



## Frequently Asked Questions

51.0000, Health Sciences

Below are frequently asked questions (FAQs) for new and updated credentials for Perkins V reporting beginning in the 2021–2022 school year, developed under the Career Pathways Program.

- 1. Q: If the Career and Technical Education (CTE) Classification of Instructional Programs (CIP) code is not listed, what are the expectations for next year.**

A: If a CIP code is not listed in the [Credential Update for Perkins V Reporting](#) memo, teachers will continue to work with Perkins IV segments until the program goes through the Career Pathway Program. Programs that have been through the Career Pathways Grant (CPG) Perkins V process must implement competencies and report instructional design by competency and Perkins Course Competencies (PCC) in Fall 2021 for the 2021-2022 school year.

- 2. Q: Are there any other standards that can be added or is it too late now?**

A: Additional credentials may be added using the Career Pathways Grant-Additional Credential Recommendation Application found on the [Career Pathways webpage](#).

- 3. Q: Not every course in our health science sequence or Program of Study offers a credential. Does every course have to offer a credential?**

A: Local programs may vary in length depending on the schedule and calendar of the district. In a multi-year program, students do not have to earn a credential each year. However, it is strongly recommended that students be offered the opportunity to earn additional credentials, if available, as this increases student's competitive advantage for employment and value to future employers. If a student is not ready to attempt the credential, it is advised the student wait to attempt the credential until they are better prepared.

- 4. Q: What are the dental, sports medicine or athletic training credentials that can be used?**

A: Dental, sports medicine, and athletic training credentials have not been identified for 51.0000 at this time. Regions that may have identified additional health science credentials should consider applying for the Career Pathways-Additional Credentials grant to add this credential to the approved list and align it with the career pathways grant work.

**5. Q: Where can I find information about the vendor? How do I know if I can teach to the credential? What credentials, work experience or certifications do I need to teach the credential?**

A: Refer to the Credential Tip Sheets for specific credential information, which can be found on the [CTE Instructional Resources, by Career Cluster](#).

**6. Q: Do all our students need a credential? Or is this an option in our program? To complete a PCC, do they need a credential?**

A: Students can complete PCCs without completing a credential. However, to be counted in the numerator for 5S1, a student must earn one or a group of credentials as specified on the [Credential Update for Perkins V Reporting](#) memo. Programs may choose to offer multiple credential options in the program or may offer more than one credential for students.

**7. Q: We no longer must do a gap analysis?**

A: Correct! The new CIP Overview documents, which include standards alignment tabs, will replace the gap analysis documents for programs that have worked through the Career Pathways Grant process. Teachers in these programs will no longer need to fill out and submit a gap analysis in the CTE Portal as part of the CIP Self-Review.

**8. Q: If we have a two-year program, do we need to offer a credential each year? Would we offer the credential to our concentrators or only completers?**

A: Local programs may vary in length depending on the schedule and calendar of the district. In a multi-year program, students do not have to earn a credential each year. However, it is strongly recommended that students be offered the opportunity to earn additional credentials, if available, as this increases student's competitive advantage for employment and value to future employers. If a student is not ready to attempt the credential, it is advised the student wait to attempt the credential until they are better prepared. Local districts can determine which approved credential(s) will be offered for each individual program. Each program, in collaboration with the program advisory committee, will have to determine which credential(s) best meet the needs of the local community and students.

**9. Q: May programs still offer content advanced beyond the state standards, such as used to be designated by segment Q?**

A: CTE program will still be allowed to offer advanced content beyond the identified competencies. Local courses offering advanced content will identify those PCCs with Z.

**10. Q: Many of these certification tests can't be taken until a student is 18 and/or have already graduated. What do we do about that?**

A: For some credentials there is an exception that allows students who are graduating within 12 months of the examination to earn a provisional certificate, which will be converted to a full certification upon verification of graduation. See the [NHA FAQ page](#) for more information on this process for those credentials.

**11. Q: What is the percentage goal?**

A: States are required to set and meet State Determined Levels of Performance (SDLPs) for each Perkins Core Performance Indicator (CPI) annually. Perkins grant regions must meet Local Levels of Performance which are based on the performance of the students in the region. Consult the district's local CTE director or CEPD administrator for information on state and regional required levels of performance.

**12. Q: Will earning a Credential affect funding for that student?**

A: The credential is used to compute CPI 5S1 - the Perkins indicator for program quality.

The 61a1 funding formula student advancement factor measure is currently under review by the CTE state-aid referent group.

**13. Q: What if a student doesn't sit for test until they are in college? Students have 2 years to take the CNA test; how does that work in order to identify a student as a concentrator? They could graduate and take the State test for CNA up to 2 years after they graduate.**

A: As indicated in the memo, [Pre-Approved Credentials for Perkins V Reporting for 2020-2021 memo](#), an eligible credential must be earned by a student after enrollment in the CTE program through August 31st of the year the student graduated from high school to be reported in the Career and Technical Education Information System (CTEIS) for 5S1 for the student.

Students who sit for the CNA credential after that date cannot be reported in CTEIS. However, you have still provided a student with an amazing experience and skills; and will be contacting that student for the Annual Follow Up Survey to report on their placement for the 3S1 post-program placement indicator.

**14. Q: Most of these certifications have a national 80% pass rate. Do students have to pass to “count”?**

A: Yes, students need to earn the credential in order to be counted in your CPI data. The CPI is based on the number of concentrators who *earn*, not simply attempt, the credential. Credentials can be earned as students complete the content and requirements set forth by the credentialing agency.

The 5S1 CPI is calculated on the percentage of CTE concentrators who graduated from high school having attained a recognized postsecondary credential by August 31st of student’s graduation year. CPI 5S1 on any reports show the prior year graduates’ performance. The numerator of 5S1 is number of CTE concentrators who graduated from high school having attained a recognized postsecondary credential during high school; and the denominator of 5S1 is number of all CTE concentrators who graduated from high school in that school year. Therefore, all CTE concentrators who graduate from high school are part of the 5S1 calculation, so programs do not need to report the number of students that attempt the credential test. If a student does not pass the credential and takes it again, it may still count toward the program’s CPI if the results are obtained within the required time frame.

**15. Q: What about reporting of credentials for our teacher evaluation?**

A: Credentialing measures have not been validated for measuring student growth or for teacher evaluation. More information from the Office of Career and Technical Education (OCTE) will be forthcoming. However, it is great to use them to market your programs and share attainment data as points of pride with stakeholders.

**16. Q: What are the teacher requirements to teach any of these individual specific credentials?**

A: Each credential has specific instructor requirements. Teachers do not necessarily need to have earned the credential to offer a credential and may only need to be a proctor. The opportunity for teachers to get the credential or take the assessment is determined

by the credentialing agency. Teachers may be subject to the same requirements as students to qualify.

The Credential Tip sheets provides information and links to specific requirements to teach each credential.

**17. Q: In our small community we will be in direct competition for the clinical component as our community college offers the same programs. How should we address this?**

A: Discuss the credential options and requirements with your program advisory committee and postsecondary partners to determine how to address this concern.

**18. Q: Will PSN's change to reflect each certification?**

A: No

**19. Q: I noticed some competencies are listed in italics and others are not. Is that on purpose?**

A: Competencies listed in italics align with more than one National Consortium for Health Science Education (NCHSE) foundational standards and may appear more than once on the Competency Statement tab. Each competency is only identified one time within the program sequence and only linked to one PCC for reporting.

**20. Q: What are some sequencing options for offering a CNA in a two-year program?**

A: Each local district or program will have to determine the best way to offer the program and meet the credentials. Discuss the program sequence and credential options with your program advisory committee and reach out to other MIHSE association members for recommendations and ideas.

**21. Q: Am I correct in thinking that some of the curriculum vendors are training teachers to teach the curriculum to prepare kids for these credentials**

A: Some of the credential vendors have amazing resources. OCTE does not endorse any specific texts or instructional resource. Teachers are encouraged to review credential requirements, contact vendors, review products, and discuss options with the district's CTE administrator.

More information will be coming about partnerships and resource to support teachers as they work through the implementation process.

**22. Q: Is there a vendor recommended for OSHA and First Aid/CPR?**

A: OCTE does not endorse any specific texts or instructional resource. Teachers are encouraged to review credential requirements, contact vendors, review products, and discuss options with the district's CTE administrator, program advisory committee, and postsecondary partners. Teachers should also review the requirements for the approved credential they are offering for clarification on supplemental credential vendors.

**23. Q: Does a certificate of completion for the CNA count as a credential or do they need to take the state test?**

A: The CPI is based on the number of concentrators who *earn*, not simply attempt, the credential. Credentials can be earned as students complete the content and requirements set forth by the credentialing agency.

**24. Q: If a first-year teacher taught PCC A, B and C would these be concentrators or completers? Or none of the above?**

A: Michigan defined Perkins standardized course definitions and student progress definitions on April 21, 2021. Refer to the OCTE Memo, [Perkins V FINAL Definitions: Course, Participant, Concentrator, Completer](#) for final definitions.

**25. Q: Are there requirements for our paraprofessionals too?**

A: Requirements for paraprofessionals are determined at the local level. OCTE did not address that in this project.

**26. Q: Did you say that Health programs are going to have until 2022-2023 to report their programs as Perkins V courses in CTEIS?**

A: Health Science programs will begin reporting by competency and PCC on the Instructional Design Form in Fall 2021.

- The new and updated credentials for Perkins V reporting will begin in the 2021-2022 school year.
- Programs currently offering credentials on the approved list can report as soon as the 2021-2022 school year.
- Programs that are not currently implementing one of the approved credentials or that must make changes to program structure may need two years for redesign. Credentials must be offered to students and reported in the 2022-2023 school year.

**27. Q: If students don't pass the Emergency Medical Technician (EMT) curriculum can they take the First Responder instead?**

A: The First Responder credential is not currently on the approved list and would not meet the current criteria for the Core Performance Indicator; however, you may still offer that option to students and include it on the supplemental list of credentials in CTEIS.

**Useful Links:**

- [Career Pathways Grant webpage](#)
- [Perkins V FINAL Definitions: Course, Participant, Concentrator, Completer, memo](#)
- [Credential Update for Perkins V Reporting](#)

**Contact Information**

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