



Office of Career and Technical Education

**EMERGING CTE EMC
PROGRAM APPLICATION
TOOL KIT**

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Overview

This tool kit has been developed to assist educational leaders understand the process of applying for and implementing an Emerging Career and Technical Education (CTE) program. There are three phases of an Emerging CTE EMC Program; What to Know Before Applying, the Application Submission Process, and the Implementation Requirements following the state approval of the program. This tool kit is intended to help identify the requirements of an Emerging CTE EMC Program and understand the specific responsibilities of a CTE program. Also included are a variety of examples, templates, resources for additional information, and contact information for support services.

The first phase, **What to Know Before Applying**, will explain the key components of CTE that need to occur when considering a new program. The second phase, **Application Submission Process**, describes the process and requirements of a CTE program application. It is important to note that this process must be followed, and all requirements met, or the application will require modification or possibly be denied. The third phase, **Implementation Requirements**, explains the requirements required to be met following the state approval of a CTE program application.

The Emerging CTE EMC Program Application was designed to follow the Classification of Instructional Programs (CIP) Self-Review which is a tool used to monitor state-approved CTE programs. There are six sections within the CIP Self-Review that all state-approved programs must follow:

- C01: Program Teacher Certification
- C02: Program Teacher Professional Development
- C06: Program Advisory Committee:
Industry Experts Providing Input to the Program
- C10: Implementation of Program Standards/Course Content
- C13: Strategies to Eliminate Barriers to Program Access
- C16: Secondary-Postsecondary Connections

The Emerging Program Application requires elements from C06 and C10. The remaining sections covered in the CIP Self-Review are assurances made by the applicant during the New Program Application Process. Upon program approval, the program applicant and agency are required to fully meet the expectations as stated within the assurances. Applicants will submit pertinent information following the CIP Self-Review format via the [CTEIS](https://www.cteis.com) website at: <https://www.cteis.com>. Refer to [Appendix F](#) to view the checklist used by the Office of Career and Technical Education (OCTE) when evaluating the application for approval.

Phase 1:

What You Need to Know Before Applying

When pursuing an Emerging program, it is imperative that there be communication with the area's Career Education Planning District (CEPD) administrator prior to planning and submitting the application.

The CEPD administrator is key in providing coordination and technical assistance for the application. The CEPD administrator is required to review and approve an Emerging CTE EMC Program Application using the Career and Technical Education Information System (CTEIS). If the CEPD is not involved at the origination of your request, the application may be delayed or even denied due to key requirements that must be followed for approval.

Determine the Type of New CTE Program

When considering a state-approved CTE program, determine which type of program will be developed. There are four different options to select from, which are listed below. This tool kit is designed to support the development of an Emerging CTE EMC Program. All applications require elements of the CIP Self-Review; however, emerging applications require additional detail.

State-Approved CTE	A program type that allows a district to apply for an existing, state-approved CIP code. Please see the New CTE Program Application Tool Kit for more information.
State-Approved CTE EMC	A program type that allows an approved EMC to apply for an existing, state-approved CIP code. Please see the New CTE EMC Program Application Tool Kit for more information.
Emerging CTE	A program type where a district applies for a new CIP code for an emerging program where there is not currently a state-approved CIP code. Please see the Emerging CTE Program Application Tool Kit for more information.
Emerging CTE EMC	A program type where an approved EMC applies for a new CIP code for an emerging program where there is not currently a state-approved CIP code.

Conduct Needs Assessment

Planning and developing Emerging CTE EMC Programs could be a full year process, which requires completion of a Needs Assessment by the applicant. When completing a Needs Assessment, several factors need to be addressed:

1. A Needs Assessment, based on current labor market information for high-skill, high-wage, and high-demand careers to support a proposed CTE program should be conducted in coordination with local workforce development efforts.
2. If no additional state or federal dollars were received, would the local district/funding be able to support the program?
3. The rationale for developing the program should be formulated and agreed upon by those contemplating the establishment of the program. A discussion with CTE administrators in the region must be conducted to prevent duplication of programs and to increase collaboration.

Below is information that applicants will want to gather as they assess the need for an Emerging program.

1. Based on a review of the regional/local workforce needs, leading to high-skill, high-wage, and high-demand careers, list the three highest priorities for CTE programs that exist within the CEPD. Review and update the regional long-range plan if needed.
 - a) Are there current job openings available related to this CTE program in the state of Michigan?
 - [DTMB, Labor Market Information](http://www.milmi.org/): <http://www.milmi.org/>
 - [ONET](https://www.onetonline.org/): <https://www.onetonline.org/>
 - [Career & Educational Advisory Council \(CEAC\)](http://www.michigan.gov/documents/wda/17-24_CEAC_609690_7.pdf): http://www.michigan.gov/documents/wda/17-24_CEAC_609690_7.pdf
 - b) What data/documentation exists that supports current job openings for this Emerging CTE EMC Program at the regional or CEPD level?
2. The State Board of Education has adopted the 16 Career Clusters at www.careertech.org and the State 17th Cluster in Energy. Which cluster has been identified for this emerging program?
3. What pathway within the cluster has been identified? Please save "*The Common Career Technical Core with Performance Elements*," document for that cluster. This information will be used when developing the gap analysis for the emerging program. This document can be found at www.careertech.org under each National Cluster.

- 4.** What CIP Code is being suggested for the Emerging Program? Please visit the [National Center for Education Statistics](https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55) at <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55> to select the appropriate CIP Code. Is this CIP Code already in use?
- 5.** What postsecondary institutions offer teacher certification in this emerging program area? What teachers are eligible to teach in this emerging program area?
- 6.** What stackable credentials or industry certifications are available for students completing this program?
- 7.** What national industry-recognized technical standards have been identified for use within the Gap Analysis?
- 8.** What SCED Codes are being suggested for this emerging program? SCED Codes may be found at the [National Center for Education Statistics](https://nces.ed.gov/forum/SCED.asp) at <https://nces.ed.gov/forum/SCED.asp>
- 9.** Has a program analysis been completed to see whether other state-approved CTE programs will meet the needs of this request?
- 10.** Have other CEPDs and schools been invited to participate in the work of developing the emerging CIP Code? To become a state-approved CTE program, the program should represent needs for all of Michigan. Therefore, it is extremely important to include other CEPDs in the emerging work.
- 11.** Do you have a strong panel from industry that represents this work? Or do you have one employer? One employer may not justify the need or demand that is described within this section.
- 12.** An active program advisory committee must be established. The committee contributes to the development of the new program and the new program application. The electronic application system will require the applicant to upload the program advisory committee minutes to substantiate that the committee has provided input into the development and planning of the new program.
- 13.** Are there state-approved occupational programs at postsecondary institutions located in your region that would be potential partners for articulation, dual enrollment, direct credit, EMC, and programs of study?
- 14.** Are there other related continuing education options such as training programs, apprenticeships, or industry-recognized certifications or licenses available in the CEPD related to this CTE program?

Your Emerging Application will require this information within the application page prior to submitting. All information provided will be used by the OCTE cluster consultant to develop a white paper that is used in the approval process. If information is missing, the OCTE cluster consultant may deny or require modifications within five business days. White papers are the official record of recommendations used by the OCTE management team in making final decisions.

Program Advisory Committee

As mentioned within the Needs Assessment, the program advisory committee is vital to becoming and remaining a state-approved program. The first committee meeting must occur prior to submitting an application. Once approved, the committee must meet a minimum of twice each school year. Regional advisory committee meetings will not meet this criterion.

Consider the following when selecting business and industry partners to be a member of the program advisory committee.

Are there business and industry partners in the community committed to:

- Actively participate on a program advisory committee
- Support training, scholarships, and student leadership opportunities
- Support work-based learning (WBL) opportunities for program concentrators/completers
- Offer instructor opportunities for training/learning specific to the occupational program (i.e., externships)

The role of the program advisory committee is to provide input on planning, development, implementation, operation, promotion, evaluation, and maintenance of the program that results in continuous program improvement. The first meeting provides the groundwork necessary to meet the requirements of a state-approved CTE program. Agenda items for the first meeting should include conversations on the development of the Gap Analysis, leadership opportunities, recruitment strategies, and safety requirements of industry. Additionally, the program advisory committee should discuss how the program might be delivered and the appearance of the laboratory or classroom (Agenda Template - [Appendix A](#)). The meeting minutes need to reflect evidence of these discussions.

The committee membership must include:

- Majority from appropriate business and industry
- Committee chairperson from business and industry
- Parent representative
- Postsecondary representative
- Highly recommended, including student representatives and school counselors

During the program application process, the following items from the program advisory committee are required to be uploaded into the electronic application.

- Membership roster reflecting representatives from the program-specific business, industry, and community agencies and their contact information (Sample Roster - [Appendix B](#))
- Meeting minutes (Minutes Template [Appendix C](#))

Leadership Opportunities

Leadership development is a required portion of all CTE programs. Many programs take advantage of the Career Technical Student Organizations for the CIP area (DECA, FFA, HOSA, FCCLA, BPA, and SkillsUSA). Other organizations such as MITEs or MCTA may fulfill the requirement but there must be more than just a competition component to serve the leadership requirement. Other requirements would be: group officers, regular meetings, and recommended community service.

*Program Recruitment Strategies

Recruitment is the life blood of all programs. Without students, the program will not succeed. To gain student interest, the committee must establish a plan to inform students and recruit them into the new program. One important part of recruitment is to make sure that the recruitment plan addresses non-traditional students for this CIP code area. The materials should also meet the non-discrimination guidelines for your district.

*Safety

Safety for students in the new program must be a primary concern. An instructional plan for safety training in courses is very important. This plan must include training for classroom activities and for any lab work which students will participate during the school day and on WBL sites. Information on WBL and on labor laws may be found on the OCTE, [Work-Based Learning Manual](https://www.michigan.gov/mde/0,4615,7-140-2629_53968-472911--,00.html) webpage at: https://www.michigan.gov/mde/0,4615,7-140-2629_53968-472911--,00.html

*Facilities

Include a summary of discussions pertaining to the development of the program's facility which would address areas such as equipment, design, and layout, along with accessibility. When a program has been fully approved by the state, the program advisory committee will be required to tour the facility each year looking at the equipment that is being used in the program. The program advisory committee then can make recommendations for equipment purchases, design, and layout of the facility. The program advisory committee brings a vast array of experiences which will be invaluable in this task.

*Plan for Long-Range Improvement

The program advisory committee must also look to the future and make recommendations which will go beyond the first year of the program. No program will succeed and grow without long-range plans and goals to strive toward. These goals can be for program enrollment, equipment, or facilities. The program advisory committee should decide which areas are most important and develop strategies to achieve the overall vision for the program.

*These areas will be discussed in Phase 2 and Phase 3 of this tool kit.

Where to Locate the Emerging CTE EMC Program Application

All Emerging CTE EMC Program Applications are generated and processed through the Career and Technical Education Information System ([CTEIS](http://www.cteis.com)): www.cteis.com.

In collaboration with the OCTE, CTEIS has prepared a manual which provides specific instructions on completing the application using their system. The [New Programs Manual](#) is available at:

<https://ptdtech.atlassian.net/wiki/display/CS/New+Programs+Manual+-+District>.

Application Access and Authorized User Roles

Access to the application requires a CTEIS login and password. Depending upon how access is assigned, the rights associated with your application may vary. The CEPD administrator will need to coordinate with their Fiscal Agency Level 5 administrator to authorize and assign an individual with the Data Entry user role within the system.

- **Data Entry**

The Data Entry user is primarily responsible for generating the new program application and entering the required information. Data Entry users update and complete each of the five sections of the application, indicate the completeness of each section, and then mark the overall application as complete, allowing the CEPD administrator the opportunity for review.

- **CEPD Administrator**

The CEPD administrator is primarily responsible for reviewing and verifying the application is complete, requests modifications for missing required components, and submitting the application.

Phase 2:

Application Submission Process

The Emerging CTE EMC Program Application is an electronic application generated and processed through [CTEIS](http://www.cteis.com) (www.cteis.com). Begin by logging in to CTEIS to access the application portion of the system. Refer to Phase 1 for information on setting up user access.

Within the application, there are four main sections:

1. Application/Contact Page
2. C06 Advisory Committee
3. C10 Implementation of Standards/Course Context
4. Assurances

The data entry user generates the application, enters the responses to the various fields within each section, and uploads all the required documentation where indicated. The CTEIS [New Programs Manual](#) provides specific instructions on completing the application. The manual is available at: <https://ptdtech.atlassian.net/wiki/display/CS/New+Programs+Manual+-+District>.

After placing the required materials and data within each section, the data entry user must mark each section individually as "complete." Each section must be marked "complete" prior to marking the application "complete."

Once the entire application has been marked complete, the CEPD administrator must review each section of the application. If the CEPD administrator finds the application to be complete and accurate, they will **mark each section** as reviewed and then submit the application to the consultant responsible for the program content using the steps provided on the following page. If the materials are found to be incomplete, the CEPD administrator marks that section as needing modifications, and requests the applicant to make revisions. The CEPD administrator can, at any time, cancel the application.

The application will require comments for each section. The CEPD administrator should provide written instructions in the comment field of each section for the local applicant or OCTE consultant.

After each section is reviewed, the CEPD administrator must return to the first page with applicant/contact information. If requiring modifications, the CEPD administrator will mark the application as needing revisions. If all sections are approved, the CEPD administrator submits the application to the OCTE.

When a CEPD Administrator Serves as Both the Data and CEPD User

The application was designed as a checks and balance system between the data entry and CEPD administrator users. It is important to note that when a CEPD administrator chooses to serve in both roles, there are two separate links within CTEIS that the CEPD administrator will need to complete.

First Link: Begin by selecting the link on the left-hand navigation bar, titled **New Programs**. Within the **New Programs** link, the CEPD administrator will be performing in the data entry user role. This link is where the Data Entry user may generate an application, enter data to the application fields, and upload required documentation as described in this section, and then mark as “complete.”

Second Link: When the application has been marked “complete” through the New Programs link described above, the CEPD administrator must now select the link on the left-hand navigation, called **New Programs CEPD**. Within the **New Programs CEPD** section, the CEPD administrator must review each section of the application. When each section has been approved, the application is ready to submit to the OCTE. The submission button is on the first page of the application. If modifications are required, mark the page as needing modifications, and enter comments regarding the modification. Return to the main page of the application and select request modifications. To process the modification, return to the New Programs link, make the necessary modifications, mark them complete, and then return to the New Programs CEPD link to complete the CEPD approval and submission.

State Review Process for Submitted Applications

Once applications are submitted, the OCTE has up to 60 days from application deadline to review the submitted application. During the review process, the consultant may request modifications, deny, or approve the application. If modifications are requested, an automated email is sent to the CEPD administrator requesting those changes. The CEPD administrator should contact the applicant regarding the requested change. Additionally, the CEPD administrator needs to send the application back to the applicant for revisions. The OCTE requests all modifications be submitted within five business days. If changes cannot be made within five business days, the OCTE will postpone the application to the next application cycle to allow time for concentrated effort and revisions to the application. The OCTE has determined that applications requiring more than five business days, need more time to work with their CEPD administrator and in developing high-quality CTE programs.

Once the application has been state-approved, a program serial number (PSN) will be assigned. PSNs are assigned weekly throughout the New Program Application Cycle. Log in to [CTEIS](http://www.cteis.com) (www.cteis.com), to view the PSN assigned to your new state-approved CTE program.

CIP Self-Review Application Requirements

The following items are from the CIP Self-Review which are requirements for the Emerging CTE EMC Program Application:

- C06: Program Advisory Committee: Industry Experts Providing Input to the Program
- C10: Implementation of Program Standards/Course Content
- Assurances

These requirements will be discussed in further detail within the next few pages.

On the Application page, you will be required to submit lengthy evidence within text boxes showing completed development. If you run out of space, additional documentation should be placed in the advisory committee meeting minutes. All this information will be used by the OCTE to draft a white paper. White Papers, are a step within the formal process of receiving approval for a new CIP Code. The OCTE may also document concerns within the white paper, if there are missing points within the application.

The OCTE has received numerous calls from vendors and corporate training/professional trades training facilities. Vendors may not apply for emerging programs – all emerging programs are considered a partnership between educational institutional partners and industry partners. It's important to move with caution in developing Emerging CTE EMC Programs with corporate training/professional trades training facilities. Students participating in CTE programs are required to abide by Hazardous Occupation Orders when working/training on an industry campus. Information on Hazardous Occupations may be found at <https://www.dol.gov/whd/regs/compliance/childlabor101.pdf>. Schools and industry partners whom fail to recognize the federal Hazardous Occupation Orders, may be in violation of the Youth Employment Standards Act, Mi OSHA, and the LARA Wage and Hour Division. All federal funding may be penalized if found in violation of these regulatory agencies.

C06 Program Advisory Committee: Industry Experts Providing Input to the Program

The meeting minutes must include the specific details as described in the program advisory committee section of Phase 1. Additionally, the minutes will need to record the committee's discussions of the requirements of the program, to include the following:

- Teacher Certification
- Professional Development
- Facilities
- Equipment
- Gap Analysis
- Instructional Design
- Course Syllabus
- Student Safety Related to the Specific Program
- Work-Based Learning
- Youth Employment Requirements for Work-Based Learning
- Hazardous Occupations for Work-Based Learning
- Leadership Opportunities
- Barriers to Access
- Postsecondary Articulation

Although OCTE does not collect evidences of all these components within the new program application, they are requirements of a state-approved CTE program. The OCTE program consultant expects to see specific documentation regarding the required components of the Emerging CTE EMC Program Application, as related to the requirements of state-approved programs.

For example, in the application, the OCTE does not require a submission of evidences for teacher certification. Some schools require approval prior to hiring, whereas others may be already running the program and have an appropriately certified teacher. The meeting minutes should record the committee's discussion of what actions will occur to either hire a teacher or use an existing teacher.

The membership roster and the detailed meeting minutes are uploaded to the C06 section of the application. Upon completion of C06, the applicant will begin submitting evidences for C10.

C10 Implementation of Program Standards/Course Content

Step 1 – Retrieve Gap Analysis and Instructions

Access the MCCTE [Navigator Resources](http://ctenavigator.org/resources) website at:
<http://ctenavigator.org/resources>.

There is no need to log in to access the following forms.

- a) Scroll down to [Gap Analysis Documents](#) and locate appropriate CIP Code.
- b) Select the CIP Code and Program Name to open the Gap Analysis and save it for future access.
- c) Before uploading the Gap Analysis to CTEIS, each performance element must be rated. The first link under **Gap Analysis Documents** is *Directions for Excel Gap Analysis*; which will provide instructions on how performance elements should be rated.

Step 2 – Complete the CTE Instructional Design Form.

While in MCCTE Navigator, scroll to the *CTE Instructional Design Form* and click the link to open the *CTE Instructional Design Forms*.

- d) Decide if the program’s sequence of courses will take place over one or two academic years and if the school district uses semesters, trimesters, or quarters. Select and print the appropriate form.

Sample form:

INSTRUCTIONAL DESIGN CTE EARLY MIDDLE COLLEGE PROGRAM											
School:						PSN:					
Program:						CIP Code:					
Directions: - Identify and mark when the secondary segments are delivered (mark each segment only once). - Identify the year(s) when the postsecondary content will be delivered and enter the course and institution names. o Postsecondary content does not need to be offered each year. o Postsecondary content sections should include ONLY Segment Q. - This information will assist in the entry of course sections into the CTEIS system.											
Year 1						Year 2					
Class:			Class:			Class:			Class:		
Teacher:			Teacher:			Teacher:			Teacher:		
1	2	3	1	2	3	1	2	3	1	2	3
4	5	6	4	5	6	4	5	6	4	5	6
7	8	9	7	8	9	7	8	9	7	8	9
10	11	12	10	11	12	10	11	12	10	11	12
Postsecondary/Advance Content:						Postsecondary/Advance Content:					
Course:						Course:					
Institution:						Institution:					
Year 3						Year 4					
Class:			Class:			Class:			Class:		
Teacher:			Teacher:			Teacher:			Teacher:		
1	2	3	1	2	3	1	2	3	1	2	3
4	5	6	4	5	6	4	5	6	4	5	6
7	8	9	7	8	9	7	8	9	7	8	9
10	11	12	10	11	12	10	11	12	10	11	12
Postsecondary/Advance Content:						Postsecondary/Advance Content:					
Course:						Course:					
Institution:						Institution:					
Course:						Course:					
Institution:						Institution:					

Year 5	
High School Class:	
Postsecondary/Advance Content:	Q
Courses:	Institution(s):

- CTE EMCs may be eligible for funding through State School Aid Sections 61a, 61b, and 64b.
- To be eligible for 5th year full time equivalent funding, students must not be otherwise eligible to graduate. CTE Early Middle College students must pass a math or math related course during the final (5th year) to fulfill high school graduation requirements.
- Refer to this completed form when entering the course section into CTEIS.

- e) Work with local CTE or building administrator to develop the course sequence and determine which segments will be taught in which courses.
- f) Make sure to title the courses the same way on the instructional design form as it appears on the syllabi.

Step 3 – Complete the Gap Analysis

By following the “Directions for Excel Gap Analysis” complete the Gap Analysis and save it for a future upload to the application. For assistance, contact the local director of CTE or the OCTE program consultant for the career cluster.

Step 4 – Complete Course Syllabus

A syllabus for each course taught in the program sequence will be needed. Make sure the names of the courses match what was listed on the Instructional Design form.

When developing a syllabus for a CTE course in a program, use the following outline of content developed by the OCTE. Local districts may have additional requirements. A syllabus outline for a CTE program course is available in [Appendix D](#).

Step 5 – Upload C10 Documents in CTEIS

After the gap analysis, syllabi, and CTE instructional design form have been completed, they are now ready to upload to CTEIS. Contact the local director of CTE for help with or access to the digital application.

Assurances

The last requirement of the new program application is a list of assurances. All signatures for this document are required. In submitting the assurances, the district is certifying that all requirements of the state-approved program will be met.

Section 1: All programs seeking approval will assure the following areas:

- The program is part of the regional long-range plan and supports the Michigan State Plan for Perkins
- C01 – The program teacher certification requirements have been met
- C02 – The program teacher professional development requirements have been met
- C06 – Compliance with program advisory committee requirements
- C10 – Implementation of program standards/course content requirements have been met
- C13 – Strategies to eliminate barriers to program access requirements have been met

See [Appendix E](#) to review the application assurance statements which will be certified. Using the documents located on the [CTEIS](#) website (www.cteis.com), print and fully execute the Assurances and Signature pages.

How the Application is Reviewed

The career cluster program consultants use the Emerging CTE EMC Program Application Checklist to evaluate applications. Refer to [Appendix F](#) to view the checklist.

Phase 3:

Implementation Requirements

Once the Emerging CTE EMC Program Application has been approved, the program is now considered to be a state-approved CTE program and must follow the requirements of a state-approved CTE program.

The requirements are found in the [CIP Self-Review](#) located under the resources tab of MCCTE Navigator at: www.ctenavigator.org. This portion of the tool kit provides direction on how to implement the required components of a state-approved CTE program, and provide additional information not previously discussed in Phases 1 and 2 pertaining to the following:

- C01 Program Teacher Certification
- C02 Program Teacher Professional Development
- C06 Program Advisory Committee: Industry Experts Providing Input to the Program (Second Meeting)
 - Updated Membership Roster
 - Chairperson from Industry
 - Appropriate Program Facilities and Equipment Lists
 - Agenda and Minutes
- C10 Implementation of Program Standards/Course Content
 - Documentation of Specific Student Training Records
 - Documentation of WBL
 - Leadership Opportunities Evidence
- C13 Strategies to Eliminate Barriers to Program Access
- C16 Secondary – Postsecondary Connections

Newly approved CTE programs are subject to a desk audit and are an indicator for risk analysis when reviewing regions. Failure to complete the activities listed will result in a compliance plan or possible revocation of program approval.

C01 Program Teacher Certification

Occupational certificates authorize an educator to teach in state-approved CTE programs. Educators in CTE programs must possess one of the following valid occupational credentials:

- Interim Occupational Certificate with appropriate CIP Code (Initial certificate)
- Occupational Education Certificate with appropriate CIP Code (Advanced certificate)
- Full Occupational Authorization with appropriate CIP Code (No longer issued but valid for those who hold them)
- If an educator does not hold one of the above certificates, an Annual CTE Authorization (ACA) may be granted at the request of the school district

The OCTE program consultants can help navigate certification requirements for each program area. [Appendix G](#) is a list of contact information for the consultants and the cluster areas they are responsible for.

A complete list of [State-Recognized Secondary CTE Program CIP Codes](#): is found on the Office of Educator Excellence website at:
http://www.michigan.gov/documents/mde/CIP_Program_Endorsements_for_CTE_Instruction_428077_7.pdf?20141118081544

C02 Program Teacher Professional Development

[CTE Administrator Manual](#): http://www.michigan.gov/mde/0,4615,7-140-2629_53974---,00.html

The Carl D. Perkins Act requires CTE instructors to participate in industry-related professional development when teaching state-approved CTE programs. The CIP Self-Review requires that program teachers must provide documentation of CTE program-related professional development within the last five-year period.

The program teacher **must stay current with all aspects** of program-related industry. Professional development could include:

- Training that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE
- Relevant internship or experience in the related business or industry
- Training in the effective use of technology to improve instruction
- Effective integration and use of challenging academics in CTE, provided jointly with academic teachers
- Effective practices to improve parental and community involvement
- Effective use of research-based teaching skills and data to improve instruction

Uploaded professional development evidence should provide:

- Event date(s)
- Event sponsor(s) or organization
- Topic(s) or focus of PD
- Examples: One of the following for each experience: agendas, registration confirmations, detailed list provided from district

Examples could include:

- Business and Industry Internship/Externship
- Training in specific equipment used by students in the CTE classroom
- Nurses in health science programs completing additional CEUs to maintain their nursing license

C06 Program Advisory Committee: Industry Experts Providing Input to the Program

State-approved CTE program advisory committees are required to meet a minimum of two times a year following the same guidance described in Phase 1 and Phase 2 of this tool kit. All evidence is submitted in MCCTE Navigator for the CEPD administrator and OCTE program consultant to review. The OCTE program consultant and school administrators expect they will see continued program improvement reflected within the program advisory committee meeting minutes.

C10 Implementation of Program Standards/Course Content

Once a PSN has been activated in MCCTE Navigator for a new program, the previously completed gap analysis, syllabi, and instructional design form which had been submitted during the Emerging CTE EMC Program Application process must be uploaded to the CIP Self-Review in MCCTE Navigator.

There are three additional documents that are required to be completed and uploaded to MCCTE Navigator. These documents will be discussed in further detail on the following pages.

- 1) CIP-Specific Safety Training
- 2) Work-Based Learning
- 3) Student Leadership

CIP-Specific Safety Training

All state-approved CTE programs MUST meet or exceed safety standards. Schools should seek inspection and review by an appropriate safety agency, industry representative, instructor and/or administrator to ensure that the program environment and curriculum meets appropriate regulatory agency safety guidelines (i.e. MIOSHA, CDC, NATEF, building inspections, etc.).

Evidence for this criterion can include CIP-specific student safety record, detailing specific training and date of completion.

(Optional) Depending on your CTE program, safety facility inspections/procedures/checklists including any necessary program licenses (if applicable) with administrator sign off may need to be included. For example, Certified Nurse's Assistant, American Welding Society, Federal Aviation Administration, etc.

Work-Based Learning

CTE programs provide WBL experiences for each student related to the program area being studied. By the end of the program, each student must complete minimally one experience. Please speak with the appropriate OCTE cluster consultant regarding WBL questions specific to program areas.

"Work-Based Learning" means sustained interactions with industry 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 and instruction.

Taken from the proposed Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act, July 2016

For more information please refer to the [Work-Based Learning Manual \(Managing Your Risk\)](http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968-220470--,00.html): http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968-220470--,00.html or contact Dana Hughes, Education Consultant, MDE - OCTE via email at hughesd9@Michigan.gov.

Work-Based Learning Guidance in Michigan

Work-Based Learning guidance in Michigan is consistent with the following policies and legislation.

- [Carl D. Perkins Act](https://www2.ed.gov/policy/sectech/leg/perkins/index.html)
<https://www2.ed.gov/policy/sectech/leg/perkins/index.html>
- [Pupil Accounting Manual](https://www.michigan.gov/mde/0,4615,7-140-6605_9091-22360--,00.html)
https://www.michigan.gov/mde/0,4615,7-140-6605_9091-22360--,00.html
- [Youth Employment Standards Act](http://www.legislature.mi.gov/(S(3vmp55gho0wu0qslkonm3o4v))/mileg.aspx?page=print&objectname=mcl-Act-90-of-1978)
[http://www.legislature.mi.gov/\(S\(3vmp55gho0wu0qslkonm3o4v\)\)/mileg.aspx?page=print&objectname=mcl-Act-90-of-1978](http://www.legislature.mi.gov/(S(3vmp55gho0wu0qslkonm3o4v))/mileg.aspx?page=print&objectname=mcl-Act-90-of-1978)

The Work-Based Learning Continuum

Career Awareness

A single day workplace tour, field trip, guest speaker, career fair, or visiting parents at work.

Career Exploration

Students witness work being performed, with experiences including mock interviews, job shadows, volunteering for non-profit organizations, or a virtual exchange with a business partner.

Career Preparation

Integrated project with multiple interactions with professionals, student-run enterprise with partner involvement, virtual enterprise or other extended online interactions with partners, projects with partners through industry-student organizations. Pupil accounting rules apply.

Career Training

Internships required for credential, apprenticeship, clinical experience, on-the-job training, work experience, class project, or challenge. Pupil accounting rules apply.

Youth Apprenticeship

The [Framework on Registered Apprenticeship \(RA\) for High School Students](https://wdr.doleta.gov/directives/corr_doc.cfm?docn=4799) (https://wdr.doleta.gov/directives/corr_doc.cfm?docn=4799) provides guidance from the U.S. Departments of Labor (USDOL) and Education (ED) to the public workforce and education systems on the components of a high-quality RA program for high school students. The purpose of this framework is to provide recommendations on key elements of RA programs for high school students and to encourage greater use of RA and pre-apprenticeship programs for in-school youth at least 16 years old, enrolled in secondary schools.

Job Shadow

A one-time experience that requires school permission slip.

Anything that exceeds one day and requires a minor to perform responsibilities and duties that the business benefits from, requires adherence to the Youth Employment Standards Act and the Pupil Accounting Manual.

What is Required for State-Approved CTE Technical Review Assistance and Compliance (TRAC)

A state-approved CTE program requires WBL experiences for each student related to their program area. To comply with the [CIP Self-Review](http://www.ctenavigator.org), (<http://www.ctenavigator.org>) programs must provide documentation of WBL placements specific to their occupational area. The activity should include the type of activity and date. A sample record is found below.

Table 1 Work-Based Record for Sweet Suisse High School

Student	2/1/2017 Field Trip	2/15/2017 Apprenticeship Introduction	3/2/2017 Volunteer @ GM Manufacturing Day	3/5 Job Shadow	4/1 - 4/5 WBL Rotation with SME Partners
A	x			x	x
B		x			x
C		x			x
D	x				x
F			x		x
G	x				x
H			x	x	x
I	x				x
J		x			x

- **Participation:** By the end of the program, each student must complete minimally one experience. Please speak with the appropriate cluster consultant regarding WBL questions specific to program areas.
- **TRAC:** Comply with the CIP Self-Review. Programs must provide documentation of WBL placements specific to their occupational area. The activity should include the type of activity and date.
- **Teacher Certification:** Requires an occupationally endorsed/vocationally certified teacher or coordinator employed by the district. Endorsements may come in the form of an Annual Career Authorization (ACA), Contracted Instructors, Occupational Licensure, and Interim Occupational Certificate.

Specific endorsement requests should be directed to the OEE. For CTE teacher certification questions as related to WBL, please contact Linda Campbell at: campbelll6@michigan.gov or by phone at 517-335-0585.

To learn more about requirements of CTE teacher certification refer to page 5-P-5 of the [Pupil Accounting Manual](http://www.michigan.gov/mde/0,4615,7-140-6605---,00.html): <http://www.michigan.gov/mde/0,4615,7-140-6605---,00.html>.

- **Pupil Accounting:** Students in a CTE program may be leaving school during the scheduled school day to participate in WBL. Schools are required to follow pupil accounting requirements when students leave school. Questions should be submitted to Brian Ciloski, Department Analyst, MDE/State Aid and School Finance/Pupil Accounting, at CiloskiB@michigan.gov, or call 517-241-2209.
- **Rules – Youth Employment Standards Act:** Students who participate in WBL through their CTE program, schools and employers are required to follow all child labor laws. For example:
 - 16-17-year-old students may not work more than 24 hours a week when school is in session.
 - Minors working under an executed WBL training agreement may not work beyond the specified dates and times listed.

- The hours in the written agreement count as part of the 24 hours a week.
- Minors not under an executed WBL training agreement cannot work during school hours.
- Safety instruction must be given and documented before placement.
- A date must be provided to document when safety training occurred.
- A minor shall not be employed in, about, or in connection with an occupation that is hazardous or injurious to the minor's health or personal well-being.

Additional information is available at the following websites or by contacting:

Tara Bride, Regulations Specialist, MDE - OCTE
 bridet@michigan.gov or by phone at 517-335-6041

[Hazardous Occupations and Child Labor Laws](#)

<https://www.dol.gov/whd/regs/compliance/childlabor101.pdf>

[Child Labor Law, Youth Employment in Michigan](#)

https://www.michigan.gov/leo/0,5863,7-336-94266_59590---,00.html

Student Leadership

All CTE programs **shall** provide a leadership experience within the program prior to completing the course. It is also important to remember that "leadership" is not comprised solely of "competitive events" for CTE students. The overall goal is to guide them in expanding their "soft-skills."

A Career and Technical Student Organization (CTSO) is a student leadership organization that is associated with your respective CTE program that engages in CTE activities as an integral part of the instructional program. They provide opportunities for leadership development, occupational experience, and community service. The OCTE supports six of the nine secondary national student organizations recognized by the U.S. Departments of Education and Labor.

Business Professionals of America (BPA)	www.michiganbpa.org
Health Occupations Students of America (HOSA)	www.michiganhosa.org
DECA , An Association of Marketing Students	www.mideca.org
Future Farmers of America (FFA)	www.michiganffa.org
Family Career & Community Leaders of America (FCCLA)	www.mifccla.org
SkillsUSA	www.miskillsusa.org

CTSOs are an “intra-curricular” component of preparing students to assume a leadership role in the occupation of their choice. Although not mandated, many instructors utilize CTSOs to meet the leadership compliance evidence of state-approved CTE programs. Competitive skill and leadership events promote win/win opportunities as students work at their own pace toward set goals. Events designed for individual and/or student teams highlight the diverse talents of all participants and aims to improve employability skills. Much of the CTSO work completed by students should be incorporated within classroom lessons and concepts, providing students with knowledge and hands-on experience related to course curriculum.

Leadership activities outside of a CTSO participation (i.e. FIRST Robotics, community service) are **REQUIRED** to demonstrate how students will accomplish these principles: learning and participating in leadership roles, strengthening communication skills, enhancing personal growth, and career success.

There are many options in providing leadership within a state-approved CTE program that can help make a program successful. The instructor is not only the teacher of the CTE program, but also the advisor/mentor of the respective leadership initiative; whether it’s participation in a CTSO organization or a project/activity created by the students. The advisor/mentor’s job is to “advise” and not “do” for the students. Ideally, work together in encouraging students to take on the leadership positions and authority for their personal growth, career success, community service, and civic awareness.

Contact the OCTE program consultant of the career cluster area for questions regarding allowable leadership activities for CTE programs.

The following checklist was designed to help create, organize, and maintain appropriate CTSO club and/or leadership activities.

CTSO/Leadership Activity Checklist

Have you:	Yes ✓
Helped your students create a CTSO and/or leadership officer team?	
Helped your students create/learn the CTSO and/or leadership constitution/bylaws?	
Helped your students develop a CTSO/Leadership calendar of activities or program of activities for the upcoming year?	
Helped your students develop a calendar that includes activities that build leadership capacity in ALL CTE program students?	
Helped your students develop a calendar of activities that includes community development?	
Helped your students determine appropriate ways to display their learned leadership skills/projects/service?	
Discussed experiential learning with school administrators to help them better understand concepts of students becoming leaders and your need to work with students both in and out of the classroom to develop leadership and participate in activities that will assist them in their future careers?	

C13 Strategies to Eliminate Barriers to Program Access

It is required that all facilities used for any state-approved CTE program meet Americans with Disabilities Act (ADA) standards and accessibility requirements. Compliance with all requirements of Civil Rights legislation is required by all state-approved CTE programs. The following federal and state laws apply to educational programs that receive federal funds:

- Title VI of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973
- Americans with Disabilities Act
- Age Discrimination Act of 1975/Title II of 1990

The OCTE is the state office responsible for administering a compliance program to prevent, identify, and remedy discrimination on the basis of race, color, national origin, gender, disability, or age by local educational agencies, CTE centers, or postsecondary institutions that receive federal financial assistance through a state of Michigan agency.

All agencies operating state-approved CTE programs are required to publish annual notice of opportunities in accordance with the federal guidelines. Admissions, applications, and program participation are governed by federal laws.

Key points that must be completed to accomplish these assurances are listed below:

1. Room arrangement, facility is accessible for all students (including disabled individuals) and includes at least one adjustable workstation.
2. Curriculum and materials are free of bias.
3. Recruitment strategies are fair and unbiased.
4. Classroom environment is gender fair.
5. Program employs strategies to recruit students to programs nontraditional for their gender.
6. Program enrollment is accessible to all students.

The following items should be uploaded into the CIP Self-Review for monitoring purposes.

1. Proof of accessibility for all students in all teaching or learning stations that apply to your program area: classroom, lab, greenhouse, kitchen, hand and eye wash stations, etc.

2. If using photos be sure to use wide angle pictures that show the entire room. (greenhouse, kitchen, hand and eye wash stations, etc.)
 - a. Restrooms, locker rooms, and changing areas are accessible for nontraditional students.
 - b. Storage areas for personal items (i.e. lockers) are accessible for students with disabilities.
3. Proof of one accessible workstation available for students to utilize.
4. Insert current school years' curriculum guide/procedures/scheduling sheets.
5. Insert current school years' demographic data on course enrollment – CTEIS.
6. Picture or examples of nontraditional student brochures, flyers, proof of advertisement, special needs accessibility.

C16 Secondary-Postsecondary Connections

A secondary state-approved CTE EMC program must have a postsecondary linkage. Program must **upload** a program of study. (When you log into MCCTE Navigator, additional options will be listed.)

1. CIP-Specific CTE EMC Program of Study – Schools must submit a 5-year Program of Study. Sample available in [Appendix H](#).

Appendices

Appendix A	Template Agenda for Program Advisory Committee Meetings
Appendix B	Sample Advisory Committee Roster
Appendix C	Template for Program Advisory Committee Meeting Minutes
Appendix D	Sample Course Syllabus
Appendix E	Assurances (Regular and EMC Contained in 1 Document)
Appendix F	Emerging CTE EMC Program Application Checklist (Regular and EMC)
Appendix G	Career Cluster and CIP Codes List by OCTE Program Consultant
Appendix H	Sample Program of Study

Appendix A - Template Agenda for Program Advisory Committee Meetings

[Letterhead]

[Name of School]

Program Advisory Committee Meeting

[Name of Program]

[Date and Time]

Agenda

Introductions

Approve Minutes of previous meeting (includes record of attendees)

Review Old Business: (from previous advisory committee meetings)

New Business:

- 1.
- 2.
- 3.

Items for Next Meeting, Next Meeting Date

NOTE: Meetings may be held in a classroom/school or local business at least two times per year (mid-year and end of year), on a date mutually agreed upon by the chairperson and the school. Minutes must record attendance and capture discussion of:

- Advisory committee input on planning
- Development
- Implementation
- Operation
- Promotion
- Evaluation, and maintenance of the program that results in continuous program improvement
- Appropriate program facilities
- Equipment, materials, and resources are relevant to the program curriculum and reflect current industry standards and technology.

Appendix B - Sample Advisory Committee Roster

Name	Company	Position	Email
Sally Stethoscope Committee Chair	Doggy Vet Clinic	Veterinarian	xxx@xx.com
John Deere	Cassie IH	Ag Sales and Service	xxx@xx.com
Johnny Appleseed	Hillside Orchard	Farm Manager	xxx@xx.com
Julie Holstein	Udders are Us Dairy	Herdsman	xxx@xx.com
Pat Plant	Crop Treatment	Field Applicator	xxx@xx.com
Mike Program	Community College	Student Advisor	xxx@xx.com
Jesse Smith		Parent	xxx@xx.com
Julie Smith		President CTSO	xxx@xx.com
Teacher CTE	County ISD	Instructor / CTSO Advisor	xxx@xx.com

Appendix C - Template for Program Advisory Committee Meeting Minutes

Note: These topics might be spread over 2 meetings.

[Letterhead]

[Name of School]
Program Advisory Committee - [Name of Program]
[Date, Time, Location]

Meeting Minutes

Chairperson:

Note Taker:

Timekeeper:

Attendees with Affiliations:

Introductions

Role of Advisory Members, Select a Chairperson for the Committee

[Conclusion]

[Action Items, Responsible Party, Deadline]

Program Updates

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

Curriculum Offered, Courses Offered, and Segments Covered

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

Facilities & Maintenance of Program - Information from tour of facilities and equipment being used in the program

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

CTSO / Student Leadership Development

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

Work-Based Learning

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

Program Data – Participants, Concentrators, Completers, Tech. Skills, Nontraditional Students

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

Industry Certifications and Assessments (when applicable)

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

Early Middle College Course of Study for Students

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

Early Middle College Certificate or Degree Earned

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

Educational Materials - Software, Textbooks, and Other Items

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

Appendix D - Course Syllabus Outline

When developing a syllabus for a CTE program course, use the following outline of content developed by the OCTE. Local districts may have additional requirements.

Each course syllabi should include:

- Course Title
- Instructor's Name and School Contact Information Course Dates -
(Fall 2015, for example)
- Course Description -
General overview of the course, including occupational connections (such as job titles and/or career pathways). Connections to other courses in the program may be included here.
- Special Features of Course -
Examples may include academic credits, postsecondary connections, available certifications and/or licensures, off-site delivery, WBL, and/or CTSO/Leadership opportunities.
- Course Outline -
Overview of the topics that will be covered. (This should align with the course's instructional design model.)
- Resources -
Include texts, software, tools, special facilities, and other materials or equipment used to successfully complete the course.
- Additional items -
May be included as required by district or desired by the instructor.
- CTE EMC College Partner Information -
 - Degree program
 - Certificate
 - Credential information

Appendix E - Assurances

New CTE Program Application Assurances Page

Submission of this document is required as an upload to the New CTE Program Application. Please check the box for all items below that apply to your program.

- Program application is part of the regional long-range plan and supports Michigan State Plan for Perkins IV 2008-2013. (Currently extended through 2019-2020)

C01 – Program Teacher Certification

- We assure that the teacher hired for this program is appropriately certified to teach this CIP area and licensed where required. We assure that the Human Resources Administrator has reviewed and approved these certifications. (*Failure to employ an appropriately certified teacher will result in the loss of program approval and financial recapture.*)
- We assure that if the program is currently running, with the intent to report enrollments this year, the teacher is appropriately certificated.

List of CTE Programs, with certification requirements:

http://www.michigan.gov/documents/mde/CIP_Program_Endorsements_for_CTE_Instruction_428077_7.pdf?20140701144542

Office of Educator Excellence:

https://www.michigan.gov/mde/0,4615,7-140-5683_14795---,00.html

Michigan Online Educator Certification System:

<https://mdoe.state.mi.us/MOECES/PublicCredentialSearch.aspx>

C02 – Program Teacher Professional Development

- We assure that annual professional development will focus on sustained efforts in the CTE program area to remain **current in all aspects of the industry** as related to the program area and as identified in the Carl D. Perkins legislation. **This is a requirement beyond the district-approved professional development hours required by the local district.**

C06 – Program Advisory Committee: Industry Experts Providing Input To The Program

- We assure that the Program Advisory Committee will continue to meet at least twice during the school year to continue to provide input on appropriate program facilities, equipment, materials, and resources that are relevant to the program curriculum and reflect current industry standards and technology. The role of the Program Advisory Committee is to provide input on planning, development, implementation, operation, promotion, evaluation, and maintenance of the program that result in continuous program improvement. The agenda and meeting minutes will reflect this input and these activities. For questions regarding program advisory committee expectations, please see the Program Advisory Tool Kit.

New CTE Program Application Assurances Page - Continued

C10 – Implementation of Program Standards/Course Content

- We assure that the CTE program will provide student leadership development opportunities.
- We assure that CIP-specific safety training will be provided, and adhere to all guidance for United States Department of Labor Hazardous Occupations, Youth Employment Standards ACT and the Pupil Accounting Manual.
- We assure that the CTE program will provide work-based learning experiences for each student related to the program area.

C13 – Strategies to Eliminate Barriers to Program Access

- We assure that the CTE program will be accessible for all students.
- We assure the room arrangement is accessible for all students, including disabled individuals, and includes at least one adjustable workstation evidenced by classroom/lab pictures or invoices.
- We assure the classroom environment, curriculum, and materials are free of bias. Evidences could include, textbook publisher’s bias-free statement, photos of classroom displays and learning environment.
- We assure that the program recruitment strategies, including application policy and procedures are fair to all students.

C16 – Secondary – Postsecondary Connections

- We assure that the program will develop a CIP-specific program of study that aligns secondary and postsecondary education and may also include articulation agreements, dual enrollment, or direct credit.

Attachment of this completed document to the application certifies that the local district will be responsible to meet these criteria. All new CTE programs are subject to a desk review through MCCTE Navigator CIP Self-Review after one year of operation. All program requirements must be met. Failure to comply with all program requirements and assurances may result in removal of state program approval and recapture of Added Cost and Perkins funding.

Early Middle College Assurances Page

By signing this assurance, you certify that the Advisory Committee and CEPD have verified the following items, which are required in a CTE Cluster by 61b legislation:

"A strategy to inform parents and students of CTE early middle college and CTE dual enrollment programs in the prosperity region or sub region.

(5) An eligible CTE program is a program that meets all of 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 in the department of talent and economic development and the department.

(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 in the department of talent and economic development.

(iii) Up to 60 transferable college credits.

(iv) Participation in a registered 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 student's 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 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."

Appendix F - Emerging CTE Early Middle College Program Application Checklist

CTE EMC Program Location: _____

Name of Early Middle College: _____

Career Cluster: _____

Postsecondary Partner Name: _____

Postsecondary CIP Code: _____

CTE CIP Code: _____

CTE Program Name: _____

Use this checklist to evaluate the various elements of a New CTE EMC Program Application. If any responses are No, do not submit the application. All checklist question responses must be Yes for approval consideration of the application.

To learn more about application requirements, refer to the [New CTE EMC Program Application Tool Kit](http://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html) found on the MDE, Office of Career and Technical Education website at:
http://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html.

APPLICATION PAGE

Question	Yes	No	Notes
Was the fiscal agency contact information for the prosperity region entered?	Yes	No	
Was the EMC building contact information supplied?	Yes	No	
Is there an established State-Approved EMC?	Yes	No	
Has the MOU been updated?	Yes	No	
Was a program name provided? What name was provided?	Yes	No	
Was a CIP Code suggested? What is it?	Yes	No	
Was a summary of the Emerging CTE Program provided?	Yes	No	
Was a Business Partner name provided?	Yes	No	
Were nationally recognized certifications, licensures or skills assessment names provided?	Yes	No	
Was research provided regarding the emerging field?? (O*Net, CEAC's or Prosperity Region Data may be used.)	Yes	No	
Are there related Business and Industry Partners in the community committed to multiple supports as described on the application?	Yes	No	
Are there postsecondary institutions that can be used for articulation or dual enrollment?	Yes	No	
Are there continuing education options available, such as apprenticeships, etc.? If yes, please describe.	Yes	No	
Are there job openings in Michigan and was evidence provided?	Yes	No	
Was enough detail provided for an OCTE consultant to write a white paper as to whether the program should be approved or denied?	Yes	No	

C-06: ADVISORY COMMITTEE

Question	Yes	No	Notes
Was the advisory committee roster submitted? (Sample - Appendix B) (Guidance on membership - pages 7, 8, and 15)	Yes	No	
Is the chairperson from business and industry?	Yes	No	
Does the membership roster include representatives from program-specific business and industry (can include community agencies), parent representation, and postsecondary representative?	Yes	No	
Do the program advisory committee meeting minutes include a discussion on the following requirements of a CTE EMC program? (Sample - Appendix C)	Yes	No	
1. Teacher Certification – Existing or hiring an appropriately certified teacher.	Yes	No	
2. Professional Development specific to the occupational area.	Yes	No	
3. Minimally one meeting prior to the submission of the NP application.	Yes	No	
4. Membership includes majority business and industry.	Yes	No	
5. Gap Analysis discussion (including program delivery).	Yes	No	
6. Leadership opportunities.	Yes	No	
7. Program recruitment strategies.	Yes	No	
8. Program safety requirements for classroom and lab.	Yes	No	
9. Facilities and equipment (lab should replicate industry) are relevant to the program curriculum and reflect current industry standards and technology as reviewed and approved by the program advisory committee.	Yes	No	
10. Discussion of nontraditional students (i.e. recruitment, accommodations, retention).	Yes	No	
11. Discussion on accessibility within classroom and learning lab.	Yes	No	
12. Description of postsecondary alignment and credentials/associates received from this partner.	Yes	No	

Do the minutes support the development and continuous improvement of the program?	Yes	No	
Do the minutes strongly/assure a conversation regarding EMC expectations, planning, and implementation of a new program?	Yes	No	

C-10: Implementation of Program Standards

Question	Yes	No	Notes
Are all standards in the Gap Analysis rated, including the plan for improvement where needed? (Guidance on the Gap Analysis - page 9 and 16)	Yes	No	
Are all courses listed on the instructional design and show all 12 segments with no repeats? The CTE EMC Instructional Design Form is completed with documentation of Segment Q. (Guidance on the Instructional Design -pages 14-16, and 20)	Yes	No	
Is a syllabus uploaded for every CTE course listed on the Instructional Design? (Guidance on the Syllabus - pages 15-16, and 20) (Sample - Appendix D)	Yes	No	
The CTE EMC instructional design document is completed with documentation of Q Segment using the EMC template from MCCTE Navigator	Yes	No	
Was the Program of Study submitted? (Sample - Appendix H)	Yes	No	
Is a math or math related class evident in the 5th year of the Program of Study?	Yes	No	
Was a sample copy of the student's 5-year plan that reflects occupational end point? (1-year certificate, 2-year degree, industry credential, etc.)	Yes	No	

ASSURANCE PAGE

Question	Yes	No	Notes
Is the Statement of Assurance complete with all necessary signatures present?	Yes	No	
All the following boxes have been marked as complete: C01 - Program Teacher Certification C02 - Program Teacher Professional Development C06 - Program Advisory Committee C10 - Implementation of Program Standards/Course Content C13 - Strategies to Eliminate Barriers to Program Access C16 - Postsecondary - Secondary Alignment/Linkage	Yes	No	
Does the program have a coherent sequence of courses that will allow a student to earn a high school diploma and achieve at least one of the following in a specific career cluster? <ul style="list-style-type: none"> • An associate degree • An industry-recognized technical certification approved by the Michigan Talent Investment Agency in the Department of Talent and Economic Development • Up to 60 transferable college credits • Participation in a registered apprenticeship 	Yes	No	
Is the program aligned with the Michigan Merit Curriculum, as required by current EMC legislation?	Yes	No	
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 EMC or CTE dual enrollment program, and transfers those credits to the postsecondary institution upon completion of the CTE EMC or CTE dual enrollment program?	Yes	No	

Appendix G - Career Cluster and CIP Codes List by OCTE Program Consultant

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Education & Training

13.0000 Education General

Family & Consumer Sciences (not a career cluster)

19.0000 Family and Consumer Sciences (Not available for New Program Applications)

Government & Public Administration

28.0301 Army (JROTC)

Hospitality & Tourism

12.0500 Cooking and Related Culinary Arts, General

Law, Public Safety, Corrections & Security

43.0100 Public Safety/Protective Services

Celena Mills

millsc1@michigan.gov

517-335-0381

Health Science

26.0102 Biomedical Sciences, General

51.0000 Health Sciences/Allied Health/Health Sciences, General

51.0707 Health Information/Medical Records Technology/Technician

51.1000 Clinical/Medical Laboratory Science/Research and Allied Professions

Human Services

12.0400 Cosmetology

Marketing

52.1999 Specialized Merchandising, Sales, and Marketing Operations, Other

Dana Hughes

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Arts, A/V Technology & Communications

10.0202 Radio & Television Broadcasting Technology

10.0301 Graphics and Printing Technology and Communications

19.0906 Fashion Design (Not available for New Program Applications)

50.0101 Visual & Performing Arts

Transportation, Distribution & Logistics

47.0399 Heavy/Industrial Equipment Maintenance Technologies

47.0603 Collision Repair Technician (ASE Certified)

47.0604 Automobile Technician (ASE Certified)

47.0606 Small Engine & Related Equipment Repair

47.0607 Airframe Technology

47.0608 Power Plant Technology (Aircraft)

47.0609 Avionics Maintenance Technology

47.0613 Medium/Heavy Truck Technician (ASE Certified)

49.0101 Aeronautics/Aviation/Aerospace Science and Technology

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Architecture & Construction

- 15.1301 Drafting & Design Technology/Architectural
- 19.0605 Home Furnishings Equipment Installers and Consultants (Not available for New Program Applications)
- 46.0000 Construction Trades
- 46.0301 Electrical and Power Transmission Installation
- 46.0503 Plumbing Technology
- 47.0201 Heating, Air Conditioning, Ventilation and Refrigeration

Energy

- 46.0303 Line Worker
- 46.0502 Plumbing-Pipefitter and Sprinkler Fitter

Manufacturing

- 47.0101 Electrical/Electronics Equipment Installation and Repair General
- 48.0501 Machine Tool Technology/Machinist
- 48.0508 Welding, Brazing and Soldering
- 48.0701 Woodworking General

Science, Technology, Engineering and Mathematics

- 14.4201 Mechatronics
- 15.0000 Engineering Technology
- 15.1306 Mechanical Drafting

[Mark Forbush](#)

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Agriculture, Food & Natural Resources

- 01.0000 Agriculture, Agricultural Operations and Related Sciences
- 01.0601 Applied Horticulture and Horticultural Operations
- 01.0903 Animal Health & Veterinary Sciences
- 03.0000 Natural Resources and Conservation
- 26.1201 Biotechnology

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Business, Management & Administration

- 52.0299 Business Administration Management and Operations

Finance

- 52.0800 Finance and Financial Management Services
- 52.1701 Insurance

Information Technology

- 11.0201 Computer Programming/Programmer
- 11.0801 Digital/Multimedia and Information Resources Design
- 11.0901 Computer Systems Networking and Telecommunications
- 11.1001 System Administration/Administrator
- 11.1003 Computer and Information Systems Security/Information Assurance

Appendix H - Sample Program of Study

CTE Early Middle College Program of Study

Program Name: Enter Name

Degree/Program: Associate Business/Business Administration

Total Credits: 60

Career Cluster: Business Administration

Postsecondary CIP Code: 52.0201

Total Percent of Program: On Campus: 33 semester credits 55%

Off Campus: 27 semester credits 45%

Location	Grade	1 st Trimesters	2 nd Trimester	3 rd Trimester	Courses completed Credits completed
Secondary High School	9 and 10	General Education	General Education	General Education	None
Secondary High School	11	ENG101 - COMPOSITION I BUSBLE - 21st Century Business	MTH111 - ALGEBRA (SUB FOR MTH108) ACC121 - FUNDAMENTALS OF ACCOUNTING I-CE/LO	LAW211 - BUSINESS LAW PSY111SC GENERAL PSYCHOLOGY	Articulated = 16 quarter hours (12 semester hours) CE/LO = 4 quarter hours (3 semester hours) Dual Enrollment = 0 Hours completed=20 quarter hours / 15 semester hours
Secondary High School	12	ENG1020 - COMPOSITION II MGT101SC- INTROD TO BUSINESS-CE/LO ACC1020-PRINCIPLES OF ACCT II-CE/LO	MKT1110 - PRINCIPLES OF MKTING	MGT1110 - PROF MGT STRATEGIES	Articulated = 6 semester hours CE/LO= 6 semester hours Dual Enrollment = 3 semester hours BUSBLE - 21st Century Business Hours completed = 15 semester (30 total) Credits remaining for AAS Degree: 30 semester hours

Location	Grade	Fall Semester	Spring Semester	Summer	Milestone Checklist
College	13 - Fall	ECN2010 - PRIN OF MACROECN SPK2010 - ORAL COMM EN2010 - INTRO TO ENTRE MGT2110-STAFFING/PERF MGT MGT1310 - FUND. OF PROJ MGEMENT	ECN2110 - PRIN OF MICROECN MGT2210 - MGTMENT SEMINAR BUS2110 - BUSINESS ANALYTICS WRKBS2010 - WORK EXPERIENCE FIN1010 - PERSONAL FINANCE** **(USE FOR HS MATH CREDIT)	None	30 CREDITS COMPLETED X Earned AAS Degree—AB BA 60 semester hours completed

Michigan Department of Education

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