

Classification of Instructional Programs Self-Review for Michigan Secondary Career and Technical Education State-Approved Programs

The Classification of Instructional Programs (CIP) Self-Review is a tool developed to assist with Technical Review Assistance and Compliance (TRAC) monitoring of Career and Technical Education (CTE) programs and to help those programs determine focus areas for continuous program improvement.

MDE utilized the library of resources from the [High Quality CTE Program of Study](#) to support many areas in the CIP Self-Review.

Administrator Responsibilities

Each Career Education Planning District (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 [MDE-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 MDE-CTE Portal.

Note: *The Michigan Department of Education 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 responsible for updating their [MDE-CTE Portal](#) profile page and annual industry-related professional development. 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](#). Contact the appropriate [MDE program consultant](#) if you have any questions.

Note: Acceptable evidence includes PDF, Word, and Excel files. Links to files may not be uploaded as evidence.

[Acronyms and Abbreviations \(michigan.gov\)](#) can be found on the MDE-OCTE website.

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C01 – Program Teacher Certification

Each teacher in the program must hold appropriate CIP CTE certification. Certified teaching certificates can be found in [Michigan Online Educator Certification System](#) (MOECS) records and do not need to be uploaded. However, ACA, licensure, and industry certifications do need to be uploaded as indicated below.

C01	Criteria	Evidence
<input type="checkbox"/>	Certified teacher	<p>All teachers must:</p> <ul style="list-style-type: none"> • be appropriately certificated for the CIP code. • enter their PIC number in the MDE-CTE portal. <p>The name on the teaching certificate should match the name in the MDE-CTE portal profile.</p> <p>Note: The teaching certificate evidence will be verified through MOECS and does not need to be uploaded.</p>
<input type="checkbox"/>	District holds Annual Career Authorization (ACA)	<p>All ACA teachers must:</p> <ul style="list-style-type: none"> • be appropriately authorized for the CIP code. • enter their PIC number in the MDE-CTE portal. <p>Upload ACA evidence for each teacher for the appropriate year. The name on the ACA should match the name in the MDE-CTE portal profile.</p> <p>Note: The district and teacher must retain verifying documentation of recent and relevant experience and provide upon request.</p>
	Postsecondary Instructor	<p>Postsecondary instructor teaching in a high school building must have an ACA. If teaching on the postsecondary campus, employed by the postsecondary institution, no ACA is required (identify institution).</p>
<input type="checkbox"/>	Licensure (if applicable)	Upload a copy of the current professional state licensure.
<input type="checkbox"/>	Industry Certification(s) (if applicable)	Upload a copy of the current industry certification(s).

Michigan Teacher Certification Administrative Code: R390.1105, Rule 5(2) PART 6. CTE ENDORSEMENTS, CTE CERTIFICATES, AND ANNUAL AUTHORIZATION. Michigan CTE Reimbursed Programs Administrative Code: R395.241, Rule 11(1)(c) R395.244, Rule 14(1)(b) R395.244, Rule 14(8)(a)

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C02 – Program Teacher Professional Development (PD)

Professional development is defined by Perkins V as activities that are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused. Each teacher in the program must complete CIP-specific, industry-related PD annually and upload evidence each year.

C02	Criteria	Evidence
<input type="checkbox"/>	<p>Individual record(s) of CIP-specific, industry-related professional development that demonstrate sustained efforts to improve knowledge and skills in one or more of the following areas:</p> <ul style="list-style-type: none"> • Staying current with all aspects of program-related industry through annual PD • Promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE instruction • Effective integration of challenging academic material in CTE, provided jointly with academic teachers • Effective research-based teaching skills • Effective practices to improve stakeholder and community involvement • Effective use of research and data to improve instruction • Provide relevant experience in the related business or industry (work-based learning) • Training in the effective use and application of technology, including distance and online learning 	<p>Upload evidence of sustained CIP-specific, industry-related PD, including date, hours, type (national, state, regional), title, purpose, and description.</p> <p>Each teacher must upload evidence annually.</p> <p>Recommend use of C02-PD Log Template, which can be found on the MDE-OCTE CIP Self-Review webpage.</p>

Carl D. Perkins: §3. [20 U.S.C. 2302](40)(B)

ESSA SEC. 1111(b)(1)

Michigan Perkins V State Plan: Pages 35, 41

Michigan CTE Reimbursed Programs Administrative Code: R395.244, Rule 14(8)(b)

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

All state-approved CTE programs are required to have a program advisory committee with a majority of the voting members from program-related business and industry. The [Program Advisory Committee Tool Kit](https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html) provides clear guidance and templates. https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html

C03	Criteria	Evidence
<input type="checkbox"/>	<p>Membership roster must include the following voting members:</p> <ul style="list-style-type: none"> • majority business and industry representation • postsecondary representation • parent/guardian representative • special populations (SPOPS) representative <p>Special Populations Programs and Services (michigan.gov)</p> <p>Non-voting members may include administrators, counselors, students, academic teachers, labor, and community representatives. [i.e., Tribal organizations]</p>	<p>Upload a roster which includes:</p> <ul style="list-style-type: none"> • Member name and job title • Business name and address • Contact information (email, phone number) • Committee position (postsecondary, SPOPS, etc.) • Identify chairperson (must be from business/industry) <p>Recommend use of C03-Program Advisory Committee Roster Template, which can be found on the MDE-OCTE CIP Self-Review webpage.</p> <p>For cyber schools only: The advisory committee membership must represent the geographics of the enrolled students.</p>
<input type="checkbox"/>	<p>Document a minimum of two meetings each school year demonstrating advisory committee input on planning, development, implementation, operation, promotion, evaluation, technical skills, credentialing, and maintenance of the program. Only one of these meetings may be held at a regional level.</p>	<p>Upload meeting agendas and detailed minutes with a list of attendees that capture committee discussions, recommendations, and desired outcomes to support continuous program improvement</p> <p>Recommend use of C03-Program Advisory Committee Meeting Agenda and Minutes Template, which can be found on the MDE-OCTE CIP Self-Review webpage.</p>
<input type="checkbox"/>	<p>Program facilities, equipment, materials, and resources are relevant to the program curriculum and reflect current industry standards and technology (textbooks and software are aligned with current industry standards).</p>	<p>Upload inventory which should include purchase dates, description, and location of where it is housed (when applicable):</p> <ul style="list-style-type: none"> • Equipment and Technology • Class set of textbooks with copyright dates • Software with version • Online learning resources

Carl D. Perkins: §114(e)(7) §122(d)(12) §134(e)(2)(E)
 Michigan Perkins V State Plan: 7, 12-14, 21, 23, 30-35, 38
 Michigan CTE Reimbursed Programs Administrative Code: R395.244, Rule 14(8)(d)

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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. *High Quality Programs of Study* include the following components:

C04	Criteria	Evidence
<input type="checkbox"/>	CIP-Specific Gap Analysis (curriculum alignment to National and State CTE Program Standards).	For programs reporting by segments , upload the CIP-specific Gap Analysis file. For programs reporting by competencies , upload the CIP Overview file. No Gap required for those programs.
<input type="checkbox"/>	Detailed syllabi for all courses in the program. A sample is available in the CTE Teacher Tool Kit.	Upload syllabi for each course in the program, should include: <ul style="list-style-type: none"> • Course description, academics, and credits earned • Duration of the course (trimester, semester, year) • Class meeting days and times • Technical skills, laboratory learning, and hands-on learning • Student leadership, Work-based learning, Safety training • Credentials offered, Postsecondary credit opportunities
<input type="checkbox"/>	Instructional Design Form (used to report program delivery in MDE-CTE Portal) can be found at CTE Instructional Resources for All Programs .	Upload the Instructional Design form. Verify that this form matches what is entered in CTEIS and that ALL segments or competencies are reported. Note: Incorrect reporting can lead to the recapture of funds.
<input type="checkbox"/>	Includes ongoing CIP-specific safety training, completed in the classroom prior to beginning hand-on laboratory learning, work-based learning, and continuing throughout the program.	Upload record of program-related safety training. Recommend use of C04-Safety Training Template, which can be found on the MDE-OCTE CIP Self-Review webpage .

Carl D. Perkins: §2, §3(41), §134(b)(2), §135(b)(3), §135(b)(4), §135(b)(5)
Michigan Perkins V State Plan: Page 13, 20-37
Michigan CTE Reimbursed Programs Administrative Code: R395.231, Rule 1(c), R395.241, Rule 11(1)(a), R395.241, Rule 11(1)(b), R395.244, Rule 14(4)(a)

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C05 – Work-Based Learning

Work-Based Learning (WBL) is 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. Additional guidance can be found on the [Work-Based Learning Webpage](#).

C05	Criteria	Evidence
<input type="checkbox"/>	CTE program provides WBL experiences related to CIP area	Upload documentation of WBL opportunities and placements specific to occupational area, including the WBL activity type and date. Definitions and examples of the WBL activities (Awareness, Exploration, Preparation, and Training) can be found in the WBL Manual found on the WBL Tool Kit webpage . Recommend use of C05-Work-Based Learning Template, which can be found on the MDE-OCTE CIP Self-Review webpage .
<input type="checkbox"/>	WBL Training Plan/Agreement	Upload a sample training plan/agreement, when applicable . Note: Completed training plan/agreement must be kept on file at the school and at the WBL site.

Carl D. Perkins: §122(c)(4)(C)

Michigan Perkins V State Plan: Page 13, 35, 40, 54

Michigan CTE Reimbursed Programs Administrative Code: R395.241, Rule 11(1)(b), R395.244, Rule 14(8)(j)

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C06 – Student Leadership & Career and Technical Student Organizations

All state-approved CTE programs are required to provide student leadership as an integral cocurricular 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 guidance.

C0 6	Criteria	Evidence
<input type="checkbox"/>	CTE program provides each student leadership development opportunities	Upload documentation of leadership opportunities specific to the occupational area. Include activities and dates or time frames. <ul style="list-style-type: none"> • Individual • Team Member • Project Manager/Committee Chair • Local Leader/Elected Officer Position • Community Leader/Regional, State, National Position

Carl D. Perkins: §122(c)(7)

Michigan Perkins V State Plan: Page 35

Michigan CTE Reimbursed Programs Administrative Code: R395.241, Rule 11(1)(b), R395.244, Rule 14(8)(m)

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C07 – Equity and Access

Program employs strategies to eliminate barriers to program access. Program addresses issues of bias, inclusivity, and discriminatory practices. Student recruitment strategies support access and equity for various student populations, with considerations for gender, race and ethnicity, and special population status (individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional 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; and youth with a parent who is a member of the armed forces and is on active duty). The [CTE Teacher Tool Kit](#) provides guidance.

C07	Criteria	Evidence
<input type="checkbox"/>	Room arrangement is accessible for all students, including individuals with disabilities, and includes at least one adjustable workstation. Classroom environment, curriculum, and materials are inclusive, free of bias, and non-discriminatory.	Upload the following: <ul style="list-style-type: none"> • Signed C07 Program Accessibility Assurance • District Equal Opportunity Compliance Statement
<input type="checkbox"/>	Program recruitment strategies reflect the diversity of languages spoken in the community. Application policy and procedures, when used, are fair and equitable to all students, with considerations for gender, race and ethnicity and special population status.	Upload the following: <ul style="list-style-type: none"> • Recruitment materials/brochures • Program applications and prerequisites • District policy/procedure for enrolling CTE students District Equal Opportunity compliance statement appears on ALL recruitment materials

Carl D. Perkins: §122(d)(4)(B)(ii), §122(d)(4)(C)(iv), §124(b)(6),(16),(17), §134(c)(2)(E), §135(b)(5)(M)
Michigan Perkins V State Plan: Page 36-42
Michigan CTE Reimbursed Programs Administrative Code: R395.244, Rule 14(6)(a), R395.244, Rule 14(8)(e), R395.244, Rule 14(8)(i)

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

Secondary state-approved CTE program 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.

C08	Criteria	Evidence
<input type="checkbox"/>	Secondary-Postsecondary Program of Study (Also referred to as a Plan of Study)	Upload CIP-specific program of study showing the recommended sequence of courses from secondary through postsecondary. An example of a Program of Study can be found in the Program Advisory Committee Tool Kit .
<input type="checkbox"/>	Current state-approved credentials offered in the program.	Upload list of state approved credentials completed and/or progression towards completion in the program. Recommend use of C08-Credentials Template which can be found on the MDE-OCTE CIP Self-Review webpage .
<input type="checkbox"/>	If applicable, additional industry-recognized credentials offered as recommended by the advisory committee.	If applicable, upload list of supplemental credentials available to students in the program.
<input type="checkbox"/>	Current postsecondary credit agreements (utilized by students) between the program and postsecondary institution.	Upload one or more of the following postsecondary credit agreements: <ul style="list-style-type: none"> • Program specific contractual agreements regarding direct (transcript) credit • Program specific contractual agreements regarding concurrent/dual enrollment • Program articulation agreement • Registered apprenticeship program agreement

Carl D. Perkins: §113(b)(2)(A)(iv)(aa), §3(4),(5)
Michigan Perkins V State Plan: Page 35-36, 54-55
Michigan CTE Reimbursed Programs Administrative Code: R395.244, Rule 14(4)(b)