of training stations
- Supervision at the worksites
- Driving policies and other transportation issues
- Safety instructions for participants
- How to deal with sexual harassment, hazardous activities, or observation of illegal activities
- Americans with Disabilities Act requirements and reasonable accommodations
- Privacy Act and parental permission procedures
- Records and retention procedures
- Forms used by the district(s)
- School board policies related to WBL
- Provisions for regular review of policies

YOUTH EMPLOYMENT IN HAZARDOUS OCCUPATIONS

Students under 18 may not be employed in hazardous occupations as listed in Michigan's Youth Employment Standards, 1988, and the Federal Child Labor Bulletin 101. However, under certain conditions, 16 and 17-year-old apprentices and students in state-approved CTE programs ONLY may be exempt from some hazardous occupations as allowed under the U.S. Department of Labor guidelines. View [Child Labor Bulletin 101](#).

Exemptions are allowed only if the student is enrolled in a state-approved CTE program, and the student is employed under a written training agreement that stipulates:

1. Hazardous work shall be incidental to the training.
2. Any hazardous work shall be intermittent and for short periods of time and such work shall be under the direct and close supervision of a qualified and experienced person.
3. Safety instructions shall be given by the school and correlated by the employer with on-the-job training.
4. A schedule of organized and progressive work processes to be performed on the job shall have been prepared.
5. Previous training has been given by the school and mastery documented for all hazardous occupation job duties listed on the training agreement.

CERTIFICATION, AUTHORIZATION, AND LICENSURE REQUIREMENTS

Teacher Certification

Michigan law requires that individuals teaching secondary CTE programs be certified, authorized, and, if required, hold a valid state or federal license for the occupational areas in which they will teach. All entry credentials for teaching secondary CTE programs require that the individual seeking the credential have two years (4,000 hours) of recent and relevant work experience in the occupational area. CTE teachers need to have a teaching certificate, an ACA, or they can be a postsecondary instructor who is instructing on the postsecondary campus. When a postsecondary instructor is teaching in a high school or career center, they must have a teaching certificate or an ACA.

View a two-page, at-a-glance on [Teacher Certification](#).

Standard Teaching Certificate

Allows the holder to teach in state-reimbursed and approved career education classroom in the CIP code area(s) in which he or she is endorsed.

Standard Teaching Certificate Requirements:

- Bachelor's Degree
- Completion of an approved program in teacher education (may also include a major or minor) with a CTE endorsement
- Two years (4,000) hours of recent and relevant work experience in a CTE area. Refer to the MDE - [Educator Services website](#)
- Passage of Michigan Tests for Teacher Certification (MTTC) subject area exams, if applicable
- Required preparation in the field of specialization in which certification is requested

Annual Career Authorization (ACA)

- Issued to the district when the qualified certificated teacher is not available (it is a local decision to determine if a qualified certificated teacher is not available)
- The district must verify the individual's work experience meets the [CTE: Recent and Relevant Experience Requirements](#).
- The individual must be assigned a mentor teacher.
- For teaching in a subject or field in which a [business or industry license or certification](#) is required, hold a professional business license, or held one in the last two years before teacher's initial employment.

It is the responsibility of the school district and the employing agency to monitor the validity of teachers' credentials to ensure individual teachers do not teach with expired credentials. The ACA must be applied for, approved, and the fee paid prior to the individual entering the classroom for each school year. The school district or nonpublic school may renew the position without posting for up to 10 years. Failure to properly authorize teachers can result in fines and loss of state aid.

Licensure and Teacher Certification

Under teacher certification rules, individuals who have instructional responsibility in fields for which a state or federal license is required shall hold the appropriate license before requesting a CTE endorsement or authorization. In CTE, some health science programs, firefighting, cosmetology, and several engineering, manufacturing, and industrial technology programs require instructors to be licensed. Teachers in programs that require a license should be monitored to ensure the license is kept current and is appropriate for the course or program being taught.

Postsecondary Teachers of Secondary Students

College faculty who teach in state-approved secondary CTE programs are not required to have a teaching certificate and do not have to go through the ACA process if they are employees of the college with which a secondary program is contracted, and if they

are teaching the course on the postsecondary campus. If the course is not being taught on the postsecondary campus, then the district will need to apply for an ACA for the college instructor.

[MDE Educator Certification](#) information about teacher credentialing options is available online.

PROGRAM ADVISORY COMMITTEES

Program advisory committees effectively support successful CTE programs. The primary purpose of these committees is to serve as a resource and a connection to the workplace for CTE teachers, administrators, and students. Program advisory committees at the individual CTE program level can make important contributions by keeping faculty apprised of business and industry needs, providing professional development opportunities, and assisting the school in planning and implementing relevant CTE programs and related WBL experiences for students.

Program advisory committees are a required component of state-approved CTE programs. The expertise of individuals from business and industry plays an integral role in providing high-quality CTE programs, in addition to fostering the development of a trained and educated workforce.

More information on program advisory committee requirements can be found in the [CTE Program Advisory Committee Tool Kit](#) on the MDE-OCTE website.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

A Career and Technical Student Organization (CTSO) is an intracurricular student leadership organization option that may be utilized within the CTE program to provide leadership opportunities.

View a two-page, at-a-glance on [Perkins V CTE Student Leadership](#).

CTSO Goals

- To encourage the development of occupational skills, knowledge, and abilities to a high level of proficiency.
- To develop leadership through participation in educational, CTE, civic, recreational, and social activities.
- To develop character, social responsibility, and national pride.
- To motivate students through active participation in events and opportunities.
- To develop and strengthen the confidence of young people in themselves and their achievements.
- To form common bonds without regard to race, creed, or national origin.
- To assist students in refining their career objectives through networking and self-knowledge.

- To develop individual and social responsibility for home and community.
- To encourage scholastic improvement and school loyalty.

Benefits to Participating Students, Teachers, Schools, and Communities

Through CTSO conferences, workshops, and competitive events, students gain a sense of belonging and increase their ability to adjust and strengthen career-related skills. CTSOs:

- Provide guidance and direction to students while enhancing their personal and occupational skills.
- Provide career awareness, exploration activities, and leadership development for students.
- Motivate students and promote personal growth.
- Bring attention to CTE program benefits within the school and community.
- Provide recognition programs for student achievement.
- Involve students in community service activities.
- Assist students in preparing for success in the workforce.

Operational Structure of CTSOs

CTSOs operate within local schools. Chapters are organized in the local districts or in area CTE centers. Each CTSO is aligned with its respective program areas. Typically, an instructor in the program area is the official advisor. Student officers are elected each year. Their function is to aid in planning and leading activities at all levels of participation, from the local to the national.

Each CTSO has a state advisory board that provides direction for the state organization. Local advisors and some business and industry personnel serve on the board.

Financing CTSOs

Membership dues are required annually. Generally, there are dues at the local, state, and national levels. The amount of the local dues is set at the school level, while the state and national dues are not. Payment of dues can be the responsibility of each student, or they can be paid by the local chapter through fundraising, school contributions, or support from business and industry.

Costs to attend conferences and activities are the responsibility of the local chapter and are generally paid from revenue earned through fundraising activities. There are many fundraising activities that can relate to the CTE program and, therefore, provide funding as well as learning opportunities.

State School Aid Act, Section 61a(1) (added cost) CTE funds may be used to pay for teacher/advisor expenses (mileage, meals, lodging, etc.) to attend regional/state/national conferences and activities. These funds may also be used for

some student expenses. Local districts may elect to pay for some or all student expenses out of their general fund revenues.

Carl D. Perkins federal funding may be used for CTSO expenditures as outlined in the [Perkins V Use of Funds Guide](#) (transportation, lodging, registration fees, curriculum for teachers) and supports the improvement of Perkins V Core Performance Indicators.

The Michigan Department of Education recognizes CTSOs that meet the criteria set by the [National Coordinating Council for Career and Technical Student Organizations \(NCC-CTSO\)](#). Currently, the Council has identified eight CTSOs, six of which have Michigan state-level associations. Each of these associations provides student-centered activities that meet the Perkins V student leadership requirement. School districts may use other student organizations or leadership activities to meet the Perkins V student leadership requirement.

List of Career Technical Student Organizations (CTSOs)

SkillsUSA: Michigan

Vacant, State Director
Eastern Michigan University
Ypsilanti, Michigan 48197
Phone: 734-487-3888
email: andrew@mifccla.org
website: www.miskillsusa.org

BPA: Michigan Business Professionals of America

Maurice S. Henderson, State Director
Eastern Michigan University
Ypsilanti, Michigan 48197
Phone: 734-487-1700; Fax: 866-204-4455
email: maurice.henderson@emich.edu
website: www.michiganbpa.org

Michigan DECA

David Wait, State Director
Eastern Michigan University
Ypsilanti, Michigan 48197
Phone: 734-487-3322
email: dwait@emich.edu
website: www.mideca.org

FCCLA: Michigan Family Career Community Leaders of America

Andrew Richardson, State Director
Eastern Michigan University
Ypsilanti, Michigan 48197
Phone: 734-487-8657
email: andrew@mifccla.org
website: www.mifccla.org

**HOSA: Michigan Health
Occupations of Students of
America**

Mark W. Burley, State Director
2410 Woodlake Drive
Okemos, Michigan 48864
Phone: 517-347-8088; Fax: 517-347-4096
email: hosa@mhc.org
website: www.michiganhosa.org

Michigan FFA

Dr. Tiffany Rogers-Randolph, State Director
Michigan State University
108 Natural Resources
East Lansing, Michigan 48824
Phone: 517-353-9221; Fax: 517-432-5632
email: roger187@msu.edu
website: www.michiganffa.org

SECTION 6

SPECIAL POPULATIONS STUDENTS

The Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V) refers to an identifiable segment of the Career and Technical Education (CTE) population as individuals who are members of special populations.

Perkins defines “special populations” as:

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for nontraditional fields
- Single parents, including single pregnant women
- Out-of-workforce individuals
- English Learners
- Homeless Individuals
- Youth who are in, or have aged out of, the foster care system
- Youth with a parent who is a member of the armed forces and is on active duty
- Students who are Migrants

Once a CTE student has been identified as a member of special populations, they will continue to be identified as “special populations” regardless of changes in their personal situation. Many special populations students can succeed in CTE programs without supportive help. However, others may require supplementary services, other assistance, or accommodations in order to succeed in these programs and meet all program standards specific to their CTE program, which will be reported through Core Performance Indicators (CPIs) for Perkins.

The legislation requires that recipients of the Perkins grant provide funding for services, support, assistance, or accommodations to members of special populations. Special populations coordinators must develop and maintain a system of recordkeeping and documentation of student support services, including monitoring the progress of special populations students in CTE programs.

DEFINITION OF CTE SPECIAL POPULATIONS TERMS

The following are definitions of terms used to identify CTE special populations and the primary characteristics of individuals within the groups.

Individuals with Disabilities

An individual with a disability means an individual with any disability as defined in [Section 3 of the Americans with Disabilities Act of 1990](#) (i.e., an individual with a physical or mental impairment that substantially limits one or more of the major life activities of such individual, an individual with a record of such an impairment; or an individual regarded as having such an impairment).

Economically Disadvantaged Individuals, Including low-income youth and adults

One or more of the following indicates a secondary student who would be an economically disadvantaged individual:

- An individual whose family income is at or below the national poverty level
- The individual or the individual's family receives public assistance
- The individual qualifies for the free or reduced school lunch program, including through direct certification
- The individual participates in a federally or state-funded program for economically disadvantaged youth

Individuals Preparing for Nontraditional Fields

Nontraditional fields are identified as occupations or fields of work, including careers in computer science, technology, and other current and emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. The state has identified the CTE program areas related to such occupations or fields of work.

Single Parents, Including Single Pregnant Women

At the secondary level, a single parent, including a single pregnant woman, means an individual who meets all the following criteria:

- Age 19 or below;
- Without a high school diploma;
- Unmarried or legally separated from their spouse; and
- Pregnant or has a minor child or children for which the parent has custody or joint custody.

Out-of-Workforce Individuals

An individual who is an Out-of-Workforce Individual, is an individual who:

- Is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); or
- Has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or
- Is a parent whose youngest dependent child will become ineligible to receive assistance under part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than two years after the date on which the parent applies for assistance under such title; and
 - Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. Out-of-workforce individuals are usually served through adult or postsecondary education programs.

English Learners

- A secondary school student who is an English Learner, as defined in section 8101 of the Elementary and Secondary Education Act of 1965; or
- An adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language; and
- Whose native language is a language other than English; or
- Who lives in a family environment or community in which a language other than English is the dominant language.

Homeless Individuals

- Individuals who lack a fixed, regular, and adequate nighttime residence and children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; and
- Are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- Are living in emergency or transitional shelters;
- Are abandoned in hospitals or are awaiting foster care placement;
- Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; or
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described above.

Youth In or Aged Out of the Foster Care System

The term 'foster care' means 24-hour substitute care for children placed away from their parents or guardians and for whom the State agency has placement and care responsibility.

This includes, but is not limited to:

- Placements in foster family homes
- Foster homes of relatives
- Group homes
- Emergency shelters
- Residential facilities
- Childcare institutions
- Preadoptive homes

'Aged out' refers to the time frame after which a foster care child is eligible for state services. Michigan allows children to stay in foster care until age 18. If a student is between the ages of 18 and 21, the student may be eligible for continued support until age 21. The Department of Health and Human Services would be able to assist a student to determine continued support.

Youth with a Parent who is a Member of the Armed Forces and is on active duty

The armed forces include:

- Army
- Navy
- Air Force
- Marine Corps
- Coastal Guard

'Active Duty' means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance while in active military service at a school designated as a service school by law or by the Secretary of the military department concerned. Such term does not include full-time National Guard duty. The term "active duty for a period of more than 30 days" means active duty under a call or order that does not specify a period of 30 days or less.

Migrant Individuals

'Migrant Worker' means:

- An individual going to or from employment in agriculture; or
- A person who is required to be absent from a permanent place or residence for the purpose of seeking remunerated employment in agricultural work.

SUPPLEMENTARY SERVICES FOR SPECIAL POPULATIONS

Supplementary services for special populations students are an umbrella term used to refer to a broad range of additional services provided to assist special populations students to successfully enter and complete CTE programs. These services include direct services to students, such as those provided by paraprofessionals assigned to their CTE class/lab. A partial listing of supplementary services that could be provided to special populations groups follows. The listing provides examples only and is not exhaustive of the services that might be provided.

- Outreach and recruitment materials offered in accessible formats such as braille, large print, etc.
- Assessment accommodations such as extra time, test questions read to the student
- Paraprofessional support staff in CTE classrooms/laboratories who complement, supplement, or reinforce program requirements
- Additional guidance and counseling
- Monitoring of student progress on a defined schedule with interventions as needed
- Attendance monitoring
- Mentoring/coaching on CTE competencies
- Test preparation assistance
- Use of applied math, science, and communications teaching materials
- Staff training in strategies for working with special populations students
- Childcare for students who are single parents
- Collaboration/cooperation/coordination with other school personnel to provide services for accommodations
- Collaboration/cooperation/coordination with community agencies to provide services
- Social/personal intervention through coordinated counseling support
- Individualized and small group activities and instruction
- Workplace readiness skills support
- Documentation and review of support services provided and results
- Academic support services for special populations students
- Transportation assistance
- Credit generation from integrated academics
- Work-based education support
- Job placement matching and follow-through

While services may not be necessary for all students, additional assistance is required for some members of special populations to ensure success in their CTE programs, to increase retention, and to assist in successful transition upon program completion. Dually enrolled students should be encouraged to contact the special populations coordinator/Student Support Services Office at the postsecondary institution to request assistance and/or services.

Students with Disabilities

Several federal laws govern the inclusion of students with disabilities. Recipients of Perkins funding must ensure that individuals with disabilities have equal access to CTE programs and activities, that they will not be discriminated against based on their disability, and that they will be provided with programs designed to enable them to meet the required performance levels. Civil Rights Laws (Section 504 and Title II of the Americans with Disabilities Act) require local education agencies that receive federal funds to ensure that each person with a disability receives a free and appropriate public education (FAPE) designed to meet their individual education needs and that requirements for admissions may not discriminate against or deny services based on a disability. Districts must also follow the Individuals with Disabilities Education Act (IDEA), which makes available a FAPE to eligible children with disabilities and ensures special education and related services to those children.

Students have the right to enroll in CTE programs based on federal laws. CTE is not a placement, but students are enrolled in CTE courses. Students with individual education programs (IEPs) are given the same opportunities as students in the general education curriculum to enroll in a CTE course. If the student is unable to perform tasks in the course and progress is not being made toward the student's annual goals in the IEP, then the IEP team must reconvene to revise the IEP, as appropriate, to address the lack of progress toward the annual goals and in the general education curriculum.

Agencies may not deny a student with a disability access to a CTE program or course because of the need for special education supports and services. If necessary, an agency must make equipment accommodations, adapt the manner in which the courses are offered, house the courses in facilities that are readily accessible to students, and provide supplementary aids and services to ensure an appropriate education as outlined in the student's IEP or 504 Plan.

Discrimination in Admissions Criteria

Section 504 of the Rehabilitation Act of 1973 prohibits discriminatory practices regarding admission criteria that disproportionately exclude persons with disabilities. The following admission practices are considered discriminatory:

- Requiring that students submit the IEP or 504 Plans prior to admission
- Requesting or requiring information as to a student's accommodations, auxiliary aids, or services
- Making admission or enrollment decisions based on whether or not accommodations can be provided
- Denying enrollment or admission because a student's transition plan and/or IEP mentions a different career path than the one to be studied

Any academic requirements must be proven to be essential to a program of instruction or directly related to licensing requirements. Wherever possible, those requirements must be adjusted to the needs of the individual student as outlined in the student's IEP.

Accommodations

Accommodations allow a student to complete the same assignment or test as other students but with a change in the timing, formatting, setting, scheduling, response, and/or presentation. An accommodation does not alter what the test or assignment measures. It is a means for tailoring experiences and activities for career and technical preparation to meet the unique needs of the individual learner. This implies that the method of delivering the curriculum may need to be accommodated for a specific learner. Accommodations are provided to students based on the documented disability and identified individual needs and are written into the student's IEP or 504 Plan. The accommodation(s) specified in their IEP or 504 Plan are available to the student throughout their school day. The accommodations assist and support their successful achievement. All students are expected to master the instructional standards specific to their CTE program. Examples of accommodations:

- Assistive Technology
- Digital Materials
- Enlarged Print
- Extended Testing Time
- Language Support
- Note Takers
- Oral Testing
- Quiet Testing Time
- Reader
- Sign Language Interpreters

Accommodations are basically physical or environmental changes that provide students with disabilities access to instruction and assessments. They are designed to enable students with disabilities to learn the same content as their peers.

Materials/Curriculum Accommodations

- Alternative assignments demonstrating the same competency
- Substitute materials with lower reading levels
- Decrease the length of assignments (break up into smaller chunks)
- Vary the pace of instruction
- Copy pages so students can mark on them
- Provide examples of correctly completed work
- Access to curriculum prior to direct instruction
- Advance notice of assignments
- Digital recording of printed materials

Methods/Strategies Accommodations

- Highlight key points to remember
- Eliminate distractions by using a template to block out other items
- Have student use a self-monitoring sheet
- Break tasks into smaller parts to do at different times
- Extend the time in the program
- Provide more time to practice
- Use study partners when reading or writing is required
- Secure papers to work areas with tape or magnets
- Present information in multiple formats
- Use listening devices
- Use assistive technology (e.g., screen readers)

Assessment Accommodations

Setting: Study carrel, special light, separate room

Timing: Extended time, frequent breaks

Scheduling: Specific time of day

Presentation: Repeat directions, larger bubbles on multi-choice questions, Sign Language, individualized or small group, magnification device

Response: Mark answers in the test booklet, use reference materials (e.g., dictionary), as allowed work process writing sample, subtests in different order

Other: Special test preparation techniques, simple instructions

Accessibility Standards for CTE Classrooms and Labs

As recipients of state and federal funds, state-approved CTE programs are required to make their facilities accessible for use by students with disabilities. Although the specific standard that applies is tied to the date that construction began and the dates of any subsequent modifications, the goal should be to make your facility as accessible as possible. As classrooms and/or labs are updated or modified, it is essential to ensure that CTE environments are accessible. The following items will assist you in arranging and/or planning classrooms and labs that are barrier-free.

Doorways: The entrance must provide a minimum of 32 inches of clear egress. The door should be equipped with a lever-style or U-shape door handle (one that can be operated with a closed fist). There should be an unobstructed route into the room that is maintained at a minimum of 36 inches. The force required to open the door should not exceed 5 pounds.

Aisle(s): A minimum of one 36-inch aisle throughout the classroom is required. Students with disabilities should be able to move freely about the room to any area that any other student can access. Students with disabilities should be able to be seated in any area of the room that is mutually agreeable to the student and teacher.

Desk/Workstation: A minimum of one adjustable desk or workstation should be available to meet the needs of a student with a disability. The approach and area around this desk or workstation should allow ample room for access by a student with a disability. The location of this desk or workstation should not disadvantage or discriminate against the student in any way.

Height of Items Within the Room: All items for student use (pencil sharpeners, paper towel dispensers, soap dispensers, eyewash, safety equipment, tools, equipment, etc.) should be mounted or placed so that the highest operating part of the item does not exceed 48 inches from the floor.

Classroom Identification: The name/number identifying the classroom shall be marked in Braille as well as appropriate characters (not smaller than 5/8 inch) and shall be mounted at eye level (centerline 60 inches off the floor) adjacent to the door.

Restricted Areas: Areas of storage for hazardous materials, custodial areas, engine or boiler rooms, doorways opening directly onto stairs, electrical service areas, or any

area in which students could potentially be injured are required to have an identifying doorknob (a knurled surface on the back of the knob) to warn students with vision impairments that this is a dangerous area. Although these areas are rarely found in classrooms, if they are present, they need to be identified.

Sinks: If available, the height of the sink should not exceed 34 inches. The knee space beneath the sink should be at least 27 inches clear from the floor level. The pipes under the sink must be insulated to prevent injury. Handles must be operable with a closed fist. A 36-inch path to the sink must be maintained. If the sink is enclosed in a base cabinet, the floor should be level with the room, and the doors must open more than 90 degrees or slide into the cabinet to allow access.

Evacuation Plans: A specific and effective building evacuation plan must be developed for each student with a mobility impairment. Please collaborate with the appropriate special education staff and building administration in charge of evacuations/emergency plans in the development of such a plan. Also make sure that the student, paraprofessionals, neighboring teachers, and substitutes are aware of the actions to be taken in the plan.

Fire Alarm: Visual and audible warnings should be included. If you do not have visual warning strobes, please develop a specific plan with your special education department for students with hearing impairments (see evacuation plan above).

Water Fountains: If provided, the spout height must not exceed 36 inches. The fountain should be operated by push controls located on the front of the fountain. There should be 30 to 40 inches of clear access to the fixture.

Lockers: If provided as a part of the classroom/laboratory setting, they must meet accessibility standards. There should be clear access to the designated locker. The locker has a shelf located at the bottom (rather than the top) of the locker. Hooks do not exceed 48 inches from the floor. The mechanism can be operated and opened with a closed fist. (If you do not have an American Disabilities Act (ADA) compliant locker, modifications to an existing locker can be made to accommodate the student. Consult with the student's occupational therapist for assistance with opening mechanism modifications). Comparable facilities must be available to male and female students.

Ramps: If a ramp is necessary to move from one level to another, the slope cannot exceed 1 in 12. It should have a non-skid surface, and if more than six feet in length, should provide a handrail along one side, 32 inches high.

Stairs: If stairs are present, an alternative, such as a lift, must be provided. If the stairs lead to an area that is used exclusively for storage, the area should be closed off to deny access to all students (so as not to discriminate against students with disabilities).

Restrooms: If they are included in the classroom or locker room, they should be accessible. A unisex facility or equal male and female facilities must be available. All the above standards concerning doors, sinks, and accessible aisles apply. Mirror heights should not exceed 40 inches from the floor. Grab bars must be installed on the side and back of the stall. Stall dimensions should allow for egress and transfer, and fixtures should conform to height and placement requirements. See [ADA guidelines](#).

Supporting Students with Disabilities for Success in CTE Classrooms

Enrollment in a CTE program can have a positive impact on students with disabilities. Student success requires the collaboration of CTE and special populations personnel, the understanding of the student's disability and abilities, consideration of the requirements of the CTE program and thoughtfully designing the supports and services needed by the individual student to facilitate success.

To increase the success of students with disabilities within CTE programs, it is essential for CTE instructors and special education personnel to develop a working relationship.

Collaborating with Special Education Personnel:

- Consulting with the teacher consultant or resource room teacher to design effective instructional strategies that meet the needs of the student.
- Relying on each other for help. Special education personnel are the experts in instructional strategies, and CTE teachers are experts in the technical skills taught in the program.
- CTE teachers should explain the necessary basic skills needed (i.e., safety considerations), the tools, instructional methods, and physical environment of the program.
- CTE staff should work with special education staff to understand the student's IEP accommodations and modifications to make effective adjustments in the student's instruction.
- CTE teachers must communicate frequently with special education staff on student progress and any challenges with the CTE curriculum.
- Sharing changes to the student's IEP or needs for additional accommodations

Teaching Strategies:

- Use multi-sensory teaching techniques
- Visual (show them)
- Auditory (tell them and ask them to repeat)
- Tactile (let them touch or manipulate objects)
- Kinesthetic (let them use objects or move as they are learning)
- Break tasks into smaller steps
- Pair student with a study buddy or learning partner who is an exemplary student
- Provide frequent feedback
- Structure tasks
- Use mentoring and peer tutoring
- Set timers for specific tasks
- Provide supports to promote on-task behavior
- Give directions verbally and in writing

Preparation of Learning Materials:

- Give assignments and test information to the student's teacher consultant or special education teacher in advance to allow them time to prepare materials and support for the student.
- Inform the student's teacher consultant in advance when you are going to start a new unit so outlines and audio files of the written material can be prepared for the student.
- Develop learning materials that are helpful for all students, including study guides, recorded/YouTube lessons and demonstrations, alternative/authentic assessments, providing highlighted materials, and breaking down tasks and large projects into smaller intermediate steps.
- Provide graphic organizers to help students understand the relationship between ideas.
- Provide copies of the material so that students can highlight or mark on them.
- Provide examples of correctly completed work.
- Provide electronic formats of printed materials to students to allow them to access the materials using adaptive software.
- Allow students to use digital recording devices to take notes.

Delivery of Instruction to Students:

- Collaborate with the special education staff, working with the student in advance when starting a new unit, so that appropriate support materials can be prepared for the student.
- Allow adequate processing time for all students and check for understanding before moving to a new idea or topic.
- When asking students questions about their understanding of the material presented to them, give them at least 3-5 seconds of wait time to allow them to process the question and formulate a response.
- Allow student to complete work in a quiet area where there are fewer stimuli or send their work to their resource room.
- Understand that the teacher consultant needs advance notice in order to plan for the student's accommodations and/or modifications and still complete the rest of his/her responsibilities.
- Be available so students can ask questions without the pressure of peers (whether it is real or imagined).
- Do not require that students read aloud in class.
- Offer alternatives or choices in assignments and projects to individualize learning.
- Highlight key points to remember.
- Review, summarize, and reinforce concepts.

Assistive Technology:

If assistive technology is available and within the student's IEP, allow and encourage the student to use the technology. The benefits include:

- Minimizing the extent to which individuals with disabilities need to ask for help (enabling them to be more independent students).
- Improving the speed and accuracy of work.
- Reinforces effective classroom instruction and strengthens skill development.
- Helps students to 'fit in' with classroom learning and routines.
- Motivates students to set high goals for themselves and to persevere.

Consult with the student's teacher consultant on the appropriate use of assistive technology. Examples of assistive technology are:

- Pencil grip.
- Adaptive tools.
- Computers with print-recognition software that "read" text aloud (with headphones for the student).
- Speech recognition systems that turn oral language into written text.
- Talking calculators.
- Simulations related to program content.

Testing Strategies and Accommodations:

- Allow the teacher consultant to make adaptations if specified in the IEP in testing format – for example, change short answer questions to multiple choice, provide a word bank, administer the test orally, etc.
- Use a larger font size on a test since some students with disabilities find that large print helps their processing ability.
- Grant time extensions.
- Allow students to take a test in a quiet area or arrange for testing to occur in their resource room.
- If possible, offer alternative assessments.

Modifications to Program Requirements and Student Ability to Benefit

Modifications to program requirements for students with an IEP may be needed for a student to participate in the curriculum and to be successful in school. A modification is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to measure. An example would be requiring a student to complete work on "part" of a standard versus the full standard as required by other students in the course. Students can gain many workplace and employment skills from participation in a CTE program with such modifications. However, if the student remains in the program with significant modifications and they are unable to complete all program standards, they will not achieve completer status.

Transition Services

The Individuals with Disabilities Education Act (IDEA) mandates transition services beginning no later than the first IEP to be in effect when the child turns 16 years of age for students with disabilities. IDEA requires that plans for transition be included in each student's IEP. When students with disabilities are enrolled in CTE programs, the CTE staff must assist in the planning and implementation of the IEP and transition services. The CTE course of study can be included in the students' educational development plan (EDP) but should not be included in the students' transition plan.

Transition services are a coordinated set of activities for students with disabilities designed within an outcome-oriented process that promotes movement from school to post-school activities. Measurable postsecondary goals must be developed as part of the transition plan to address education, training, employment, and when appropriate, independent living needs. Transition services may include, but are not limited to, services supporting any of the following:

- Movement from secondary to postsecondary education
- Movement into additional CTE training
- Movement into employment (subsidized or unsubsidized)
- Independent living
- Positive community participation
- Collaboration between and among special education staff, CTE staff, academic educators, local agencies, parents, students, placement staff, and employers is key to the success of transition planning and implementation.

The following chart, titled "Michigan Interagency Delivery System for Career and Technical Education and Related Services for Students with Disabilities," compares and contrasts the eligibility and instructional requirements for students with disabilities.

The first portion of the chart compares/contrasts the three delivery systems: Regular CTE Education, CTE Education with IEP/504 Accommodations, and Specialized Education Individualized Vocation Training (IVT). The bottom portion of the chart compares/contrasts CTE Work Experience and Special Education with Work-Based Learning.

MICHIGAN INTERAGENCY DELIVERY SYSTEM FOR CAREER AND TECHNICAL EDUCATION AND

RELATED SERVICES FOR STUDENTS WITH DISABILITIES

Secondary Delivery Systems

Career and Technical Education Individualized Training

GOAL: To provide a CTE program necessary to prepare the individual for paid or unpaid employment.

CTE Individualized Training	Regular CTE Education	CTE Education (with IEP/504 Accommodation)
ELIGIBILITY	Any student who is expected to meet the minimum core performance indicators (CPIs).	Students with disabilities are expected to meet the minimum CPIs with support services and instructional assistance.
INSTRUCTIONAL	<p>A. Minimum CTE CPIs (state-prescribed).</p> <p>B. Evaluation systems based on state performance objectives, to determine when goals and objectives are met.</p>	<p>Minimum CTE CPIs (state-prescribed).</p> <p>A. Evaluation systems based on state performance objectives, to determine when goals and objectives are met with supportive accommodations.</p> <p>B. Based upon IEP, "reasonable accommodations" may be used to support student success (e.g., extended time, oral tests, text on tapes, tutoring, reinforcement, etc.).</p>
INSTRUCTIONAL STAFF - TEACHING PERSONNEL AND ANCILLARY STAFF	Regular CTE education approved teacher funded by CTE education.	<p>A. Regular CTE education approved teacher funded by CTE education.</p> <p>B. Special education-approved personnel may be assigned based on the student's IEP.</p>

CTE Individualized Training	Regular CTE Education	CTE Education (with IEP/504 Accommodation)
INSTRUCTIONAL STAFF - TEACHER CONSULTANT		Special education-approved personnel with individuals assigned to their caseloads may collaborate with CTE staff.
INSTRUCTIONAL AIDES AND HEALTH CARE AIDES		Special education may provide health care aides or support personnel as required by the IEP.
CAREER AND TECHNICAL EDUCATION PARAPROFESSIONALS	CTE education may fund a technical paraprofessional to assist a CTE-approved teacher with all students enrolled.	CTE education may fund a technical paraprofessional to assist a CTE-approved teacher with all students enrolled.
MICHIGAN REHABILITATION SERVICES (MRS) COUNSELOR	When the student is referred and determined eligible for services from MRS, the Individualized Plan for Employment (IPE) must be written, including goal and implementation plan that specifies the services to be provided by MRS and other agencies where appropriate.	When the student is referred and determined eligible for services from MRS, the IPE must be written, including goal and implementation plan that specifies the services to be provided by MRS and other agencies where appropriate.

Secondary Delivery Systems

Alternative Special Education Individualized Training

GOAL: To provide Vocational Training to Special Education Students

Alternative Special Education Individualized Training	SPECIAL EDUCATION INDIVIDUALIZED VOCATIONAL TRAINING (IVT) Developed and managed by Special Education Personnel
ELIGIBILITY	Students with disabilities who can best be served in a community placement for individualized vocational training.
INSTRUCTIONAL	<p>A. Individual performance objectives (IPOs) based on vocational education. Minimum IPOs are written for each student by the special education-approved teacher.</p> <p>B. Evaluation system by special education personnel to determine when goals and objectives are met.</p>
INSTRUCTIONAL STAFF-TEACHING PERSONNEL AND ANCILLARY STAFF	Special education approved instructional personnel with individuals assigned to their caseloads.
INSTRUCTIONAL STAFF-TEACHER CONSULTANT	Special education approved instructional personnel with individuals assigned to their caseloads.
INSTRUCTIONAL AIDES AND HEALTH CARE AIDES	Special education approved instructional personnel with individuals assigned to their caseloads.
CAREER AND TECHNICAL EDUCATION PARAPROFESSIONALS	Career and technical education paraprofessionals provide support to students. These paraprofessionals work directly with CTE teachers and special education staff to ensure that appropriate accommodations/modifications are given to the student based on the student's IPE.
MICHIGAN REHABILITATION SERVICES (MRS) COUNSELOR	When the student is referred to and determined eligible for services from MRS, the IPE must be written, including goal and implementation plan that specifies the services to be provided by MRS and other agencies, where appropriate.

MICHIGAN INTERAGENCY DELIVERY SYSTEM FOR CAREER AND TECHNICAL EDUCATION

CTE Work Experience

GOAL: To provide CTE work-based learning for students.

	Career and Technical Education Work-Based Learning
ELIGIBILITY	<p>Any student who has successfully attained concentrator status in the related state-approved CTE program.</p> <p>Students must attend a course in a related state-approved CTE program taught by an occupationally certificated teacher/coordinator for at least 40 minutes each week.</p>
INSTRUCTIONAL GOALS	<p>Through a written and signed training agreement and training plan, related to the student's EDP, the student receives instruction on the job.</p> <p>Work-based instruction is based on performance elements of the related career pathway career cluster grid and includes safety training.</p>
INSTRUCTIONAL STAFF	<p>A. Standard Michigan CTE personnel with a CTE endorsement who are responsible for CTE education coordination.</p> <p>B. The employer provides training for work-related tasks and activities as defined in the training agreement and training plan.</p>
PLACEMENT TIME	<p>Work-Based Learning personnel should continue to refer to the WBL Managing Your Risk webpage resources, Pupil Accounting Manual Section 5-P, and the Child Labor Bulletin 101 regarding minors and labor laws for all WBL career training experiences.</p>
MRS COUNSELOR	<p>When the student is referred and determined eligible for services from MRS, the IEP must be written, including goal and implementation plan that specifies the services to be provided by MRS and other agencies, where appropriate.</p>

MICHIGAN INTERAGENCY DELIVERY SYSTEM FOR CAREER AND TECHNICAL EDUCATION

Special Education Work Experience

GOAL: To provide work-based experience for Special Education students, developed and managed by Special Education Department Staff

	Special Education Work-Based Learning
ELIGIBILITY	For pupils receiving special education services that require an additional programming option, reference Michigan Administrative Rules governing Special Education Programs and Services, Rule 340.1733(i). This rule describes the program for a pupil/learner receiving work-site-based education through a special education training plan. Special education WBL experiences shall comply with rule 340.1733(i).
INSTRUCTIONAL GOALS	As defined in the IEP and written agreement, and training plan signed by the parents/guardians, school, and employer, the student: <ul style="list-style-type: none"> A. Receives the necessary educational and vocational training related in the IEP, and B. Receives credit(s) toward a high school diploma in the same manner and in equal amounts as provided for regular education students in like programs.
INSTRUCTIONAL STAFF	<ul style="list-style-type: none"> A. The student must be assigned to the caseload of approved special education personnel who are responsible for work-study coordination. B. The employer provides training for work-related tasks and activities as defined in the training agreement.
PLACEMENT TIME	Refer to the pupil accounting manual – placement time cannot exceed 50% of the school day.
MRS COUNSELOR	When the student is referred to and determined eligible for services from MRS, the IPE must be written, including goal and implementation plan that specifies the services to be provided by MRS and other agencies, where appropriate.

SECTION 7

TECHNICAL ASSISTANCE ACTIVITIES

The Michigan Department of Education's Office of Career and Technical Education (MDE-OCTE) has responsibility for career and technical education (CTE) programs that affect students K-12 and beyond. Staff members are involved in program evaluation and accountability, program standards validation, grant planning and management, and providing professional development for CTE teachers and administrators throughout the state.

Vision: Michigan's Career and Technical Education (CTE) system will provide students with access to equitable, high-quality secondary and postsecondary CTE programs aligned to rigorous academic and technical standards and career ready practices.

View a two-page, at-a-glance on [CTE Operational Structure](#) in Michigan.

DIRECTOR'S OFFICE

The director's office provides leadership for MDE-OCTE and direction for effective day-to-day operations that support the Michigan Department of Education (MDE) in meeting its goals for the successful integration of excellence, integrity, inclusion, and teamwork into workplace initiatives. It is also responsible for the administration, support, and management of CTE programs, Early Middle Colleges (EMCs), partnerships, and interpretation and implementation of federal and state career education legislation. The office works collaboratively with departmental executives, commissions and boards, and other state agencies on a routine basis.

CAREER READINESS UNIT

The Career Readiness Unit (CRU) is primarily responsible for state-level approval, administration, and evaluation of state-approved CTE programs for secondary school students. The CRU provides technical assistance for the development of new programs and the administration and improvement of existing programs through program monitoring activities.

The CRU works with local and regional CTE administrators to ensure that they have the appropriate education, certification, and work experience to oversee CTE programs in high schools, area career centers, and regional programs.

The CRU works with CTE administrators and the MDE's Office of Educator Excellence (OEE) to ensure that teachers of CTE programs at the secondary level have appropriate work experiences and educational background to meet the teacher

certification requirements for the program area to be taught.

The CRU also works with CTE educator preparation programs (EPPs) to ensure that EPPs include quality indicators related to state program standards and benchmarks and, where appropriate, to the National Program Standards. The CRU also cooperates in the development of Michigan Tests for Teacher Certification when such tests are developed for CTE program areas.

Additionally, the CRU provides guidance and technical assistance related to program issues in planning and coordinating activities to support the implementation of state and federal CTE legislation, including the Strengthening Career and Technical Education for the 21st Century Act of 2018, (Perkins V) and the State School Aid Act, Section 61a(1).

Among the activities carried out by the CRU staff to support the implementation of state and federal legislation are the following:

- Review and approval of CTE Administrator Applications for 61a(2) Administrator Reimbursement
- Facilitate professional development for CTE educators and administrators
- Coordination and leadership for the annual Michigan Career Education Conference
- Coordinate the review and approval of New CTE Program Applications
- Coordinate CTE program standards review, revision, and alignment to national career clusters
- Conduct CTE program reviews and monitoring of state-approved CTE programs
- Provide leadership for work-based learning (WBL)
- Collaborate with Career and Technical Student Organizations (CTSOs)
- Provide leadership for Michigan Career Development Model (MCDM)
- Support alignment of secondary and postsecondary curriculum
- Collaborate with EPPs to meet the demand for qualified CTE teachers
- Collaborate with business, industry, and postsecondary partners to identify business and industry-recognized postsecondary credentials and develop programs that align with economic needs
- Encourage dual enrollment/direct credit for CTE students
- Collaborate with MDE-OEE to ensure appropriate teacher certification for CTE teachers
- Collaborate with the Michigan Department of Labor and Economic Opportunity, Workforce Development (LEO-WD) to implement postsecondary initiatives
- Collaborate with teacher professional associations to support professional development

GRANT, ASSESSMENTS, MONITORING, AND EVALUATION UNIT

This Unit is responsible for collecting and reporting data, evaluation, and research activities for Perkins V and CTE categorical funding, including Section 61a(1) of the State School Aid Act.

The Unit oversees the continual development of the statewide Career and Technical Education Information System (CTEIS) to facilitate data collection, including the collection of data on credentials earned by students.

The Unit implements programs designed to build partnerships within the educational community that benefit students and employers. The staff consists of professionals in CTE, research, evaluation, data analysis, assessment, measurement, and administrative support. The following are major initiatives and functions of the Unit:

- Perkins grants data reports
- State School Aid Section 61a data, reports, and distribution
- State School Aid Section 61b
- CTEIS and other data collection
- Follow-Up survey
- CTE credential selection
- CTE credential implementation and coordination
- Support the development of articulated programs (2+2+2) with postsecondary education
- Office of Civil Rights Compliance Review monitoring (CRCR)
- Provide leadership for:
 - Competitive requests for proposals
 - Program and grant monitoring activities
- Funding Formula
- Implementing funding allocations
- Support for special populations CTE students
- Technical Review, Assistance, and Compliance (TRAC) monitoring
- Provide support to the Michigan Special Populations Association

EARLY MIDDLE COLLEGE UNIT

The Early Middle College (EMC) Unit is responsible for managing the programs and high schools that offer a five-year plan of study for students in state-approved EMCs. The EMC Unit facilitates the planning, application processing, technical assistance, and coaching for aspiring, new, and established EMCs. Visit the MDE website for more information on [EMCs](#).

View a one-page, at-a-glance on [Early Middle College](#).

EMC Application Workshop: The EMC Application Workshop is hosted annually for districts seeking to establish a new EMC. Districts attending the fall EMC workshop may open a new EMC the following fall if their application is approved.

EMC Application Workshop Resources: To assist districts with the process of applying for state approval, as a new EMC, the EMC unit annually publishes information on the EMC webpage, and each section is discussed at the EMC Application Workshop. Included in the resources are the application, planning tool, EMC principles and research, a sample program of study, a sample Memorandum of Understanding, an EMC directory, best practices, program self-assessment rubrics, and much more.

Customized Coaching: Meetings are available to EMC design teams by request. The Michigan Early Middle College Association (MEMCA) leadership council partners with MDE-OCTE to offer coaching, professional development, and technical assistance.

New EMC Applications: Applications are reviewed by a committee. The EMC Unit records the new state-approved applications, validates the entity code(s), and sends approval letters to district leaders with a copy to MEMCA. The full list of newly approved EMCs is provided to the Center for Educational Performance and Information (CEPI) for identification in the state reporting system.

Annual EMC Verification: During the spring of each year, the EMC Unit sends a verification form to all EMC coordinators or lead administrators to review the list and add, delete, or confirm the participating EMC member districts/schools. The verification form is also used to notify the MDE-OCTE of EMC closures or personnel changes. Additions and/or deletions of postsecondary partners are also requested. As of the fall of 2019, all EMC information is stored in CEPI's Education Entity Master (EEM) system.

Statewide EMC Conference: The EMC Unit collaborates with MEMCA on a statewide EMC conference each year. The conference is held in March. All state-approved EMCs are invited to attend the conference. EMC practitioners present research, best practices, state policy updates, student outcomes, and EMC data.

Data Reports: The EMC Unit works closely with CEPI to provide statistics regarding EMC participation for defined demographic categories. The EMC Unit sends Data Quality reports to relevant EMCs when CEPI data indicates a need for data analysis.

National Center for Restructuring Education, Schools, and Teachers (NCREST): EMCs in Michigan may voluntarily participate in longitudinal data studies through the NCREST at Teachers College, Columbia University. Approximately 20 EMCs participate in the NCREST data pilot study. The study collects comprehensive data on grade point averages, college credits earned, and courses taken by EMC students. A qualitative study is also conducted annually for data pilot schools. All three customized qualitative and quantitative reports are provided to each EMC for a participation fee.

EMC Administrators Manual: To assist practitioners with the implementation and maintenance of EMC programs. Topics covered in the manual include EMC history, application and operational processes, student coding and reporting, data systems, CTE EMC, and additional resources.

CAREER DEVELOPMENT ACTIVITIES

Career development is a complex process of acquiring the knowledge, skills, and attitudes necessary for an individual to make work a meaningful, productive, and satisfying part of life. The career development process requires a continuum of planned activities, including career awareness, exploration, decision making, and educational planning. These activities are designed to maximize the capabilities of all students to explore, to analyze options, to understand one's own interests and abilities, to select educational preparation for, gain entry to, and succeed in career choices throughout life. The specific activity categories of career development are career awareness, exploration, preparation, and training, and include the creation and ongoing updating of an educational development plan and talent portfolio.

Career Awareness and Exploration

Career awareness and exploration embody two complementary and integral activities important to the career development process. Career awareness builds foundational knowledge around jobs, challenges stereotypes, and expands the student's view of the immense career possibilities beyond their immediate environment.

Career awareness activities in elementary and middle school help students build self-awareness, understand the world of work by identifying jobs in career zones and clusters, and develop a respect for workers at all levels in all fields.

Continuing this awareness process, high school students need to be provided with current, comprehensive, and in-depth information about careers, including detailed descriptions of typical duties, responsibilities, and tasks, projections on employment openings (local, state, and national), an understanding of working conditions, current income and benefits ranges, educational requirements and opportunities, and opportunities for advancement.

Career fairs and other opportunities to interview workers/experts in various fields provide students with the benefit of questioning and learning from adults with current, first-hand experiences. Career awareness activities also provide students

with a better understanding of the changing nature of careers due to technological advances, the impact of a global economy, and the anticipation of the need for individuals to change careers several times during their lifetime.

Career exploration focuses on learning about the characteristics of various career options through investigation that involves direct and hands-on experiences. The process typically begins in elementary and middle school with activities that include interviewing workers and experimenting with work tasks from various career clusters and occupational categories to provide insight into the characteristics of these occupations, as well as personal interests and strengths. In high school, emphasis is placed on further understanding career clusters, exploring employment opportunities and future trends, and engaging in activities that are individualized based on a students' interests, aptitudes, and preferences. For most people, the career exploration process continues throughout a person's educational and work life.

Career Preparation and Training

During Career Preparation, high school students refine their career goals, and the necessary educational preparation needed to be productive citizens in a global society. Various career preparation activities provide advanced/real-world experiences that help students link their career options and educational decisions. Students learn through coursework consistent with their career interest area, contextual learning, and career preparation while meeting academic standards. Counselors help students and their families plan and prepare for postsecondary education, training, and careers.

The goal is to create learning opportunities that support academic rigor, knowledge, and skill development, social-emotional learning, and career preparation. Career Preparation activities assist students in their academic readiness, connect students to their Career Cluster of interest, and prepare them for high-wage, high-skill, high-demand careers. Student coursework should be aligned with their academic, technical, and career preparation interests as they begin to develop their employability skills.

Career Clusters

A career cluster is a grouping of occupations and broad industries based on commonalities. The 17 career clusters provide an organizing tool for schools. The 17 clusters represent the knowledge and skills necessary to pursue a full range of career opportunities, ranging from entry-level to management, including technical and professional career specialties. The career specialties represent the full range of career opportunities within each career pathway.

The 17 career clusters have been identified to cover all career opportunities regardless of educational requirements. The career clusters are listed with a brief description in [Section 4](#) of this manual.

Personal aptitude and interests are important factors as students begin to identify

career opportunities. Career clusters give flexible identity and structure to the student career choice process, as well as to educational programs and services that contribute to the career preparation of students.

Michigan Career Development Model

For more information on career development activities, refer to the Michigan Career Development Model (MCDM). This resource is designed to assist school counselors and teachers to prepare all students (K-12) in the Michigan Education System with the necessary knowledge and skills for success in a career of their choice and lifelong learning.

Questions regarding the MCDM can be directed to MDE-MI-CDM@Michigan.gov. The MCDM is available on [MDE's Career Development Resources](#) webpage.

Education Development Plan (EDP)

The Revised School Code, PA 451 of 1976, (380.1278b) as amended states,

"(11) The board of a school district or board of directors of a public school academy shall provide the opportunity for each pupil to develop an educational development plan during grade 7, and shall ensure that each pupil reviews his or her educational development plan during grade 8 and revises it as appropriate before he or she begins high school. The board of a school district or board of directors of a public school academy shall also ensure that each pupil reviews and revises his or her educational development plan as appropriate during each year of high school. An educational development plan shall be developed, reviewed, and revised by the pupil under the supervision of the pupil's school counselor, or another designee qualified to act in a counseling role under section 1233 or 1233a selected by the school principal and shall be based on high school readiness scores and a career pathways program or similar career exploration program. An educational development plan shall be designed to assist pupils to identify career development goals as they relate to academic requirements. During the process of developing and reviewing a pupil's educational development plan, the pupil shall be advised that many of the curricular requirements of this section and section 1278a may be fulfilled through career and technical education. In addition, during the process of developing and reviewing an educational development plan, the pupil shall be provided with all of the following:

- (a) Information on various types of careers and current and projected job openings in this state and those jobs' actual and projected wages.*
- (b) An opportunity to explore careers specific to a pupil's interests and identify career pathways and goals for achieving success in those careers, including, but not limited to, the level and type of educational preparation necessary to accomplish those goals.*
- (c) An opportunity to develop a talent portfolio. A talent portfolio shall be developed and revised throughout the implementation of a pupil's educational development plan. A talent portfolio shall include, but is not limited to, a record of the pupil's*

experiences, proficiencies, certifications, or accomplishments that demonstrate talents or marketable skills. The department, in conjunction with the department of talent and economic development, shall develop and make available to the public schools model information materials that districts or public school academies may use to comply with this subdivision. An EDP documents an ongoing process in which a learner identifies both career goals and a plan of action to achieve them. The EDP does not take the place of, but works in conjunction with, a student's IEP or PC modification.

All students are required to develop an EDP with guidance from school advisors. When applicable, parents and community contacts should also be included. EDPs are "living" documents, updated as student interests and abilities become more obvious and focused. For additional information on the requirements for, the development of, and use of EDPs please refer on [MDE's Career Development Resources](#) webpage.

American School Counselors Association National Standards

Michigan Counselors use the American School Counselors Association National Standards for students. They provide a method for school counselors in coordination with other educators to organize their efforts to ensure that all students will acquire and demonstrate competencies in the areas of academic, personal-social, and career development. Working collaboratively with students, parents/families, teachers, administrators, and the community, school counselors deliver the program through four broad components: Guidance Curriculum, Individual Planning, Responsive Services, and Systems Support. Counselors may use any one or all of the approaches to provide for the career development of their students.

A scope and sequence of career development activities can be designed and implemented based upon the student benchmarks listed in the comprehensive program in collaboration with total school planning efforts. Schools will want to provide students with a sufficient number of these activities from elementary grades through high school so that students will develop a depth of understanding that supports a career decision-making process and the completion of Educational Development Plans (EDPs).

Information for counselors, including the EDP, may be found on [MDE's Career Development Resources](#) webpage.

Career assessment includes formal and informal measures and inventories that assist students in understanding their career interests, aptitudes, and abilities. By comparing the results of various assessments and personal observations over time, students can identify their strengths and preferences, determine career directions, and make career decisions, including the selection of a career cluster. Counselors oversee the assessment process, provide interpretation to students and their families, and assist students in using results in educational planning. Information gained through career assessment is helpful in developing a

student's EDP.

IEP/EDP Alignment: Transition

The passage of the Michigan Merit Curriculum (MMC) in April of 2006 established a requirement for schools to assist students with the development of an EDP in grades 7 and 8. The Individuals with Disabilities Education Act (IDEA) requires that students eligible for special education programs and services have an Individual Education Program (IEP).

The EDP and the IEP are distinct documents. However, as students move into high school, the documents share a common goal of improved postsecondary outcomes for students. The process for developing the EDP outlined in this document aligns with and complements many of the IEP requirements stated by the IDEA. The IDEA requires educators to gather information about a student's interests, strengths, and preferences through an age-appropriate transition assessment and to develop measurable postsecondary goals in the areas of education, training, employment, and, when appropriate, adult living. Information gathered during the EDP process could prove valuable in developing areas of the transition IEP.

Transition services must be in place for students with disabilities beginning no later than the first IEP to be in effect when the child turns 16 years of age. Transition services are defined as a coordinated set of activities that focus on improving the academic and functional achievement of a child with a disability to facilitate the child's movement from school to post-school activities. The transition IEP contains the transition services (including courses of study) needed to assist the child in reaching their postsecondary goals. The EDP outlines the course of study in a way the IEP typically does not. The EDP may document courses and course sequence where specific content will be learned, while the IEP speaks specifically to the programs, accommodations and modifications, and services that are necessary to support the student's success. Together, these two documents complement each other in supporting the student toward the EDP goals.

The EDP can provide support and documentation for a Personal Computer (PC) modification. Students with a disability requesting a PC must have a modification aligned to their EDP. The student may be granted a PC modification not otherwise allowable if the modification is consistent with both the student's EDP and the student's IEP.

TECHNICAL REVIEW, ASSISTANCE, AND COMPLIANCE (TRAC)

TRAC is a system for onsite review of grant recipients, providing technical assistance, and assessing compliance with state and federal laws and policies that govern funding administered by the MDE-OCTE.

Purpose of System

The TRAC system ensures that all requirements are met by recipients and provides technical assistance for continuous improvement of state-approved CTE programs.

Intended Outcomes

- Verification of program quality and student performance
- Assurance that funds have been expended appropriately and are used in compliance with state and federal policies and mandates. This includes (secondary) of the Perkins V and Section 61a(1) of the State School Aid Act
- Protection against waste, fraud, and abuse of public funds
- Identification of needs and provision of technical assistance
- Identification of promising practices

TRAC Process

Each year, MDE-OCTE uses a risk analysis to select up to five regions for review. The visits have four components of review: data, finance, grants, and state-approved CTE programs.

The grant, finance, and data components involve verification of compliance through desk reviews and onsite documentation reviews. Interviews for data and finance are also conducted with appropriate regional and local staff.

For the CTE program review, MDE-OCTE program staff perform desk reviews of selected programs using the information provided in the CIP Self-Review in the [Grant Electronic Monitoring System \(GEMS\)](#). The CTE program staff also meet with the teachers and visit the specified classrooms.

Additionally, the TRAC process includes a post-visit report of findings and submission of a compliance plan if there were one or more "Non-Compliance/Action Required" findings in the report. Findings, compliance plans, and evidence verifying that corrective actions were implemented is maintained in GEMS system.

Additional Information

Additional information, including a detailed manual, checklists, and interview questions can be found on the [MDE-OCTE Monitoring webpage](#).

PROFESSIONAL DEVELOPMENT

The MDE-OCTE provides, coordinates, and plans professional development (PD) for secondary CTE educators and administrators on a regular basis.

MDE-OCTE staff meet with referent groups and send electronic surveys to obtain input to identify the needs of the field and receive recommendations. Consultant staff identifies the needs for specific programs and works in collaboration with professional organizations or other resources to assist in providing a quality experience for instructional staff, administrators, and others implementing state-approved secondary CTE programs.

The MDE-OCTE PD contractor provides expertise in planning and coordination of training, technical assistance, and PD activities for CTE educators and staff. Services include:

- Coordination and assistance with PD and curriculum development meetings, conferences, and workshops, including registrations, facility arrangements, presenter contracts, and resource materials
- Meeting and conference evaluations
- Manage meeting and conference finances

MDE-OCTE PD activities are communicated on a regular basis to educators, administrators, and their staff members. The [CTE Professional Development Events Calendar](#) is updated on a regular basis.

CIVIL RIGHTS COMPLIANCE

The following federal laws apply to educational programs that receive federal funds: Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title II of the Americans with Disabilities Act of 1990.

The MDE-OCTE is responsible for administering a compliance program to prevent, identify, and remedy discrimination on the basis of race, color, national origin/ancestry, sex, disability, or age by intermediate school districts (ISDs), local education agencies (LEAs), both traditional public school districts and public school academies (PSAs), that operate state-approved CTE programs or postsecondary institutions that receive federal financial assistance through a State of Michigan agency.

Civil Rights Compliance Program

The Civil Rights Compliance Program is a comprehensive review system designed to improve the delivery of education through the assurance of equal opportunity for all groups and populations. Activities of this program are required by Section II(b) of the Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Disability, Federal Register, Vol. 44, No. 56, page 17165, issued Wednesday, March 21, 1979.

The components and/or activities of the compliance program include targeting analysis, selecting agencies for on-site reviews, conducting on-site reviews, development of compliance plans, providing technical assistance, reporting, monitoring, and program improvement.

The Civil Rights Compliance Program is designed to:

1. Ensure that equal educational opportunities are provided to all students, including full opportunity to participate in programs, activities, and job opportunities, and to benefit from services.
2. Prohibit barriers to achieving full participation, such as the stereotyping of individuals based on their race, color, national origin/ancestry, sex, disability, or age.
3. Provide education in an integrated setting.
4. Analyze, identify, and change policies and activities that impede the achievement of the above goals.

Questions regarding Civil Rights Compliance should be directed to:

Jim Whittaker, Civil Rights Coordinator
MDE Office of Career and Technical Education
P.O. Box 30712, Lansing, Michigan 48909
Telephone: 517-241-2091

DATA, EVALUATION, AND ACCOUNTABILITY

Federal and state efforts to measure the impact of funded activities are a means of demonstrating continuous quality improvement through the use of funded initiatives. The collection and analysis of data provide the state and school districts with important information for planning and targeting activities to make the greatest difference for students. It is one way to strengthen the educational system.

The MDE-OCTE has a commitment to performance measurement and accountability. State law requires school districts to report information about CTE instructional programs if receiving reimbursement for conducting the programs.

Data is collected through the Michigan Student Data System (MSDS), the Career and Technical Education Information System (CTEIS), and the Michigan Merit Exam (MME) for the purpose of reporting the Perkins Core Performance Indicators (CPIs), and for distributing State School Aid Act, Section 61a(1) funds. Data collection efforts and related activities continue to increase with the current focus on measurable outcomes at both the state and federal levels. The MDE-OCTE staff works collaboratively with the Center for Educational Performance and Information (CEPI) to promote coordination and exchange of data and to improve data accuracy and validity.

The federal legislation requires the use of data to drive CTE program improvement and improve student performance. Michigan has adopted the following CPIs for Perkins V:

- 1S1:** Four-year Graduation Cohort Rate
- 2S1:** Academic Proficiency in Reading/Language Arts
- 2S2:** Academic Proficiency in Mathematics
- 2S3:** Academic Proficiency in Science
- 3S1:** Post-Program Placement
- 4S1:** Nontraditional Program Concentration
- 5S1:** Recognized Postsecondary Credential

SECTION 8

FINANCIAL ADMINISTRATION FOR CTE PROGRAMS

PURPOSE AND BACKGROUND

The numerous responsibilities for managing a federal grant can be categorized as programmatic and financial. These instructions have been developed to provide career and technical education (CTE) administrators and grant managers with the necessary information about requirements and procedures used for the effective financial administration of federal and state CTE funds.

The information contained in this section is a summary of requirements contained in federal and state statutes, regulations, policies, and manuals. These instructions do not include all legal requirements applicable to CTE programs, nor are they intended to provide legal advice.

History of Carl D. Perkins Federal Funds

As early as 1917, Congress recognized the social and educational need for vocational education in public schools. The Smith-Hughes Vocational Education Act was passed “to provide for the promotion of vocational education; to provide for cooperation with the states in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with the states in preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure.” The legislation was “especially designed to prepare workers for the most common occupations in which the great mass of our people finds useful employment.”

In the 1960s, Congressional action expanded the role and scope of vocational education with the Carl D. Perkins Act (Perkins), focusing on improving vocational programs and serving special populations. In the 1990s, Perkins reflected on the education policies and reform efforts of the time. There was emphasis on the integration of vocational and academic instruction and added Tech Prep to make Perkins a tool for educational reform by linking vocational education more closely with academics and with instruction at the postsecondary level. The amendments of 1998 added increased references to technology, training teachers in technology, and distance learning. The intent was to ensure that programs receiving funds under Perkins responded to economic and employment needs.

The term “career and technical education” emerged in the 2006 reauthorization of Perkins, replacing “vocational education.” This 2006 Act focused on rigorous academic and technical skills as well as preparation for postsecondary education through programs of study. Perkins continues to be a vehicle to promote the preparation of students for the skills that are needed by business and industry for the global economy.

On July 31, 2018, the President signed Perkins V into law. The Strengthening of Career and Technical Education for the 21st Century Act (Perkins V) became law and was numbered Public Law 115-224. The purpose is “to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study.”

Michigan has participated in the Perkins programs since its inception. These funds are considered “flow-through funds” in that the state distributes the funds via formula to school districts. The federal legislation that authorizes the funding contains required activities that recipients of the funds must follow. Therefore, there are no discretionary funds available for schools or consortia – the activities must meet the intended purpose of the law. The Michigan Department of Education’s Office of Career and Technical Education (MDE-OCTE) administers the secondary CTE Perkins grants in Michigan. Eligible recipients for funding local education agencies (LEAs), both traditional public school districts and public school academies (PSAs) that provide state-approved CTE programs and services.

The Perkins funds are distributed electronically as a reimbursement of expenditures to eligible regional fiscal agents throughout the state. Eligible recipients are required to develop and submit a Comprehensive Local Needs Assessment (CLNA) to align with the purpose and intent of the Perkins legislation. These plans address the long-term goals and objectives for CTE partnerships in the region.

In addition to a CLNA, an annual application must be submitted that identifies the activities that will be completed to reach the long-term goals and objectives and to continually increase student performance as measured by the Perkins Core Performance Indicators (CPI). CTE Perkins funds may only be used to fund activities that support state-approved CTE programs.

Federal Administrative Requirements

Acceptance of federal grant funds is accompanied by requirements for strict compliance with terms, conditions, and regulations. Since grants are awarded to an institution, not an individual, the grantee organization accepts full legal responsibility for the program and for fulfilling the granting agency requirements.

The annual application contains assurances and certifications that are included in all federal education applications, as well as specific assurances pertaining to Perkins. These assurances must be certified electronically by authorized administrators (superintendent, regional CTE administrator, etc.).

There are three financial components that are essential to an integrated federal grant management system: financial management, procurement standards, and property and equipment management.

Financial Management

[\(Uniform Guidance 2 C.F.R. Part 200\)](#)

Fiscal control and accounting procedures of Perkins grant recipients must be sufficient to (1) permit the preparation of required reports and (2) permit the tracing of funds to a level of expenditures adequate to establish that funds have not been used in violation of the restrictions and prohibitions of applicable statutes. A summary of the financial management system described in the Uniform Guidance 2 C.F.R. Part 200.302, 200.303, 200.305, follows:

Financial Reporting

Accurate disclosure of the financial results of grant-funded activities must be made available upon request of the granting agency.

Accounting Records (200.302)

Grantees must maintain records that identify the source and use of grant funds. Project expenditures should be recorded within the function code and object classifications defined in the [Michigan Public School Accounting Manual](#) (PAM).

Internal Controls (200.303)

Internal controls are methods to help program and financial staff achieve program results, safeguard assets, ensure the reliability of accounting data, and comply with management policy, grant terms and conditions. In summary, federal grant recipients are required to:

1. Have controls in place.
2. Assign staff that are trained to use the controls.
3. Be certain that the controls are followed and are working.

Budget Control (200.430(i)(1)(vii))

Actual expenditures must be compared with budgeted amounts for each project on a regular basis.

Allowable Costs (200.403(a) and 200.430(i))

Costs charged to the Perkins grant must be allowable according to the Perkins Act, Uniform Guidance, program regulations, the terms of the grant agreement, and that occur during the period the funds are available.

Source Documentation

Accounting records must be supported by source documentation such as cancelled checks, paid bills, payroll, time and attendance records, purchase requisitions, purchase orders, contracts, and invoices.

Cash Management (200.305)

The grantee must minimize the time between making disbursements and drawing down funds for reimbursement.

Procurement Standards

([Uniform Guidance 2 C.F.R. Part 200.317-200.326](#))

Grant recipients may use their own procurement procedures which reflect applicable state and local laws and regulations, provided that the procedures conform to the federal law and regulations, including the following standards:

- Maintain a contract administration system that ensures that contractors comply with the terms and conditions of the contract
- Maintain a written code of standards of conduct for employees responsible for procurement transactions. The code of conduct must state that no employee, officer, or agent of the grantee shall participate in selection, or in the award or administration of a contract supported by federal funds if a conflict of interest, real or apparent, would be involved. Such a conflict would arise when:
 - the employee, officer, or agent,
 - any member of his immediate family,
 - his or her partner, or
 - an organization which employs, or is about to employ, any of the above
 - has a financial or other interest in the firm selected for award. The grantee's officers or employees may not solicit or accept gratuities, favors or anything of monetary value from contractors, potential contractors, or parties to an agreement
- Procedures include measures to avoid the purchase of unnecessary or duplicative items. All costs must be necessary for the performance or administration of the federal grant
- Make awards only to responsible contractors possessing the ability to perform successfully under the terms of the procurement agreement
- Maintain records sufficient to detail the significant history of the procurement, including, but not limited to, rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price
- Procurement transactions provide for full and open competition to the extent practicable. No contract can be made with a vendor that has been suspended or disbarred. Recipients must verify this if the contract is \$25,000 or more by checking the vendor's status on the [System for Award Management \(SAM\)](#) website

An agency may establish informal procurement procedures that can be used to secure services, supplies, etc. that do not cost more than the established threshold. The competitive bid threshold for purchasing supplies, materials, and equipment is calculated annually.

Property and Equipment Management

([Uniform Guidance 2 CFR Part 200.310-200.316](#))

Subrecipients are required to provide reasonable assurance that proper records are maintained for equipment acquired with federal funds, that equipment is adequately safeguarded and maintained, and that disposition of such equipment is done according to regulations. There are different rules for equipment and supplies.

Refer to the Uniform Guidance 2 CFR Part 200.313 for Equipment definitions and disposition.

Refer to the Uniform Guidance 2 CFR Part 200.314 for Supply definition.

CTE PERKINS REQUIREMENTS

Funding Policy

Funds generated by the Perkins formula are pooled at the regional (consortia) level. Each region/consortium receives its proportionate share based on the grand total of the amounts generated by local school districts, PSAs, and LEAs. Schools funded by the Bureau of Indian Affairs are treated as LEAs for inclusion in the region. Michigan sends each fiscal agent a list of PSAs and Indian education programs in their region for which they must deliver services and treat as an LEA. An assurance of this relationship is required in the regional application for Perkins funding.

Funds allocated to a regional consortium shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for authorized programs. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium as an LEA. An assurance of this relationship is required in the regional application for Perkins funding.

Funding Formula

Allocations to regions (consortia) are distributed based on the following formula:

- 70% is distributed in proportion to the census poverty counts of individuals aged 5-17 for each district served by the region as a percentage of the state total.
- 30% is distributed in proportion to the latest census count of individuals aged 5-17 residing in the districts served by the region as a percentage of the state total.

Once funds are distributed to the regional fiscal agency, members of the consortium may be reimbursed for expenditures based on approved regional activities.

Allowable Costs

Federal grant programs are governed by the Education Department General Administrative Regulations (EDGAR) and Uniform Guidance. To determine whether a cost may be paid with federal funds, i.e., whether the cost is permissible, subrecipients must be familiar with these rules. In general, a cost may be considered allowable if the following conditions are met.

- Be incurred during the grant period (generally, July 1st through June 30th). Grantees should be cautious about purchases that occur late in the grant period, while this may meet the letter of the regulation, does it provide benefit to the program during the eligible period?
- Be allowable under the Perkins Act

- Be necessary and reasonable. For instance:
 - It must be necessary for the performance or administration of the grant.
 - Is it really needed?
 - Does it meet the minimum necessary requirements, or does it contain all the “bells and whistles”?
 - It must follow sound business practices.
 - What would the prudent person do?
 - Do I have the capacity to use it?
 - Could I comfortably defend this purchase, or would I be embarrassed?
 - Can I prove that I paid fair market value?
- Be Allocable (200.405)
 - Proportional benefit. No cost shifting.
- Comply with the limitations of a grant agreement as well as other applicable federal and state laws and regulations:
 - Be authorized under state and local rules - if something is prohibited by state or local laws and policies, the use of federal funds is also prohibited.
 - Are allocated to the grant on a basis consistent with policies that apply to all activities of the grantee. (Incidental use by a non-Perkins program may be allowable if it does not interfere with the primary use).
 - The federal grant program is charged in proportion to the value received by the program.
 - Can prove the program benefited.
 - Are accounting for consistently and in accordance with generally accepted accounting principles.
 - Are adequately documented.

Supplement, Not Supplant

“Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities ...”

[Strengthening Career and Technical Education for the 21st Century Act, P.L. 115-224, Section 211]

The supplement, not supplant, requirement means that Perkins funds must add to, rather than substitute for, services provided with state and local funds. A recipient may not divert state or local funds from an activity merely because Perkins funds are available. In other words, providing CTE programs is a local responsibility, not a federal responsibility. Perkins funds should be added to the basic CTE program that a local district provides. The key question to ask when reviewing documentation to determine compliance is: "What would have happened in the absence of the Perkins funds?"

A specific example of such a circumstance is the use of federal funds for any program that a recipient is required by state law to provide. Because the school district would have to use state and local funds to provide statutorily required services in the absence of federal funds, the school district may not use Perkins funds in place of the state and local funds it would otherwise be required by law to use. Rather, the recipient may only use Perkins funds to provide supplemental services that it would not have provided had the Perkins funds not been available.

The following questions and answers are examples intended to help in clarifying this requirement.

1. Does it violate the supplement, not supplant, requirement if a school district uses Perkins funds to continue a program previously operated with state funds if the school district no longer qualifies for the state funds?

A recipient may have qualified for state funds to operate a program for at-risk students, for example, based on the number of such students attending the school district. If the number of students decreases and the district no longer qualifies for the state funds, the school district may continue to operate the program with Perkins funds if the program addresses the purposes of the Perkins legislation and does not violate the supplement, not supplant requirement.

There is no violation because the state funds would not be available, in the absence of Perkins, to continue the program previously provided. This, of course, presumes that the recipient would not fund the program out of any other nonfederal funds in the absence of Perkins.

2. If a school district was not able to implement an approved activity, can the funds budgeted for that activity be shifted and not violate the supplement, not supplant requirement?

Districts are required to continually monitor the status of approved activities and related budget items. If it is determined early in the school year that an activity will not occur as planned, a budget amendment may be submitted to establish a new activity and related budget item. Budget amendments that occur late in the grant year may indicate supplanting. Perkins projects are approved on an annual basis to be used by the end of the fiscal year (June 30th). If a budget adjustment was not approved prior to the end of the fiscal year, the funds may not be shifted. To do so would mean that the school district was replacing funds already spent with the unspent Perkins dollars. This would be supplanting.

3. If a school district orders computer equipment that is to be paid for with both state funds and Perkins funds, and subsequently, the state funds are not provided, would the use of Perkins funds to purchase the computer equipment be considered supplanting?

Federal requirements state that Perkins funds must be used to supplement and, to the extent practical, increase the level of funds that would, in the absence of the Perkins funds, be made available from nonfederal sources. If the reduction of nonfederal funds for the purchase of the computer equipment had occurred in the absence of Perkins funding, the use of Perkins funds for the same purpose would not be considered supplanting.

4. If a school district uses Perkins funds to purchase basic lab materials, does that expenditure violate the supplement, not supplant requirement?

Perkins funds may not be used for activities that a recipient would, in the absence of Perkins funds, make available with nonfederal funds. Presumably, in the absence of Perkins funds, a school district would have to purchase basic lab materials in order to provide instruction in the various occupational subjects. Thus, the use of Perkins funds to purchase this equipment that the school district would otherwise have to provide from local funds would violate the supplement, not supplant requirement. The school district, however, could use Perkins funds to purchase supplemental lab materials without violating that requirement.

Time and Effort Reporting

A subrecipient should have written policies and procedures that comply with state and federal timekeeping requirements, including sufficient detail to guide employee training to assure compliance, identify accountability or consequences for non-compliance, and require coordination between the program office and the business office. Uniform Guidance 2 CFR Part 200.430 requires an employee whose salary and wages are supported, in whole or in part, with federal funds to document his/her time spent working on the federal programs to ensure that charges to each federal program reflect an accurate account of the employee's time and effort devoted to that program.

A Personnel Activity Report (PAR) is no longer required under Uniform Guidance 2 CFR Part 200.430. However, it is still acceptable. If a PAR is used, please follow the guidelines provided within this section.

Cost Objective (200.28)

A cost objective is defined as a function, organizational subdivision, contract, grant, or other activity for which cost data are needed and for which costs are incurred.

A "single cost objective" can be a single function, a single grant, or a single activity. It is possible to work on a single cost objective even if an employee works on more than one federal award or on a federal award and a nonfederal award.

The key to determining whether an employee is working on a single cost objective is whether the employee's salary and wages can be supported, in full, from each of the federal awards on which the employee is working, or from the federal award alone if the employee's salary is also paid with nonfederal funds.

There are only four possible options to consider when determining whether to complete a semi-annual certification or PAR.

1. A single fund source with a single cost objective, complete semiannual certification.
2. A single fund source with multiple cost objectives completes a PAR.
3. Multiple funding sources with a single cost objective complete a semi-annual certification.
4. Multiple funding sources with a multiple cost objective complete a PAR.

Semi-Annual Certification

If an employee works solely on a single federal award or cost objective, charges for the employee's salary and wages must be supported by periodic certifications that the employee worked solely on the program or cost objective for the period covered by the certification. These certifications must be:

- Prepared after the fact and at least semi-annually
- Be signed by the employee or supervisory official having firsthand knowledge of the work performed by the employee

The United States Department of Education (USED) has authorized the use of a "blanket semi-annual certification" that would identify multiple employees working on the same single cost objective. This blanket certification would be signed and dated (after the fact) by the supervisory official having firsthand knowledge of the work performed by the employees.

Personnel Activity Reports

(Are Still Allowable)

If a PAR is used where an employee works on multiple activities or cost objectives, a distribution of the employee's salary and wages must be supported by documentation that includes the following:

- More than one federal award
- A federal award and a nonfederal award
- An indirect cost activity and a direct cost activity
- Two or more indirect activities that are allocated using different allocation bases
- An unallowable activity and a direct or indirect cost activity

The PAR must:

- Reflect an after-the-fact distribution of the actual activity of the employee
- Account for the total activity for which each employee is compensated
- Be prepared at least monthly and coincide with one or more pay periods
- Be signed by the employee

PERKINS GRANT PROCEDURES

This section describes the MDE-OCTE's implementation of the requirements for the CTE Perkins grant. MDE-OCTE expects that the local education agency staff associated with this grant will actively participate in the following responsibilities:

- Application
- Budget Preparation and Revision
- Post Award Administration
- Compliance Monitoring
- Evaluation
- Audit
- Financial Closeout (Final Expenditure Report)

Application

The CTE Perkins grant application is completed and submitted through [Next Generation Grant, Application and Cash Management \(NexSys\)](#).

Budget Preparation and Revision

The grant budget is an estimate of the cost of the activities proposed in the grant application. Communication between fiscal and program staff is essential. The CTE Perkins application budget is prepared once Core Performance Indicators (CPIs) and corresponding grant activities have been selected in [NexSys](#). Function codes for required and permissive activities are selected based on the appropriate use of funds.

Only the fiscal agency and Career Education Planning Districts (CEPDs) are eligible to have budgets in the grant application. For most regions, only the agencies employing the administrators are eligible to submit a participating agency budget in the regional application. A participating agency budget totaling less than \$15,000 in federal funds is not allowed. This is to ensure that the funds are not being reallocated to ineligible recipients (those not generating the minimum allocation) and that the use of funds will benefit all members of the consortium/region.

The Budget Summary for the region shows the amount of these flow-through funds in function code 410, Outgoing Transfers. The Regional Budget Summary shows the total regional budget by function code.

A reconciliation of the approved budget to actual expenditures should be done routinely. This may result in a need to shift grant funds between approved activities. A transfer of funds between line items that exceeds 10% of the original approved grant budget necessitates a request for budget revision. It may also require a change to the Action Plan and activities related to that line item. A grant amendment must be submitted before dollars can be expended for the projects.

Clear communication is necessary between the regional CTE administrator, project or grant coordinator, and the business office before submission of the budget adjustment.

The fiscal year ends June 30th. Final budgets must be submitted prior to June 1st; amendments submitted after this date will not be approved. Budget amendments that occur late in the grant year may indicate supplanting.

In the event of a national emergency or pandemic, possible grant extension(s) or exceptions may be allowed by the Federal Awarding Agency. If an extension or exception is made by the Federal Awarding Agency, the pass-through agency and the subrecipients will be allowed to extend the grant period and/or continue to pay salary and benefits during the state of emergency or pandemic.

Post Award Administration

Grant Award Notification

The fiscal agent may print a hard copy of the Grant Award Notification from NexSys after the application has been approved and the status is "Grant Funds Available." The project number, source code, and the approved amount are then made available in the NexSys System. Grantees may not begin to obligate funds until the latter of the following dates:

- July 1st
- The date the applicant submits its application in substantially approvable form

Reimbursement Process

[Login to NexSys](#) for reimbursement requests for CTE Perkins grant funds

Email Applications and Cash Management to: MDE-NexSys-Applications@Michigan.gov. Visit the NexSys website for more information.

Compliance Monitoring

Fiscal agents for the CTE Perkins regional consortia have additional financial-related responsibilities. These include:

1. Maintaining fiscal records, including monitoring expenditures against the approved budget.
2. Disbursing grant funds to participating agencies upon request for reimbursement of the cost of approved and completed activities.
3. Ensuring that all required reports are accurate and submitted by the due dates.
4. Be fiscally accountable for obligations and expenditures as required under the Single Audit Act and Uniform Guidance 2 CFR Part 200.

Participating agencies have the following responsibilities:

1. Maintain all necessary data and/or reports, including detailed financial transactions for costs incurred.
2. Prepare all required reports and forward to the fiscal agency in time to meet due dates.

3. Be fiscally accountable for obligations and expenditures as required under the Single Audit Act and Uniform Guidance 2 CFR Part 200.

Audit

CTE revenue and expenditures must be recorded according to the [Michigan Public School Accounting Manual](#) (Bulletin 1022). Each local and intermediate school district (ISD) is required to have an annual audit of the district's financial records. Auditors will test for appropriate classification regarding fund, function, and object code; therefore, it is important that CTE personnel work closely with fiscal staff for proper financial reporting.

Financial Closeout (Final Expenditure Reports)

NexSys – Next Generation Grant, Application and Cash Management

Final expenditure reports are due in NexSys at the end of August (60 days after the end of the grant period). The NexSys End-of-Year Report should be completed before starting the Final Expenditure Report (FER) in the Cash Management section of NexSys; this allows for a transfer of the budget and expenditure data.

A FER is due 60 days after the end of the grant period. There are three steps that the recipient must make when submitting their FER. The first two, entering and posting, can be done by the same individual.

Select "Reporting Final Expenditures (DS-4044)" from the Main Menu. The list that appears will include all active projects past the project ending date, all active projects in which all funds have been paid, and reopened projects. The project and approved budget information are loaded from the NexSys system.

1. Select the appropriate project from the list
2. Enter the federal expenditures according to function and object codes
3. Save
4. "Post" the report when it is complete and there are no errors

The third step is **certifying** the FER. The person authorized to certify the FER must not be the same person that entered and posted it.

1. Select "Certifying Final Expenditures (DS-4044)"
2. "Posted" FERs are listed
3. "Select" the appropriate project
4. Review the information, make changes if necessary
5. Click "I Certify"

PUBLIC SCHOOL FUNDING

History of State School Aid

In the past, public schools were financed through a combination of State Aid payments and locally raised revenue (property tax mills). State Aid was provided through an equalization formula for general purpose and categorical aid. The equalization method guaranteed each district a minimum return per pupil for each mill of property tax levied. Districts could tax themselves at whatever rate voters approved. If the district's local revenue per pupil exceeded the state's guaranteed revenue, they were "out of formula" and received no general school aid. The state equalized value and millage rate formula created an opportunity for inequity in school funding.

In 1993, the Michigan legislature eliminated local school property taxes and the State Equalized Value as a means of financing public schools. To replace the revenue to the School Aid Fund, proceeds from increased sales tax (4% to 6%), the cigarette tax, and other taxes help provide operating funds.

The mechanism for reformed school financing in Michigan is a foundation allowance. It is a per-pupil amount that is a combination of State Aid and non-homestead property tax revenue. To receive the full foundation allowance, a district must levy local school-operating mills on the non-homestead property of 18 mills. The state payment per pupil is the difference between the district base amount (what a school received in 1993-94 per pupil) and the local revenue. The plan includes an annual increase in revenue per pupil. Lower revenue districts receive larger dollar and percentage increases, while higher revenue districts receive flat dollar increases.

Public School Accounting

The Michigan Compiled Laws contain the legal requirements for school district accounting. The Compiled Laws, together with Administrative Code Rules governing school accounting, have the force and effect of law and are legally binding on Michigan's LEAs. The [Michigan Public School Accounting Manual](#) is the required accounting manual for LEAs of Michigan.

The provisions of P. A. 621 (Uniform Budgeting and Accounting Act) became effective July 1, 1981. At that time, boards of education and school district administrators were required to come into compliance with the Act. The purpose is to provide the structure necessary for a close relationship between the administrator and the local school board with regard to the establishment of budgets and appropriations.

P.A. 621 also provides that the state superintendent shall publish suggested manuals, forms, and operating procedures for use by local/ISDs. The superintendent is responsible for budget preparation and presentation to the school board and for the control of expenditures as presented in the Budget and General Appropriations Act. The superintendent may assign the duty of preparation and

administration of the budget to a fiscal office. Local districts must prepare a budget for the general school fund, debt retirement fund, and special education fund. ISDs must also include the special education fund, area vocational education fund, and the cooperative education fund. The school district must hold a public hearing on the budget before it is adopted, as provided for in school laws.

State Aid Process within MDE-OCTE

Each year, a school district is confronted with the task of achieving numerous educational objectives within available financial resources. The accomplishment of this task is more probable through School Aid categorical funding approved by the state legislature each year. These funds are for specific purposes and are awarded to eligible agencies in addition to the basic foundation allowance. MDE-OCTE implements and monitors the activities for the following sections of the [State School Aid Act](#):

- Section 61a(1) - CTE programs (Added Cost) are based on expenditure data and enrollments. Funding for programs is distributed according to the established rank list based on wage, placement, and job outlook data.
- Section 61a(2) - CTE Administrator Reimbursement is proportioned to approved administrators based on a combination of Perkins administration funding level and percent of time spent administering CTE programs.
- Section 61b – Funds for CTE Early Middle College (EMC) and CTE dual enrollment programs and planning grants for the development or expansion of CTE EMC programs to increase the number of Michigan residents with high-quality degrees or credentials, and to increase the number of students who are college and career ready upon high school graduation.
- 61c - Equipment grant that distributes products and services to CEPDs for state-approved CTE programs throughout Michigan.
- Section 61d – Funds to districts for CTE programs for the purpose of increasing the number of Michigan residents with high-quality degrees or credentials and to increase the number of pupils who are college- and career-ready upon high school graduation.

The roster of districts and allocations is sent to the Michigan Department of Education (MDE) School Aid Office. Payments are distributed through the State Aid funding process in 11 equal allocations throughout the year. Schools must report expenditures in the Schedule B form due each year in the fall.

NONCOMPLIANCE PROVISIONS

Noncompliance Conditions

For the purposes of the administration of state and federal funds, the following situations are incidences for which a school district may be found to be out of compliance with program requirements. All of these issues have a basis in the federal or state law and regulations:

- Incomplete, insufficient, or late application materials
- Onsite monitoring finds the district (including career centers) out of compliance with requirements
- Insufficient or no progress made toward CPI levels
- Incomplete, inaccurate, insufficient, or late follow-up, enrollment, course information, and other data reports
- A budget that is not approved prior to the expenditure of funds
- Incomplete, insufficient, or late narrative or financial reports
- Non-submission of the annual Single Audit Act reports
- Inappropriate use of funding
- Non-submission of individual student enrollment data for all state-approved CTE programs
- Failure to provide the MDE-OCTE with the necessary information to reasonably carry out its function under the Act
- Failure to complete a required CPI activity
- Failure to meet a required Use of Funds activity
- In circumstances where noncompliance has been established, state and/or federal funds may be withheld from an institution until the school district reaches compliance, or funds may be recaptured from the recipient

Provisions for Withholding Recipient Funds

It is not the intent of the MDE-OCTE to be punitive when issues of noncompliance are found. However, Perkins legislation is clear that the MDE-OCTE must be provided with the information necessary to reasonably carry out its function under the Act. In the event that a participating educational agency is delinquent in submitting required data to the fiscal agency, a specific request and deadline for the report or other required data shall be delivered in writing to the participating educational agency by the fiscal agency. If the participating educational agency is requested to return Perkins and/or State School Aid Funds received for the fiscal year, they may be prohibited from receiving any such funds in the subsequent fiscal year.

Procedures for the withholding of funds for noncompliance must follow due process:

- When a noncompliance finding is identified, an email contact from MDE-OCTE will be sent to the superintendent and the CTE administrator.

- Within 30 days of the date of the letter, the superintendent or designee is expected to review the findings and respond to MDE-OCTE.
- Within 30 days of the date of the response letter, MDE-OCTE will contact the superintendent or designee to discuss the findings, procedures, and timelines for corrective action and/or other appropriate response.

Procedures for Fund Recovery

If it is found through a financial audit, onsite monitoring, application, or final report review that federal or state school aid funds have been misused or misappropriated, fund recovery procedures will be instituted by MDE-OCTE.

Appeal Process

Michigan school districts and other clients of the MDE (Department) shall have access to review procedures in regard to decisions and actions taken on monitoring visits and the enforcement of reporting requirements.

The procedures for notification and review are as follows:

1. An eligible subrecipient who intends to appeal the Department's action shall notify the MDE-OCTE state director in writing within 14 calendar days of receipt of the Department's findings. Within an additional 16 calendar days of receipt of the findings, the subrecipient shall submit a written request for review which shall state: (a) the finding of the Department that is in question; (b) the issues upon which the Department's finding is challenged; and (c) all pertinent facts related thereto.
2. Upon receipt of such a request, the MDE-OCTE state director shall prepare and issue a written reply within 30 calendar days. Such a reply may include a change of position by the Department or an affirmation of its original position, in whole or in part.
3. Within 14 calendar days of receipt of the reply from the Department, the subrecipient whose appeal has been denied shall indicate whether it wishes to continue a request for review by the Department. Such notification shall be sent to the MDE-OCTE state director. If the timing of the local board of education meetings prevents the subrecipient from acting within the allotted 14 days, the subrecipient shall send the MDE-OCTE state director written notification of this fact within the initial 14-day period. A subrecipient providing this notification shall have a total of 30 calendar days to submit a request for continued review.
4. Within 14 calendar days of receipt of notice indicating a further review of the decision, a final meeting shall be scheduled. At this time, there shall be a discussion including the subrecipient's representative, the MDE-OCTE state director, appropriate MDE-OCTE staff, and/or the deputy superintendent of the MDE bureau or designee.

5. The MDE-OCTE state director or designee, may make a ruling based upon the facts presented or may convene a review panel of three members.
6. If a review panel is convened, within 14 calendar days of receipt of information and materials, the panel shall review the documentation and decision for the purpose of making one of the following recommendations to the deputy superintendent:
 - a. Further review is not warranted based upon the facts presented. The review should end. Original staff decision is supported.
 - b. Further review is warranted based upon the facts presented. Original staff decision is not supported.
 - c. Further review may be unwarranted because there is an alternative solution that can be suggested to the subrecipient. The original staff decision is not modified.
7. The deputy superintendent of the MDE-OCTE shall make a decision regarding the appeal. All decisions are based on applicable laws and the policies of the MDE.

SECTION 9

DATA, EVALUATION AND RESEARCH

RECOGNIZED POSTSECONDARY CREDENTIALS

Under the Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V), states are required to report on student attainment of career and technical proficiencies, including student achievement on recognized postsecondary credentials that are aligned with industry-recognized standards. New and updated credentials will be implemented gradually for the duration of the Perkins V legislation through the Career Pathway Grant (CPG).

The CPG is a collaborative grant opportunity offered by the Michigan Department of Education's Office of Career and Technical Education (MDE-OCTE) and the Labor and Economic Opportunity-Workforce Development (LEO-WD) to fund secondary/postsecondary collaborative partnerships for the purpose of developing seamless secondary/postsecondary programs of study aligned to local labor market needs and student interest; with student-friendly on-ramps and off-ramps, that culminate in postsecondary recognized credentials. Grant recipients work to identify the credentials valued by employers and link those credentials to state Career and Technical Education (CTE) program standards and ensure aligned, high-quality CTE programs of study.

Questions regarding the selection and implementation of recognized postsecondary credentials may be directed to Dr. Jill Kroll at 517-559-1403 or KrollJ1@Michigan.gov.

CAREER TECHNICAL EDUCATION INFORMATION SYSTEM

The [Career and Technical Education Information System \(CTEIS\)](#) is a secure web-based information system that can be accessed from any computer with an internet connection. CTEIS is used to collect information required for mandated state and federal reporting. This includes information on student enrollment and completion of state-approved CTE programs, recognized postsecondary credentials, and student placement in employment and continuing education. Districts upload data to CTEIS either through direct upload from district student management systems or through entry/upload of student data. Users of the system are granted access to one or more reporting roles by a CTEIS Level 5 authorized official for their fiscal agency.

The system allows MDE-OCTE and districts to:

- Share data securely
- Securely collect data necessary to report back to districts and the federal government
- Generate all the state CTE required reports, including:
 - End-of-Year Unduplicated Student Enrollment and Completion
 - Spring Program/Course/Section Enrollment Counts (for state aid funding purposes)
 - Placement (Follow-up) Survey

CTEIS also provides access to CTE data collected over time. This enables districts to better analyze, plan, and forecast to improve programs and meet the needs of students. Aggregate data reports are available to districts and the public on the [MDE website](#), and the Michigan CTE Dashboards available at analytics.cteis.com.

CTEIS requires that each student record be identified using the student Unique Identification Code (UIC) to allow matching of student data in CTEIS with student data already collected in other state systems, including the Michigan Student Data System (MSDS) and the Michigan Merit Exam.

Users must have a MiLogin for Third Party account and have been granted access to the system by the CTEIS Level 5 authorized official for a fiscal agency.

PERKINS CORE PERFORMANCE INDICATORS

Perkins V requires that states establish a performance accountability system designed to assess the effectiveness of the state in achieving statewide progress in CTE. The state-developed performance measures must consist of core indicators, additional indicators that the state determines, and the state-adjusted levels of performance for the core indicators. States are required to continually make progress toward improving the performance of CTE students.

The Core Indicators contained in the Perkins CTE (Section 113. Accountability) are:

1. The percentage of CTE concentrators who graduate from high school, as measured by the four-year adjusted cohort graduation rate (defined in Section 8101 of the Elementary and Secondary Education Act of 1965).
2. CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in Section 1111(b)(2) of such Act.
3. The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)) or are employed.
4. The percentage of CTE concentrators in CTE programs and programs of study that lead to non-traditional fields.
5. Indicators of CTE program quality as the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

With input from eligible recipients, the state established and included in the Michigan Perkins State Plan measurable levels of performance for each core indicator. MDE-OCTE and each local eligible recipient obtained an agreement to accept the state determined levels of performance (SDLP) for each year of the plan established. The SDLP may be revised for any of the core indicators of performance for the subsequent program years (prior to the third program year) covered by the state plan, and submit the revised SDLPs to the United States Secretary of Education. Levels may also be revised if unforeseen circumstances (such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the state) arise that affect the outcome at the end of the program year.

The state must submit a Consolidated Annual Report (CAR), to the United States Department of Education (USED) each year regarding the state's progress in achieving the performance levels, including the performance of student demographics, special populations, and career clusters. The USED will make state-by-state comparisons and will issue a report to Congress and the public.

REGIONAL IMPROVEMENT PLAN

MDE-OCTE is required to evaluate eligible recipients' performance using regional levels of performance. If an eligible recipient does not meet at least 90 percent of an agreed-upon local level of performance for any core indicator of performance for all CTE concentrators, the eligible recipient (region) shall develop and implement a program improvement plan in consultation with MDE-OCTE during the first program year succeeding the program year for which the region failed to meet the local level of performance. (Section 123(b)(2)). Under the requirements of the act, a region will not be eligible to adjust performance levels while executing an improvement plan.

All or a portion of a region's Perkins allotment may be withheld if the region:

1. Fails to implement an improvement plan.
2. Fails to meet at least 90 percent of the local level of performance for the core indicator of performance for three consecutive years.

If a state does not perform satisfactorily (less than 90 percent on any Core Performance Indicator level) or does not implement an improvement plan, the USED may withhold some or all funds to the state under this title. Likewise, if the state has performed unsatisfactorily for three years, the USED may withhold some or all funds. Before withholding funds, an opportunity for a hearing must be granted. Withheld funds shall be used to provide technical assistance, to assist in the development of an improved state improvement plan, or for other improvement activities consistent with the requirements of the act.



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