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) 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