

## TECHNICAL REVIEW, ASSISTANCE, AND COMPLIANCE PROGRAM REVIEW CHECKLIST

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### 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](https://www.michigan.gov/mde-cteportal) [www.michigan.gov/mde-cteportal](https://www.michigan.gov/mde-cteportal) by **June 30<sup>th</sup>** of each year. The sequence of the selected programs is at the discretion of the CEPD Administrator. This information is recorded and reported within the MDE-CTE Portal. The targeted program information will be transferred from the MDE-CTE Portal by MDE staff to GEMS proper for monitoring. *The targeted 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 to update 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) evidences up to date in the [CIP Self-Review](https://www.michigan.gov/mde-cteportal) at [www.michigan.gov/mde-cteportal](https://www.michigan.gov/mde-cteportal). Contact the appropriate [MDE program consultant](#) if you have any questions: <https://www.michigan.gov/mde/services/octe/educators/cte-instructional-resources-for-all-programs>

**TECHNICAL REVIEW, ASSISTANCE, AND COMPLIANCE  
PROGRAM REVIEW CHECKLIST**

**C01 – Program Teacher Certification**

Each teacher in the program must identify the type of appropriate CIP CTE certification. Upload PDF copies of actual credentials only in circumstances when credentials are not listed in MOECS records. Teachers may obtain their [Michigan Online Educator Certification System](https://mdoe.state.mi.us/MOECS/PublicCredentialSearch.aspx) (MOECS) record at: <https://mdoe.state.mi.us/MOECS/PublicCredentialSearch.aspx>

**Citation(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)

<b>Criteria</b>	<b>Evidence</b>
<p>C01 PROGRAM TEACHER CERTIFICATION: A person employed as a teacher in grades K to 12 with instructional responsibilities shall hold a certificate, permit, or occupational authorization valid for the positions to which the teacher is assigned. A full-time teacher at a day school program reimbursed from occupational education funds shall meet the minimum qualifications for endorsement or authorization in the particular occupational education field as specified by the superintendent of public instruction.</p>	<p>Update name in MDE-CTE Portal profile to <u>exactly</u> match name on credentials.</p> <p>Teacher is appropriately certificated for CIP code.</p> <p>Note: Actual credential of MOECS printout may be requested on site if a match cannot be made electronically.</p> <p>Postsecondary instructor teaching in a high school building must have an ACA. If teaching on the postsecondary campus, no ACA is required (identify college).</p> <p>Copy of current industry certification (PDF), if applicable.</p>

**TECHNICAL REVIEW, ASSISTANCE, AND COMPLIANCE  
PROGRAM REVIEW CHECKLIST**

**C02 – Program Teacher Professional Development (PD)**

Professional Development Records: **each teacher** in the PSN must complete PD annually. It is the responsibility of the lead teacher of the program to upload documentation for each teacher assigned to the PSN. Professional Development is defined by Perkins V as activities that are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused.

**Citation(s):**

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

ESSA SEC. 1111(b)(1)

Michigan Perkins V State Plan: Pages 35, 41, 111

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

<b>Criteria</b>	<b>Evidence</b>
<p>Individual record(s) of 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"> <li>● Staying current with all aspects of program-related industry through annual PD</li> <li>● Promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE instruction</li> <li>● Effective integration of challenging academic material in CTE, provided jointly with academic teachers</li> <li>● Effective research-based teaching skills</li> <li>● Effective practices to improve stakeholder and community involvement</li> <li>● Effective use of research and data to improve instruction</li> <li>● Provide relevant experience in the related business or industry (work-based learning)</li> <li>● Training in the effective use and application of technology, including distance and online learning</li> </ul>	<p>Record of Professional Development by each program teacher from the previous five-year period that identifies annual PD that is CTE program-related (evidence should be documented in similar format to examples provided in the CTE Teacher Technical Tool Kit)</p> <p>Copy of District Provided Professional Development (DPPD) Record (participation for review year) (See template)</p>

**TECHNICAL REVIEW, ASSISTANCE, AND COMPLIANCE  
PROGRAM REVIEW CHECKLIST**

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

Program Advisory Committee meets the following criteria: All local state-approved CTE programs are required to have a program advisory committee. Each program advisory committee must have a majority of their membership from the appropriate business and industry, as related to the program employment area. The [Program Advisory Committee Tool Kit](https://www.michigan.gov/mde/Services/octe/Educators/CTE-Instructional-Resources-for-All-Programs) provides clear guidance and templates to support local agencies in this work: <https://www.michigan.gov/mde/Services/octe/Educators/CTE-Instructional-Resources-for-All-Programs>

**Citation(s):**

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)

<b>Criteria</b>	<b>Evidence</b>
Membership roster must include the following voting members: <ul style="list-style-type: none"> <li>• majority business and industry representation</li> <li>• postsecondary representation</li> <li>• parent/guardian representative</li> <li>• SPOPS representative</li> </ul>	Roster must include: <ul style="list-style-type: none"> <li>• Member name</li> <li>• Business name</li> <li>• Job title</li> <li>• Membership representation on board</li> <li>• Contact information (email, phone number)</li> <li>• Identify chairperson (must be from business and industry) (See template)</li> </ul>
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.	Meeting agendas and detailed minutes with a list of attendees that reflect committee discussions, recommendations, and desired outcomes to support continuous program improvement. (See template)
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)	Inventory must include purchase dates and location of where it is housed (when applicable): <ul style="list-style-type: none"> <li>• Equipment</li> <li>• Technology</li> <li>• Class set of textbooks with copyright dates</li> <li>• Software with version</li> <li>• Websites URLs (online learning resources)</li> </ul> (See template)

**TECHNICAL REVIEW, ASSISTANCE, AND COMPLIANCE  
PROGRAM REVIEW CHECKLIST**

**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:

**Citation(s):**

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)

<b>Criteria</b>	<b>Evidence</b>
<p><a href="#">CIP-Specific Gap Analysis</a> (curriculum alignment to National and State CTE Program Standards) www.michigan.gov/mde-cteportal</p>	<p>CIP-specific Gap Analysis/Curriculum Alignment (include plan of improvement, when applicable)  (See template)</p>
<p>Detailed syllabi for all courses in the program (sample available in the <a href="#">CTE Teacher Technical Tool Kit</a> at: https://www.michigan.gov/mde/Services/octe/Educators/CTE-Instructional-Resources-for-All-Programs</p>	<p>Syllabi for <b>each course</b> in the program, including:</p> <ul style="list-style-type: none"> <li>• Description and duration of academic and technical skills, laboratory, and hands-on learning, WBL, and student leadership</li> <li>• Outline with topics aligned to segments/competencies</li> <li>• Special features of the course (i.e., academic credit, postsecondary linkage, credentials, off-site delivery, WBL, safety training, CTSO)</li> </ul> <p>(See template)</p>
<p>Instructional Design Form (used to report program delivery in MDE-CTE Portal) found on MDE <a href="#">OCTE Website</a>. https://www.michigan.gov/octe</p>	<p>Program teacher completes and uploads PDF of MDE Instructional Design Form. Verify that each class aligns with what is reported in CTEIS. (See template)</p>
<p>Includes ongoing CIP-Specific Safety Training, completed in the classroom prior to beginning Work-Based Learning, and continuing through the program.</p>	<p>Program safety record identifies:</p> <ul style="list-style-type: none"> <li>• Specific trainings</li> <li>• Training dates</li> <li>• Mastery level, when appropriate</li> </ul> <p>(See template)</p>

**TECHNICAL REVIEW, ASSISTANCE, AND COMPLIANCE  
PROGRAM REVIEW CHECKLIST**

**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. 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). The [Work-Based Learning Guide](#) provides clear guidance to support local agencies in this work: <https://www.michigan.gov/mde/services/octe/educators/work-based-learning>. Other resources can be found on the [MDE OCTE website](#): <https://www.michigan.gov/octe>

**Citation(s):**

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)

<b>Criteria</b>	<b>Evidence</b>
CTE program provides WBL experiences related to CIP area.	Documentation of WBL placement specific to occupational area (include WBL activity and date): <ul style="list-style-type: none"> <li>• Career Awareness</li> <li>• Career Exploration</li> <li>• Career Preparation</li> <li>• Career Training</li> </ul> (See template)
Work Site Specific Safety Training: Appropriate training plans and agreements are completed and <u>kept on file</u> at school and at the WBL site. Document safety training completed prior to and during WBL.	Upload program specific (one of each, when applicable): <ul style="list-style-type: none"> <li>• Sample completed training plan</li> <li>• Sample completed training agreement</li> </ul> (See Work-Based Learning toolkit)

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PROGRAM REVIEW CHECKLIST**

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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 Technical Tool Kit](#) provides clear guidance to support local agencies in this work: <https://www.michigan.gov/mde/Services/octe/Educators/CTE-Instructional-Resources-for-All-Programs>

**Citation(s):**

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)

<b>Criteria</b>	<b>Evidence</b>
CTE program provides each student leadership development opportunities.	Documentation of Leadership participation specific to occupational area (include activities and dates): <ul style="list-style-type: none"> <li>• Individual</li> <li>• Team Member</li> <li>• Project Manager/Committee Chair</li> <li>• Local Leader/Elected Officer Position</li> <li>• Community Leader/Regional, State, National Position</li> </ul> (See template)

## TECHNICAL REVIEW, ASSISTANCE, AND COMPLIANCE PROGRAM REVIEW CHECKLIST

### 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 Technical Tool Kit](#) provides clear guidance to support local agencies in this work:

<https://www.michigan.gov/mde/Services/octe/Educators/CTE-Instructional-Resources-for-All-Programs>

#### **Citation(s):**

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)

<b>Criteria</b>	<b>Evidence</b>
Room arrangement is accessible for all students, including individuals with disabilities, and includes at least one adjustable workstation.	<ul style="list-style-type: none"> <li>• Invoices of purchases to improve accessibility (for all new purchases),</li> <li>• Photos of classroom/lab demonstrating access (with descriptive captions, converted to PDF), <b>OR</b></li> <li>• Signed C07 Program Accessibility Assurance</li> </ul>
Classroom environment, curriculum, and materials are inclusive, free of bias, and non-discriminatory.	<ul style="list-style-type: none"> <li>• District Equal Opportunity compliance statement</li> <li>• Photos of classroom displays and learning environment demonstrating equity (with descriptive captions, converted to PDF)</li> </ul>
Program recruitment strategies reflect the diversity of, and 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.	<ul style="list-style-type: none"> <li>• Recruitment materials/brochures</li> <li>• Program applications and prerequisites</li> <li>• District policy/procedure for enrolling students in CTE programs supports access and equity</li> <li>• District Equal Opportunity compliance statement appears on all recruitment materials</li> </ul>



**TECHNICAL REVIEW, ASSISTANCE, AND COMPLIANCE  
PROGRAM REVIEW CHECKLIST**

**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.

**Citation(s):**

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)

<b>Criteria</b>	<b>Evidence</b>
<a href="https://careertech.org/programs-study">Secondary-Postsecondary Program of Study</a> (guidelines are available at <a href="https://careertech.org/programs-study">https://careertech.org/programs-study</a> ).	CIP-specific Secondary-Postsecondary Program of Study
Current approved Perkins V industry-recognized credentials.	Documentation of credentials completed and/or <i>progression towards completion</i> in the program (See template)
Additional industry-recognized credentials available in the program (as recognized by advisory committee).	List of potential credentials, with granting agency information
Current credit agreements (utilized by students) between the program and postsecondary institution.	Must upload one or more of the following: <ul style="list-style-type: none"> <li>• Program specific contractual agreements regarding direct (transcript) credit</li> <li>• Program specific contractual agreements regarding concurrent/dual enrollment</li> <li>• Program articulation agreement</li> <li>• Registered apprenticeship program agreement</li> </ul>