



## Office of Career and Technical Education

### State School Aid Section 61b Career and Technical Education (CTE)

### Early Middle College (EMC) and CTE Dual Enrollment Tool Kit

February 2022



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## Welcome & Overview

The Michigan Department of Education, Office of Career and Technical Education (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 Career and Technical Education (CTE) early middle college and CTE dual enrollment programs. The purpose of these programs is to increase the number of Michigan residents with high-quality degrees or credentials.

**All state school aid funding and requirements are subject to change based on the annual passage of the State School Aid budget.**

You may find the most current Section 61b legislation here:  
<http://legislature.mi.gov/doc.aspx?mcl-388-1661b>

### Technical Tool Kit Objective

The Technical Tool Kit is designed as a source of information and guidance for Career Education Planning District (CEPD) administrators and 61b Intermediate School District (ISD) fiscal agencies.



## Section 61b Component Definitions

This section is to define formula funding, strategic plans, and planning grants. Additional guidance for each section will be provided later in the document.

### Formula Funding

Section 61b legislation defines how the funding formula is calculated:

(a) The MDE - OCTE shall determine statewide average CTE costs per pupil for each Classification of Instructional Program (CIP) code by calculating statewide average costs for each CIP code for the 3 most recent fiscal years.

(b) The distribution to each eligible CTE early middle college or CTE dual enrollment program is the product of 50% of CTE costs per pupil times the pupil enrollment of each eligible CTE early middle college or CTE dual enrollment program in the immediately preceding school year.

If the allocation under Section 61b(1) is insufficient to fully fund payments as otherwise calculated under this section, the department shall prorate payments under this section on an equal percentage basis.

The MDE - OCTE will use the prior school year and final CTE early middle college and CTE dual enrollment data reported in Career and Technical Education Information System (CTEIS) to calculate Section 61b funds.

High school students enrolled in *eligible* CTE early middle college and CTE dual enrollment programs will generate Section 61b funding.

**Eligible** means:

**CTE EMC:** Students reported in a course in CTEIS, in a CTE EMC Program Serial Number (PSN), in a CIP code that is listed on the [https://www.michigan.gov/documents/mde/Section\\_61b\\_Top\\_5\\_Career\\_Clusters\\_CIP\\_Codes\\_2020-2024\\_738924\\_7.pdf](https://www.michigan.gov/documents/mde/Section_61b_Top_5_Career_Clusters_CIP_Codes_2020-2024_738924_7.pdf) and coded 3500 in the Michigan Student Data System (MSDS).

**CTE Dual Enrollment:** Students reported in a course in CTEIS in a *non-EMC* CTE PSN, in a CIP code that is listed on the Section 61b Top 5 Career Cluster & Eligible CIP code list, for which college credits are reported. **Please Note: The college credits must be placed on the student's college transcript in the year in which the student earned them.**



## Strategic Plan

The strategic plan requires that the 61b ISD fiscal agent collaborate with the career education advisory council (CEAC), in the workforce development board service delivery area, to develop one regional strategic plan that aligns CTE programs and services into an efficient and effective delivery system for high school students. The MDE - OCTE will align career education planning districts, workforce development board service delivery areas, and intermediate school districts for the purpose of creating one regional strategic plan for each workforce development board service delivery area.

One result of strategic planning is the career cluster ranking to determine CIP codes that are eligible to receive Section 61b formula funding. Specific details on the strategic plan can be found on page 9.

## Planning Grants

From the Section 61b allocation is an amount set by the Legislature for *competitive* grants to intermediate school districts or consortia of intermediate school districts for the purpose of planning for *new* or *expanded* CTE early middle college programs.

The grants can be used to develop and plan the opening of a new EMC as well as expanding a current EMC. Planning grant dollars can be used in the same manner as foundation allowance funding for planning, marketing, supplies, equipment, staff etc. A group of reviewers, selected by the MDE – OCTE, will review and score the applications. Year-end reports on accomplished activities and expenditures will be due to the MDE – OCTE.





## **Formula Funding Process & Fiscal Agents**

Fiscal Agent Eligibility-Section 61b(2) states:

“From the funds allocated under subsection (1), the department shall allocate an amount as determined under this subsection to each intermediate school district serving as a fiscal agent for state-approved CTE early middle college and CTE dual enrollment programs in each of the career education planning districts identified by the department. An intermediate school district shall not use more than 5% of the funds allocated under this subsection for administrative costs for serving as the fiscal agent”.

### **Fiscal Agent Responsibilities**

To be an eligible fiscal agent, an intermediate school district must agree to do all the following in a form and manner determined by the MDE – OCTE:

- (a) Distribute funds to eligible CTE early middle college and CTE dual enrollment programs in a career education planning district.
- (b) Collaborate with the career and educational advisory council in the workforce development board service delivery area to develop one regional strategic plan that aligns CTE programs and services into an efficient and effective delivery system for high school students. The department will align career education planning districts, workforce development board service delivery areas, and intermediate school districts for the purpose of creating one regional strategic plan for each workforce development board service delivery area. Detailed requirements of the strategic plan can be found on page 9.
- (c) Implement a regional process to rank career clusters in the workforce development board service delivery. The process and forms for reporting the career cluster rank list for each region will be developed by MDE – OCTE.
- (d) Report CTE early middle college and CTE dual enrollment program and student data as prescribed by the MDE and the Center for Educational Performance and Information (CEPI).

### **Fiscal Agent Reporting Requirements**

To receive 61b funds, a CTE early middle college or CTE dual enrollment program 61b fiscal agent shall furnish all information needed to administer the program, meet reporting requirements; allow the department or the department’s designee to review all records related to the program for which it receives funds; and shall reimburse the state for all disallowances found in the review, as determined by the MDE. While the ISD serving as the fiscal agent is responsible for financial reporting in CTEIS, it is recommended that each local district enter their student data in CTEIS.



### **Local District Student Reporting Requirements**

If an EMC student is taking a state approved CTE EMC course that is eligible for college credit, the student should be reported in CTEIS. (Note: Non-CTE courses should not be reported in CTEIS.)

All CTE courses reported in CTEIS are transferred to CEPI to be included with the Teacher Student Data Link (TSDL) collection data. However, if a district chooses to report the CTE EMC student in both CTEIS and TSDL – then the student should be reported with a “subject area code” of “00” in TSDL.

It is recommended that districts enter enrollments in CTEIS as they occur – so that it is not such a reporting burden at the end of the year. Final enrollment for CTE dual enrollment and CTE EMC will be used to calculate Section 61b formula funds. If a student is reported in CTEIS as enrolled in a CTE program at any time during the year (even just for one semester or one trimester) – they will generate funding.

All courses that generate college credit, whether dual enrollment or early middle college, that were **not** reported in CTEIS must be reported in TSDL at the end of the school year.

### **Can you have dual enrollment (DE) and a CTE EMC pathway in the same CIP?**

Yes. However, students cannot switch between the **EMC** PSN and the **REG** (Dual Enrollment) PSN with the **same CIP Code** in the **same building**, during the year. CTEIS will prevent districts from reporting students in two different PSNs that have the **same** CIP Code, Fiscal Agency, Operating Agency, and Building.

If a student drops out of the CTE **EMC** program, to enroll in the **REG** program as a Dual Enrolled student, since the REG program has a different PSN than the EMC program – CTEIS treats these as two different programs, causing the student to generate 61b (and 61a1) funds for both the EMC and the REG PSNs—creating a double-dipping situation. An edit check was added in CTEIS to prevent this situation from occurring, which forces districts to report the student in only **one** of these two PSNs for the whole year (the district must choose). OCTE recommends that the district report the student (for the entire year), in the program in which they were enrolled at the end of the school year.

### **Fiscal Agent Payments**

Intermediate school districts serving as the 61b fiscal agent will receive state aid payments, 1/11<sup>th</sup> of the 61b funds allocated, on the 20<sup>th</sup> of each month.

### **Allowable Expenditures**

Section 61b funds shall only be expended in 61b eligible programs.

Districts may expend 61b funds on any item(s) associated with the 61b eligible programs for which the district would normally use foundation allowance.



A program receiving funding under section 61a may receive 61b funding for allowable costs that exceed the reimbursement the program received under section 61a.

A 61b fiscal agent may use from 0% to 5% of the total 61b funds generated for program administrative costs; this does not include carry over funds.

### **What if a CIP is no longer ranked as a top five Career Cluster?**

Once a student enrolls in an CTE early middle college or CTE dual enrollment program that is eligible for 61b funds, that student continues to qualify for 61b funds (if they remain in that program) until graduation, even if the program's career cluster is no longer ranked in the top five.

### **What if a program closes, has no enrollment, or is no longer offered at a district?**

If the CTE Program Serial Number (PSN) that generated 61b funds closes, has no enrollment, or is not offered in the year that funds are received, the CEPD may expend the funds in another 61b eligible PSN within the *same operating agency*. If that operating agency does not offer any 61b eligible PSNs, the CEPD may expend the funds in any 61b eligible PSNs *within the CEPD*.

If a CEPD, has a new CTE early middle college or CTE dual enrollment program operating in its first year, that will generate 61b in the next year, 61b funding may be spent on this program.

The district must notify Lisa Seigel, EMC Manager, MDE-OCTE at [seigell@michigan.gov](mailto:seigell@michigan.gov), in writing, if a PSN that generated 61b funding will not operate the following year.

It is recommended that each ISD 61b fiscal agent develop consortia agreements to clearly define the process for distribution of 61b funds within the CEPD.

### **Carry Over of 61b Formula Funds**

The OCTE does not recommend carry over of funds from one year to the next as it can imply lack of sound fiscal planning. However, there may be extenuating circumstances in which carry over is appropriate.

If carry over of 61b formula funds is necessary, the 61b ISD fiscal agent must submit a written notice to Lisa Seigel, MDE-OCTE at [seigell@michigan.gov](mailto:seigell@michigan.gov), by the deadline set by MDE - OCTE. See 61b Reporting Timeline on page 12. Please include the amount of 61b funds to be carried over, and the reason funds could not be expended. **If a written request is not received and approved by the department, any unspent funding will be recaptured.**

### **Carry over and administration funding:**

The 61b fiscal may take up to 5% for administration. Administration is figured on the amount of funding generated in CTEIS, based on the previous school year enrollment. The 61b fiscal agent shall **not** collect 5% administration on carry over funding.





Carry over scenario for 61b fiscal agent formula funds.

A 61b ISD fiscal agent is allocated \$50,000 in 61b(1) formula funds to disperse in **2021-2022**. The 61b ISD fiscal agent reports \$45,000 in expenditures for **2021-2022**.

The 61b ISD fiscal agent sends a written request to MDE - OCTE to carry over the \$5,000 not spent in **2021-2022**, to spend in **2022-2023**. MDE approves the request.

In the fall of **2022-2023**, the 61b ISD fiscal agent is allocated \$50,000 to disperse in 61b funding.

The \$5,000 of carry over funding will be shown on a separate report in CTEIS for the **2021-2022** school year report.

Expenditures reported for the **2022-2023** year will be applied to the \$5,000 of 2021-2022 carry over funding first. Once the carry over funding is expended, expenditures will then apply to the current year report (**2022-2023**).

Carry Over and Fiscal Administration Example:

School Year	Funds Generated by Region	Carry Over from Previous Year	Total Funding to Expend	Maximum Allowed Administrative Cost (up to 5% of funding generated)	Amount Reported by fiscal as Expended by June 30	MDE Approved Carry Over Amount
<b>2021-2022</b>	\$50,000	\$0	\$50,000	$\$50,000 \times 5\% = \$2,500$	\$45,000 which includes the \$2500 of admin	\$5,000
<b>2022-2023</b>	\$50,000	\$5,000	\$55,000	$\$50,000 \times 5\% = \$2,500$	\$55,000	\$0



## Strategic Planning Process

### Section 61b(4):

A regional strategic plan must be approved by the career and educational advisory council before submission to the MDE - OCTE.

A regional strategic plan must include, but is not limited to, the following:

(a) An identification of regional employer need, based on a ranking of all career clusters in the workforce development board service delivery area ranked by 10-year projections of annual job openings and median wage for each standard occupational code in each career cluster as obtained from the United States Bureau of Labor Statistics. Standard occupational codes within high-ranking clusters also may be further ranked by median wage and annual job openings. The career and educational advisory council located in the workforce development board service delivery area shall review the rankings and modify them if necessary to accurately reflect employer demand for talent in the workforce development board service delivery area. A career and educational advisory council shall document that it has conducted this review and certify that it is accurate. **These career cluster rankings must be determined and updated once every 4 years.**

(b) An identification of educational entities in the workforce development board service delivery area that will provide eligible CTE early middle college and CTE dual enrollment programs including districts, intermediate school districts, postsecondary institutions, and noncredit occupational training programs leading to an industry-recognized credential.

(c) A strategy to inform parents and students of CTE early middle college and CTE dual enrollment programs in the workforce development board service delivery area.

(d) Any other requirements as defined by the MDE - OCTE.

### Section 61b(6):

The department shall distribute funds to eligible CTE early middle college and CTE dual enrollment programs as follows:

(a) The department shall determine statewide average CTE costs per pupil for each CIP code program by calculating statewide average costs for each CIP code program for the three most recent fiscal years.

(b) The distribution to each eligible CTE early middle college or CTE dual enrollment program is the product of 50% of CTE costs per pupil times the pupil enrollment of each eligible CTE early middle college or CTE dual enrollment program in the immediately preceding school year.



## Planning Grant Process

### Section 61b(8):

There is allocated an amount from the state school aid fund allocation for grants to intermediate districts or consortia of intermediate districts for the purpose of planning for new or expanded early middle college programs.

ISDs are encouraged to work collaboratively within their Workforce Development Boards (WDB)-Career Education Advisory Council (CEAC) to complete the planning grant application. Programs must be in one of the most current top five career clusters as ranked in any strategic plan by one or more of the WDB service areas and approved by the CEAC.

To be eligible for a grant under this subsection, an intermediate school district or consortia of intermediate school districts must provide matching funds equal to the grant received under this subsection.

The grants are competitive and will be reviewed by a committee of reviewers. Funds will be available until exhausted. Any funds remaining will be added to the 61b formula.

An ISD or ISD consortium that has not received a planning grant in the past three years will receive an additional five points on the rating rubric.

The MDE - OCTE reserves the right to reject any and all proposals. Final activity outcomes and expenditure reports will be required.

The department shall make payments via state aid to the ISD listed on the application as the fiscal agent.

### **Allowable Expenditures:**

Carry over of 61b Planning Grants will not be allowed. Any funding not expended by the due date set by the MDE - OCTE will be recaptured.

Applicants must spend the grant award on the items and amounts that were approved as a part of their grant application.



## CTE EMC Program Applications & Program Serial Numbers

If a building already has a state-approved CTE Program, but wants to add a CTE EMC program (with the same CIP Code) in the same building, is a new PSN required for the CTE EMC program?

Yes, all CTE EMC programs must have their own Program Serial Number (PSN). The district would need to submit a New Program Application to obtain approval of the CTE EMC program and receive a new PSN.

**CTEIS Reporting Note:** It is important to understand that a student must only be enrolled in one CTE course (in their state-approved CIP Code), anytime during the school year (even for only a semester)—to qualify for 61b funds. However, ALL the student's CTE courses (secondary and postsecondary) must be reported in CTEIS. Non-occupational courses do not need to be reported in CTEIS but do have to be reported in the Teacher Student Data Link (TSDL) by the local district.

Directions to apply for a new CTE EMC PSN can be found in [New CTE Program Tool Kit](#).

### **CTEIS student reporting while the new program application is being reviewed by the MDE - OCTE:**

- Districts must first obtain approval for their Early Middle College, in which the CTE EMC program will be operated.
- An application for a new CTE EMC program can be submitted in the same year as the application for the Early Middle College
- CTE EMC student reporting in CTEIS is contingent upon MDE – OCTE approval of the Early Middle College, and the year in which it opens.

### **Reporting for districts with an approved early middle college that are applying for a CTE EMC PSN:**

- Students who are expected to participate in a CTE EMC program must be coded 3500 in the Michigan Student Data System (MSDS)
- Once a CTE EMC program application is approved, a new PSN will be assigned to that program. Please report CTE EMC students, under the new PSN assigned to the CTE EMC program in CTEIS.
- If for some reason, the CTE EMC application is disapproved, please remove the 3500 code from MSDS, for all students in that program.





## 61b Course Reporting General Timeline Contingent on State School Aid budget

1. Student Enrollment and Formula Expenditures are reported in CTEIS.
2. 61b Planning Grant applications and reports are submitted in the [CTE GEMS portal](#).

Month	1. Formula Funds	2. Planning Grants
July		
August		61b Planning Grants Due.
September		September 30 Deadline to expend funds for Section 61b previous year Planning Grants.
October		October 30 Final Activity Outcomes Report due for Section 61b Planning Grants. Section 61b Planning Grant Award Notices are sent to ISD fiscal agents.
November	November 30 Expenditure Reports due for Section 61b formula funds. November 30 Expenditure Reports due for previous year approved carry over of 61b formula funds.	November 30 Final <u>Expenditure</u> Reports due for Section 61b Planning Grants.
December		
May	Deadline for reporting all CTE EMC and CTE Dual Enrolled students into course sections of CTEIS (to check against MSDS for correct UICs and 3500 coding).	EMC Planning Grant Application Released.





Month	1. Formula Funds	2. Planning Grants
June	Go to <a href="http://CTEIS.com">CTEIS.com</a> for End of Year CTE EMC and CTE Dual enrollment entry deadlines. June 30 deadline to submit EMC 3500 Coding Appeal-11 <sup>th</sup> grade students only. June 30 deadline to expend funds for Section 61b formula funds.	

## 61b Expenditure & Student Reporting Instructions in CTEIS

For assistance on student and expenditure reporting instructions, please visit [CTEIS Support](#) or contact CTEIS at [CTEIS.Help@PTDTechnology.com](mailto:CTEIS.Help@PTDTechnology.com) or 517 333 9363 ext. 128 or contact Joan Church at [churchj@michigan.gov](mailto:churchj@michigan.gov).

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