SECTION 6: Career Technical Education Early Middle College (CTE EMC)

EMC and Career Center Programs

EMCs and CTE programs collaborate to provide CTE EMC programs of study inclusive of postsecondary coursework.

CTE EMC Program Serial Numbers (PSN)

Regular CTE programs have a program serial number (PSN), and CTE EMC programs have a different PSN. Refer to the CTE EMC Program section in the New CTE Program Application Tool Kit to apply for a new CTE EMC program (PSN).

MDE-OCTE assigns PSNs once a new program application is approved. PSNs are unique codes representing a specific classification of instructional program (CIP) code located in a specific building.

Leveraging CTE to Support the MMC

While traditional course-taking pathways are an option under the MMC, the legislation is specific in stating that schools may provide curriculum by using alternative instructional delivery methods such as alternative course work, humanities course sequences, CTE, industrial technology courses, vocational education, or a combination of these.

Articulated Credits and EMC Outcomes

CTE EMC programs of study often include articulated credit opportunities through CTE courses. These articulated credits should be reflected in the program of study and may be counted toward EMC outcomes, such as an associate degree, 60 transferable credits, or the MEMCA Technical Certificate.

EMCs are encouraged to collaborate with their postsecondary partners to ensure articulated credits are recorded on students' college transcripts. Including these credits on the transcript is considered a best practice and can be formalized in the Memorandum of Understanding between the EMC and the college. This documentation is important to verify and validate the EMC outcomes achieved by students.

CTE EMC Student and Completion of a State-Approved CTE Program

It is recommended that the CTE EMC program of study (POS) be designed to allow the students to complete a state-approved CTE secondary program by the end of the fourth year of high school. However, it is understood that in certain instances, it may be in the best interest of the student for the district to allow the completion of a CTE program during the fifth year. Allowing completion during the fifth year or failing to complete the CTE program could result in a loss of MMC flexibility and could require students to take additional classes for a high school diploma.

EMC Funding

CTE programs can generate funding for CTE EMCs. Information on funding a CTE EMC is available on the MDE-OCTE website: MDE - Career and Technical Education (michigan.gov) under the At-A-Glance Resources.

Career and Technical Education Information System (CTEIS)

CTEIS is used for reporting all CTE student and program data for State Aid funding and federal reporting purposes. CTEIS is used to report all CTE courses. Non-CTE courses should be reported in TSDL.

Teacher Student Data Link (TSDL) Repeated for CTE EMC

The TSDL is a component of the MSDS and links students to the teacher providing instruction. The TSDL data reflects each student's performance in classes taken throughout the year.

TSDL Reporting for EMC Students:

- Report all non-CTE courses for EMC students in TSDL – even if the student did not pass the course.
- Report all high school credits granted. Students may decline high school credit for Dual Enrollment courses.
- Report the amount of credit hours associated with each postsecondary course the student attempted, even if the student did not pass the course.
- If a district chooses to report CTE courses in both CTEIS and TSDL, the subject area code for the CTE course should be reported as 00 in TSDL. If a student takes more than one CTE EMC course during the year, only one CTE EMC course (per program) is required to be reported in CTEIS for that student to qualify for Section 61b funds.

Section 61b State School Aid Formula Funding and Planning Grants

The MDE-OCTE oversees the State School Aid Act of 1979, Section 388.1661b funding. Section 61b allocates funding from the State School Aid fund appropriation for the expansion of CTE EMC and CTE dual enrollment programs. The purpose of these programs is to increase the number of Michigan residents with high-quality degrees or credentials. A description of the formula funding and strategic planning process that is required for funding is located in the State School Aid Section 61b CTE Early Middle College (EMC) and CTE Dual Enrollment Tool Kit.

There is also an allocated amount from the state school aid fund allocation for grants to ISDs or consortia of ISDs for the purpose of planning for new or expanded EMC programs. The 61b(8) Planning Grant application is available in May and due in August each year. The grant may be used toward new equipment, supplies, textbooks, computers, software, lab supplies, and promotion materials including brochures, social media ads, radio ads, websites, and billboards. Other examples include meetings to align curriculum, developing programs of study, and staffing support such as items to manage social media or a student success coordinator. More information about the 61b(8) Planning Grant can be found in the State School Aid Section 61b CTE Early Middle College (EMC) and CTE Dual Enrollment Tool Kit.

All state school aid funding and requirements are subject to change based on the annual passage of the State School Aid budget. Links to the related information are provided:

- Section 61b Legislation
- State School Aid Section 61b CTE Early Middle College (EMC) and CTE Dual Enrollment Tool Kit
- Section 61b Eligible CIP Codes

Developing CTE EMC Programs

Districts interested in starting new CTE EMC programs should contact the MDE EMC staff and consult with the appropriate CTE education consultant. If a current CTE EMC wants to add an additional program/pathway, the EMC should submit a copy of the POS to MDE EMC staff. If the postsecondary partner is new, a copy of the signed memorandum of understanding (MOU) must also be submitted. The POS should identify the course(s) that will count for the math requirement and the two courses that will fulfill the high school credit during the fifth year. The CTE EMC should have a program serial number (PSN) for the new program or plan to apply during the next application cycle. Guidance on applying for a new PSN can be found in the New CTE Program Application Tool Kit.

CTE EMC Sample Program of Study (POS)

Five-year programs of study are required for any EMC program. When applying for a CTE EMC program, the district must submit a sample five-year POS.

See **Appendix F** in the New CTE Program Application Tool Kit.

Coding EMC Students Prior to New CTE EMC Program Application Approval

Districts that are applying for CTE EMC PSN approval can code EMC students 3500 by the coding deadline prior to final MDE approval. Districts should maintain the following documentation:

- EMC meetings held for grade 11 students.
- Code grade 11 students 3500 in the MSDS by the fall certification date.
- Apply for a new CTE EMC program (PSN).
- When the new CTE EMC program application is approved and the district receives the CTE EMC PSN, enroll the students participating in the CTE EMC in the new CTE **EMC** PSN in CTEIS.
- If any student coded 3500 in the fall decides not to participate in the CTE EMC, remove the 3500 code from the MSDS by the mid-June CTEIS end-of-year reporting deadline. (If applicable, these students will remain enrolled in the "regular" state-approved CTE PSN in CTEIS.)
- If the district's CTE EMC application does not get approved, remove the 3500 code for all the students in the MSDS.