

Section 61b—CTE Early Middle College Students (Eligibility, Reporting Requirements, and Funding Formula)

This guidance is developed based on 61b legislation as a resource for districts to determine eligibility, reporting requirements and funding formula. It is incumbent upon the district personnel to review Section 61b of [Public Act 265 of 2018](#) to develop a comprehensive understanding of the legislative requirements. Districts interested in applying for a 61b program are directed to review the CTE Early Middle College Tool Kit.

Eligibility

The following Early Middle College (EMC) students may be eligible to generate Section 61b funds. (If you are uncertain whether a student or a program qualifies, please contact Joan Church at ChurchJ@michigan.gov or call Joan at 517-335-0360):

- Students enrolled in state-approved CTE EMC programs (in specified CIP Codes).
- Only EMC students enrolled in a CIP Code that is in the top 5 career cluster rankings in any of the 10 Prosperity Regions, are eligible for Section 61b funds. A list of the [eligible CIP Codes](#) can be found at this web address:
https://www.michigan.gov/documents/mde/Top_5_Info_Sheet_2018_634090_7.pdf.
Note that the top 5 career clusters may change with new Strategic Plans.

Enrollment Reporting Requirements

To generate 61b funds:

- An EMC student must be reported in a state-approved CTE EMC with a program type of EMC in CTEIS (Career & Technical Education Information System) by the specified March deadline.
- EMC students must ALSO be coded 3500 (Early Middle College participating) in the MSDS (Michigan Student Data System) the year they generated 61b funds. (Under EMC policy, a student must be coded 3500 in MSDS by the Fall count day of their 11th grade year, to be counted as EMC students).

How to Report CTE EMC Enrollments to Generate 61b Funding

To report students in a state-approved CTE EMC course for 61b purposes, a user must log into [CTEIS](#) at www.cteis.com, create a course section under the program (designated by the assigned Program Serial Number) and “enroll” the students in the course section within CTEIS. For detailed instructions on reporting enrollments in state-approved CTE programs see instructions on [CTEIS](#) at www.cteis.com or contact the CTEIS help desk at 1-800-321-8076 or cteis.help@ptdtechnology.com. The user will see the screen in Figure 1.

Enter all course information as shown. (Note: If a district wants to claim 64b funding for a student, the student/course must also be reported directly through the TSDL collection.)

Figure 1:

MICHIGAN Career and Technical Education Information System

TESTING

User Info
 Billes Steven
 A1036719
 Logout

Manage Courses (Add, Edit and Review records)

View Active Courses
 View All Courses

Updating Course

State Course Name:	Mechatronics	CIP:	14.4201
CEPD:	39	Fiscal Agency:	63000 Oakland Schools
Operating Agency:	63000 Oakland Schools	Operating Building:	08812 Oakland Schools Technical Campus--NE
PSN:	20531	Program Type:	E/MC

Course Information | **Segment Details**

Course Sec. Code(CSC): Coll EMC Test
Local Course Name: Coll EMC Test
Course Sec. Start Date: 09/05/2017
Course Sec. End Date: 01/26/2018
Course Sec. Period: 4,5,6
Semester: First Semester
Number of Weeks: 18
Minutes Per Week:
Room Number: 404A
Course taught virtually: Yes No
Active:

Please select the appropriate course type:
 Secondary CTE Course (No dual or concurrent enrollment college credit on college transcript. May earn articulated or AP credit)
 Postsecondary CTE Course (Provides dual enrollment or concurrent enrollment college credit on a college transcript)

Please enter the appropriate credits:
College Credits Associated with this course: 2
High School Credits Granted: 0
 (For TSDL guidance, click [TSDL](#))

Search by Last Name or PIC: Enter last name or PIC
 Primary
 Additional F/T Additional P/T
 Secondary F/T Secondary P/T
Is staff member the mentor instructor (Check for Yes):

PICNum	Name	Position	Mentor	Remove
1112223	Smith Bob	Primary	<input type="checkbox"/>	Remove

Under the section "Please select the appropriate course type," click the radio button that designates the appropriate course type:

Secondary CTE course (No dual or concurrent enrollment college credit on college transcript. May earn articulated or AP Credit):

- May earn high school credit.
- May earn articulated postsecondary credit.
- May earn Advanced Placement (AP) credit.

Postsecondary CTE course (Provides dual enrollment or concurrent enrollment college credit on a college transcript):

- Student earned postsecondary credit recorded on a college transcript immediately upon completion of the course, or course is part of a noncredit postsecondary occupational training program leading to an industry-recognized credential as defined in the Career and Technical Preparation Act (Act 258 of 2000).
- The postsecondary institution that awarded the credit identified the course as an occupational specialty course, that is an “eligible course” under the Career and Technical Preparation Act ([Act 258 of 2000](#)):
[http://www.legislature.mi.gov/\(S\(sdojp2nw4q1t4m4tka3vecs\)\)/mileg.aspx?page=getObject&objectname=mcl-act-258-of-2000](http://www.legislature.mi.gov/(S(sdojp2nw4q1t4m4tka3vecs))/mileg.aspx?page=getObject&objectname=mcl-act-258-of-2000)
- May earn high school credit.

Non-CTE Postsecondary courses¹ (**Requires OCTE EMC Manager Approval**):

See question #24 in FAQ at the end of this document. In RARE¹ instances, a district can generate 61b funding for students enrolled in a CTE EMC program taking a non-CTE postsecondary course by contacting OCTE for instructions on special reporting options. Contact Joan Church for more information at 517-335-0360 or ChurchJ@michigan.gov.

Enter Number of Secondary and Postsecondary Credits

Districts must report the number of high school and college credits earned by a student in the course section to comply with MDE-CEPI course reporting requirements. The number of high school and college credits may be adjusted student-by-student on the Manage Students module under the Student Details tab under Current Enrollment (see Figure 2 below).

- On the Manage Courses screen, enter the number of college credits (0-10) recorded on the college transcript at the time of course completion (Fig. 1). If all students earn this number of credits, you do not need to do anything further. If some students earn more or fewer credits, you will need to individually adjust the number for these students under Student Details.
 NOTE: Each postsecondary occupational specialty course must be reported as a separate course section in CTEIS.
- Enter the number of high school credits (0-10) recorded on the student’s high school diploma (Fig. 1). If all students earn this number of credits you do not need to do anything further. If some students earn more or fewer credits you will need to individually adjust the number for these students under Student Details.

Figure 2:

Student Core Information - Required fields bolded

Last Name: **First Name:** **MI:** **UIC:**

DOB: **Gender:**

MSDS Status
UIC Status: UIC Valid
UIC Status Date: 12/05/2017
MSDS Last Updated: 07/12/2017

[UIC Resolution Guide](#)

Student Demographics | **Program Details** | **Current Enrollment**

Student Current Enrollment

CSC	Course Name	Cip Code	PSN	Enter Date	Exit Date	Subsec	Grade	Col Credits	HS Credits
AAAone	yte	14.4201	20531	9/14/2017	1/25/2018	A		2.00	1.00
EC-35003-1	EC - Engineering Tech - Mechat	14.4201	20533	1/29/2018	6/8/2018	A		2.50	

Primary Purpose of CTEIS Reporting

The main function of CTEIS is to collect CTE student data and CTE course data for Section 61a1, Section 61b, and 61d funding purposes, and for federal CTE Perkins reporting. **CTEIS should not be used to report non-CTE courses¹.**

A secondary use of the data submitted through CTEIS, is to meet the TSDL (Teacher Student Data Link) reporting requirement for CTE courses. To meet this requirement (and avoid reporting the same information in both TSDL and CTEIS), all CTE courses reported in CTEIS are transferred to CEPI to be included with the TSDL collection data. For helpful hints on TSDL reporting, see the [TSDL Helpful hints document: https://www.michigan.gov/documents/cepi/CEPI_Helpful_Hint_TSDL_Reporting_528289_7_528820_7.pdf](https://www.michigan.gov/documents/cepi/CEPI_Helpful_Hint_TSDL_Reporting_528289_7_528820_7.pdf)

For guidance for districts that choose to report CTE courses in both CTEIS and directly through the MSDS Student Course Component, see page 382 of the [2018-19 Collection Details Manual: https://www.michigan.gov/documents/cepi/Collection_Details_SY18-19_v1.0_623424_7.pdf#comp-stucourse](https://www.michigan.gov/documents/cepi/Collection_Details_SY18-19_v1.0_623424_7.pdf#comp-stucourse).

Section 61b Funding Calculations

Section 61b funds are distributed in the same year that the EMC students (eligible to generate 61b funds) are reported. Following is the process for calculating Section 61b funds:

- In mid-March, enrollment data for EMC PSNs is extracted from CTEIS to calculate the 61b funding allocations.
- Section 61b funds are based on the expenditures for each CIP Code.
 - The average per-pupil expenditure for each CIP Code is multiplied by 50%.
 - The resulting product for each CIP Code is then multiplied by the number of EMC students in each individual program PSN (Program Serial Number) as follows:
 $EMC\ Students \times (Average\ CIP\ Code\ Expenditures \times 50\%) = 61b\ Funds$
- Section 61b funds for EMC students are:
 - Calculated by individual program (PSN).
 - Rolled-up to the Prosperity Region level for disbursement.
 - Disbursed to the Fiscal Agency of each prosperity region, through State Aid payments.

Recapture of Section 61b Funds

The two most common reasons for recapture are:

- Decrease in final EMC enrollment, compared to EMC enrollment extracted in March.
- EMC students not coded 3500 in MSDS.

EMC enrollment decreases are determined by comparing the final enrollment reported in CTEIS, to the March enrollment:

- If the final count of EMC students is equal to or greater than the number of EMC students reflected in the March count, no action is necessary.
- If the final count of EMC students is LESS than the number of EMC students reflected on in the March count, a recapture is necessary.
- Recaptures are based on the difference between the final count of EMC students and the number of EMC students reflected on the March count.

The MSDS (Michigan Student Data System) records for EMC students reflected on the March count are then checked to determine if these students have been coded 3500.

- If the EMC students are coded 3500 in MSDS, no action is necessary.
- If the EMC students are not coded 3500 in MSDS, a recapture is necessary (for only those EMC students not correctly coded 3500).

Who to Contact

Questions regarding state approval of Early Middle Colleges should be directed to:

Beverly Brown
Early Middle College Manager
BrownB21@michigan.gov
517-335-4670

Questions regarding state approval of CTE programs in Early Middle Colleges, should be directed to:

Nikki Rogers
RogersN@michigan.gov
517-241-5346

Questions regarding CTEIS reporting should be directed to:

Joan Church
ChurchJ@michigan.gov
517-335-0360

¹Rare Exception:

There is one **rare** exception to this rule, which only applies to **EMC** students. See question #24 of the FAQ in this document:

- **IF** a CTE EMC student completed all courses and assessments required to be a secondary CTE program Completer; **and**
- Is unable to enroll in any of the postsecondary CTE (Occupational) courses in the approved POS in the school year; **and**
- Has **not** been enrolled in **any CTE** courses (secondary or postsecondary) during the **ENTIRE year, and**
- During that year, this student is still enrolled in the EMC CTE program of study...

Then the district may report one non-CTE course (with OCTE approval and proper documentation) in which to enroll this EMC student. This **non-CTE** course is only allowed to be reported in CTEIS, to enable this **EMC** student to generate Section 61b funds.

Note: This course will **not** generate Section 61a1 funds. (Only students in **CTE** courses are eligible to generate Section 61a1 funds.)

Frequently Asked Questions
61b Formula Funding (for CTE EMCs only)

1. What is a CTE Program?

A CTE program, (as defined under section 3 of 1976 PA 451, MCL 380.3) means a program of organized, systematic instruction designed to prepare specified individuals for useful employment in recognized occupations. Programs eligible to generate section 61a(1) state school aid are state-approved career and technical education wage-earning programs that include all of the following [R 395.241 Rule 11.(1)]:

- (a) A coherent sequence of courses so that students gain academic, technical, and work behavior skills.
- (b) Instruction that includes classroom, laboratory, work-based learning, and leadership opportunities.
- (c) Instruction that is supervised, directed, or coordinated by an appropriately certificated career and technical education teacher.

2. If a student is not coded as 3500 (EMC Participating Yes) in the end-of-year reporting from a district, but was coded earlier in the year, will that student still be eligible to generate 61b funding?

Departmental rule states that a student must declare as EMC participating by the fall count day of their 11th grade year at the latest. That code should remain with a student unless that student leaves the Early Middle College. A student in an EMC CTE PSN must also be coded 3500 (EMC Participating Yes) in MSDS to be eligible to generate 61b funding. During the initial phase of approving EMCs and 61b-eligible CTE EMC programs, the MDE will use a broad definition of EMC-participating from the MSDS data when determining eligibility to generate 61b funding. Districts are responsible for ensuring that students are coded correctly in MSDS. For specific coding instructions in MSDS and TSDL, please contact CEPI at CEPI@michigan.gov or call 517-335-0505.

3. Explain the difference between a state-approved CTE program (eligible to generate section 61a1 funding), a CTE EMC Program, and CTE Dual Enrollment.

A CTE program, (as defined under section 3 of 1976 PA 451, MCL 380.3) means a program of organized, systematic instruction designed to prepare specified individuals for useful employment in recognized occupations. Programs eligible to generate section 61a(1) state school aid are state-approved career and technical education wage-earning programs that include all of the following [R 395.241 Rule 11.(1)]:

- (a) A coherent sequence of courses so that students gain academic, technical, and work behavior skills.
- (b) Instruction that includes classroom, laboratory, work-based learning, and leadership opportunities.
- (c) Instruction that is supervised, directed, or coordinated by an appropriately certificated career and technical education teacher.

In addition to the requirements above, students enrolled in a CTE Dual Enrollment program earn college credit recorded on a college transcript immediately upon completion of the course in addition to high school credit for the instruction received in their state-approved CTE program. For the purpose of generating section 61b funding, the CTE dual enrollment must meet the requirements specified in section 61b of state school aid. That is, the program must meet all the following:

- (a) Has been identified in the highest 5 career cluster rankings in any of the 10 regional strategic plans jointly approved by the Michigan Talent Investment Agency

- (b) Has a coherent sequence of courses that will allow a student to earn a high school diploma and achieve at least 1 of the following in a specific career cluster:
 - i. An associate degree
 - ii. An industry-recognized technical certification approved by the Michigan Talent Investment Agency
 - iii. 60 transferable college credits
 - iv. Participation in a register apprenticeship
- (c) Is aligned with the Michigan Merit Curriculum.
- (d) Has an articulation agreement with at least 1 postsecondary institution that provides students with opportunities to receive postsecondary credits during the students' participation in the CTE Early Middle College or CTE dual enrollment program and transfers those credits to the postsecondary institution upon completion of the CTE Early Middle College or CTE dual enrollment program.
- (e) Provides instruction that is supervised, directed, or coordinated by an appropriately certificated CTE teacher or, for concurrent enrollment courses, a postsecondary faculty member.
- (f) Provides for highly integrated student support services that include at least the following:
 - i. Teachers as academic advisors
 - ii. Supervised course selection
 - iii. Monitoring of student progress and completion
 - iv. Career planning services provided by a local one-stop service center as described in the Michigan works one-stop service center system act, 2006 PA 491, MCL 408.111 to 408.135, or by a high school counselor or advisor.
- (g) Has courses that are taught on a college campus, are college courses offered at the high school and taught by college faculty, or are courses taught in combination with online instruction.

A CTE Early Middle College program is a state-approved CTE program in which students receive instruction that covers all the state secondary standards for a state-approved secondary CTE program, PLUS enroll in postsecondary occupational courses (recorded on a college transcript immediately upon completion of the course) at a postsecondary institution as part of an aligned, coherent sequence of courses, that includes a 5th year leading to a high school diploma and at least 1 of the following in a specific career cluster:

- (a) An associate degree.
- (b) An industry-recognized technical certification approved by the Michigan Talent Investment Agency in the Department of Talent and Economic Development.
- (c) Up to 60 transferable college credits.
- (d) Participation in a registered apprenticeship.

The program is aligned with the Michigan Merit Curriculum and has an articulation agreement with at least one postsecondary institution that provides students with opportunities to receive postsecondary credits during the student's participation in the CTE Early Middle College and transfers those credits to the postsecondary institution upon completion of the CTE Early Middle College program.

The program provides instruction that is supervised, directed, or coordinated by an appropriately certificated CTE teacher or, for concurrent courses, a postsecondary faculty member.

The program provides for highly integrated student support services that include at least the following:

- (a) Teacher as academic advisor.
- (b) Supervised course selection.
- (c) Monitoring of student progress and completion.
- (d) Career planning services provided by a local one-stop service center as described in the Michigan works one-stop service center system act, or by a high school counselor or advisor.
- (e) Has courses that are taught on a college campus, are college courses offered at the high school and taught by college faculty, or are courses taught in combination with online instruction.

4. Can a student taking only non-occupational postsecondary courses as part of a state-approved CTE EMC program generate 61b funds?

With additional documentation and approval from the OCTE EMC Manager, a student who is taking only non-occupational postsecondary courses as part of a state-approved CTE EMC program may still generate 61b funds (for example, the student is taking required freshman English and other non-occupational coursework required for an associate degree as part of a state-approved CTE EMC program).

The student must also be coded 3500 in MSDS (Michigan Student Data System) at the end of the year and correctly reported in a CTEIS (Career and Technical Education Information System) course section marked as a non-occupational postsecondary course in a CTE EMC PSN (Program Serial Number). See reporting instructions for details. If in doubt regarding reporting, please contact OCTE for assistance.

5. If a student fails, the college course (as dual enrolled) will the 61b funds be withheld?

No. The 61b calculation is based on enrollment.

6. If a student earns dual enrollment credit in a secondary CTE course, but the postsecondary credit is in a non-occupational course, does the student generate 61b funding? For example, if a student is enrolled in a secondary agriculture program and earns postsecondary science credit as part of the program, should that district report the course as a dual enrollment course eligible to generate 61b funding?

Yes. A student enrolled in a secondary CTE course for which he or she earns postsecondary non-occupational credit can generate 61b funding. For example, a student enrolled in a secondary Agriculture course for which the student earns postsecondary science credit recorded on a college transcript immediately upon completion of the course can generate 61b funding.

7. What is the deadline for districts to report 61b enrollments?

The absolute deadline for districts to enter and/or report 61b enrollments in CTEIS is mid-March to generate 61b funding under either the EMC or dual enrollment provisions. See www.cteis.com for exact deadline for a given year.

- 8. Do students in a CTE Early Middle College Program generate 61b funds if they are not taught by a college instructor or do not receive direct college credit?**
All students in CTE Early Middle College Programs may generate 61b funds. Courses do not need to be taught by a college instructor for direct credit. CTE programs taught by CTE instructors are included in the funding model.
- 9. What is a CEAC?**
Career Education Advisory Council—one for each Michigan Works! Agency region.
- 10. Are LEA's eligible for 61b funds if they currently run an Early Middle College?**
If the LEA is a state-approved Early Middle College and is operating state-approved CTE Early Middle College programs, then Early Middle College students in those state-approved CTE Early Middle College programs (operated by the LEA) would be eligible to generate 61b funds.
- 11. If you are an existing ISD Early Middle College, are you eligible for 61b grant funds?**
Yes, if the ISD operates state-approved CTE Early Middle College programs.
- 12. What if an ISD has an Early Middle College but no State-Approved CTE programs?**
The ISD must operate a state-approved CTE Early Middle College program, to be eligible to generate 61b funds. The ISD can apply for a state-approved CTE Early Middle College program by contacting Nikki Rogers at 517-241-5346 or email RogersN@michigan.gov.
- 13. What if you haven't applied for a program yet, then are you eligible to receive the funding for this year?**
Section 61b funds are generated based on student enrollment in a state-approved CTE Early Middle College program. Student enrollment for CTE EMC programs must be reported in CTEIS by **March**, to generate 61b funds. So, if your program has not met the qualifications (received state-approval, and be operational) by March, you would not be eligible for 61b funds.
- 14. Does the state-approved CTE program need to be at the Early Middle College or can it be delivered at a career center and the students attend the rest of the day at the Early Middle College?**
To generate 61b funding, the Early Middle College must be operating the CTE EMC program. Sending a student to a secondary CTE program at a career center does not meet the criteria for operating a CTE Early Middle College program.
- 15. What can 61b funds be spent on?**
The 61b funds may be spent on anything that you would normally use foundation allowance funds for in a CTE Early Middle College program.
- 16. Can 61b formula funds be used to pay transportation expenses and dual enrollment tuition?**
Yes, if they are associated with a CTE EMC or Dual Enrollment Program.

- 17. Can CTE postsecondary tuition expenses be paid with 61b funds?**
The district (that receives foundation allowance for the student) must pay the student's tuition in accordance with PA 258 of 2000. Eligible students are responsible for the remainder of the costs associated with his or her enrollment. However, 61a1 or 61b funds may be used to pay the portion of Postsecondary Tuition (Student), above amount required under Career and Technical Preparation Act.
- 18. Can 61b funds be used for non-CTE courses in an EMC program?**
The 61b funds can be used for non-CTE courses within the Early Middle College program of study such as English, math, etc.
- 19. Can I use 61b funds earned from one CTE EMC program towards another CTE EMC program?**
The 61b funds generated from one CTE Early Middle College program can be used for expenses in another CTE Early Middle College program that qualifies to generate 61b funding.
- 20. Can 61b funds be used to reimburse text book expenses for books that will be used the following school year?**
The 61b funds may be spent on anything that you would normally use foundation allowance funds for in a CTE Early Middle College program.
- 21. Can 61b funds be carried over for the following school year? If so, how is this documented?**
61b funds may be carried over to the next school year. Districts must submit a formal request to carry over the funds prior to the end of the fiscal year and indicate on the 61b expenditure report that funds will be carried over. The district will be required to complete an expenditure report for the funds that were carried over.
- 22. When must 61b funds be spent by?**
Funds must be expended by June 30 of the year in which the funds were generated, or June 30 of the following year, if funds were carried over.
- 23. Can a program generate both 61a1 and 61b funding?**
Yes, students enrolled in 61b-eligible EMC CTE programs **MAY** generate **BOTH** 61a1 AND 61b funds if all requirements for both funding sources are met.
- 24. When might a district choose to report a non-CTE Postsecondary course in CTEIS to generate 61b funding?**
In RARE¹ instances, a student enrolled in a state-approved Career and Technical Education (CTE) Early Middle College (EMC) Program of Study (POS) may have completed all courses and assessments required to be a secondary CTE program Completer but is unable to enroll in any of the postsecondary CTE (Occupational) courses in the approved POS but is enrolled in postsecondary General Education courses that are part of the state-approved CTE EMC Program of Study. In this instance, the district may choose to report a non-CTE postsecondary course in CTEIS to generate 61b funding. (Note: postsecondary CTE courses are referred to as "Occupational" courses).
Note: OCTE EMC Manager approval and additional documentation are required to generate 61b funding under this exception.

25. If a district reports student enrollment in a non-CTE postsecondary course in CTEIS in order to generate 61b funding, must the district report in CTEIS ALL non-CTE postsecondary courses that are part of the state-approved CTE EMC Program of Study?

No. A student will generate 61b funding if he/she has been reported in CTEIS as enrolled in either a secondary or postsecondary CTE course OR a non-CTE postsecondary course, that is part of the state-approved CTE EMC Program of Study. Districts are not required to report student enrollment in ALL non-CTE postsecondary courses in which the student was enrolled.

However, districts MUST report in CTEIS all secondary and postsecondary CTE courses that are part of the state-approved CTE EMC Program of Study, in which a student was enrolled.

ALSO, per state reporting requirements, ALL courses for Dual-Enrollment-participating or Early Middle College-participating students MUST be reported through the Teacher Student Data Link (TSDL) collection to generate 64b funding.

For more information, please refer to the MSDS manual regarding the TSDL (Pages 51-52).

http://www.michigan.gov/documents/cepi/Collection_Details_SY1617_v1.0_524119_7.pdf#table-contents

For collection specific questions, please refer to the MSDS manual or the CEPI Help Desk at cepi@michigan.gov or 517-335-0505 x3.

26. Must a district report in CTEIS ALL secondary and postsecondary CTE/occupational courses that are part of a state-approved CTE EMC Program of Study and the student enrollments in these courses?

Yes. For students enrolled in state-approved CTE EMC Programs of Study, districts must report in CTEIS all secondary and postsecondary CTE/occupational courses in which the student was enrolled during the school year. Postsecondary CTE/occupational courses that are part of the state-approved CTE EMC Program of Study are to be reported as covering "Segment Q" (advanced) content. Students reported as enrolled in state-approved CTE EMC Program Serial Numbers (PSNs) will generate 61b funding (assuming all other requirements under the 61b legislation have been met).

27. How will OCTE verify 61b funding enrollments reporting?

In addition to the checks on CTE enrollment reporting carried out during TRAC on-site reviews such as comparing district class lists to CTEIS reports, OCTE will verify 61b enrollment reports as follows:

- The student has been identified in MSDS as an EMC student (designated 3500).
---AND---
- The final end of year enrollment for the PSN is equal to or greater than the enrollment funded for 61b.

28. May a district report all students enrolled in non-CTE/occupational postsecondary courses under the same course section in CTEIS in order to generate 61b funding? For example, if one student was enrolled in a postsecondary psychology course and another was enrolled in a postsecondary biology course, could both students be reported under the same course section in CTEIS in order to generate 61b funding?

No. Each postsecondary non-CTE/Non-occupational course in which CTE EMC students were reported for 61b funding must be reported as a separate course section in CTEIS, with the postsecondary course name and identifying information sufficient so that it is possible to verify that the course in question is part of the state-approved CTE EMC Program of Study.

29. How are “CTE Postsecondary Course” and “non-CTE Postsecondary Course” defined for CTEIS reporting purposes for 61b funding?

Districts must ask the postsecondary institution partner in the EMC to identify whether each postsecondary course that is part of the state-approved CTE EMC Program of Study is an “Occupational” (CTE) course or a “Non-Occupational, General” course, if the course is to be reported in CTEIS for 61b funding.

For reference, districts may review the Dictionary of Community College Terminology (link below), but the ultimate determination must come from the postsecondary institution.

<http://michigancc.net/resource/def/dictionary.aspx>

The following definitions from the Dictionary of Community College Terminology may help secondary institutions in understanding the terminology.

OCCUPATIONAL SPECIALTY COURSES

Courses designed to develop student competencies for a specified occupation. Such competencies include knowledge and skills regarding techniques, applications, procedures, materials, processes, and operations indigenous to the occupation.

From the section, **Occupational Education Student Contact Hours**: "Occupational in purpose" means instruction with a direct career relationship designed to impart work-related knowledge and skills. Courses eligible for federal funding include occupational specialty courses, supportive courses specifically designed for an occupational program, general occupational courses, and apprenticeship instruction only.