# Office of Career and Technical Education

# NEW CTE PROGRAM APPLICATION TOOL KIT

**September 2020**

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# Overview

This tool kit has been developed to assist educational leaders understand the process of applying for a new state approved career and technical education (CTE) program. There are two phases of a new CTE program; What to Know Before Applying, and the Application Submission Process. This tool kit is intended to help identify the requirements of a new CTE 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 New CTE 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 eight sections within the CIP Self-Review that all state approved programs must follow:

C01: Program Teacher Certification

C02: Program Teacher Professional Development

C03: Program Advisory Committee: Industry Experts Providing Input to the Program

C04: Program Delivery: Curriculum and Instruction

C05: Work Based Learning

C06: Student Leadership and Career and Technical Student Organizations

C07: Equity and Access

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

New CTE Program Applications require elements C03 and C04. 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 Grant Electronic Monitoring System (GEMS) website at: www.michigan.gov/mde-cteportal.

# What to Know Before Applying

When pursuing a state approved CTE 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 a New CTE Program Application using GEMS. 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 a state approved CTE program. All applications require elements of the CIP Self-Review. **If an emerging application is desired, contact the appropriate program consultant prior to beginning an application.**

State Approved CTE         A program type that allows a district to apply for an existing, state approved CIP code.

State Approved CTE EMC      A program type that allows an approved Early Middle College (EMC) to apply for an existing, state approved CIP code.

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.

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 new CTE 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. Consult the previously completed Regional Comprehensive Local Needs Assessment (CLNA), which can be obtained from your CEPD administrator. Regions are required to consider the alignment between the CTE programs offered and the labor market information for high-skill, high-wage, and in-demand careers.

2. The Needs Assessment should be conducted in coordination with local workforce development to support the needs of the local area, region and/or state.

3. If no additional state or federal dollars were received, would the local district/funding be able to support the program?

4. The rationale for developing the program should be formulated and agreed upon by those contemplating the establishment of the program.

Below is information that applicants will want to gather as they assess the need for a new CTE program:

1. Based on a review of the regional/local workforce needs, leading to high-skill, high-wage, and in-demand careers, list the three highest priorities for CTE programs that exist within the CEPD:

    a) Are there current job openings available related to this CTE program in the state of Michigan?

    - [Michigan Bureau of Labor Market Information and Strategic Initiatives](http://www.milmi.org/)
      http://www.milmi.org/

    b) What data/documentation exists that supports current job openings for this CTE program at the regional or CEPD level?

2. 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.

3. 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?

4. 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?

# C03: Program Advisory Committee -
# Industry Experts Providing Input to The Program

The program advisory committee is vital to becoming and remaining a state approved program. The Program Advisory Committee Tool Kit provides clear guidance and templates to support local agencies in this work: https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html

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 first committee meeting 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, technical skills, credentialing, and maintenance of the program that supports 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 the following voting members:

➢ Majority representation from appropriate business and industry

➢ Committee chairperson from business and industry

➢ Parent/guardian representative

➢ Postsecondary representation

➢ Special Populations (SPOS) representative

➢ Non-voting members may include administrators, counselors, students, academic teachers, labor, and community representatives (i.e. Tribal organizations)

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)

If items are missing, a revision notice is sent advising that the proper documentation is required within two weeks. Programs will be denied if the information is not submitted in a timely manner. The Office of Career and Technical Education (OCTE) reserves the right to deny programs without allowing revisions. The minutes must document thorough research, express industry demand, and provide evidence of supporting development of all aspects of a CTE program.

# C04: Program Delivery - Curriculum and Instruction

## Gap Analysis for the Program CIP Code

The Gap Analysis can be found on the GEMS website. The Gap Analysis should be completed by the applicant in coordination with the program advisory committee. Each of the performance elements with the Gap Analysis must be rated to indicate the level of understanding to be achieved by the students who complete the program. The rating scale is as follows:

- 4    Exceeds Criteria or able to teach task
- 3    Accomplishes task to criteria
- 2    Accomplishes task with help
- 1    Exposed to the task
- N    Not exposed to the task

The key areas to be looked at by the program advisory committee will be those performance objectives where a ranking of 1 or N are given. For each of these standards a compliance plan must be created.

| Knowledge | Skill | Performance Element | Measurement Criteria | 13.0000 Education, General (2018) | Standard Source | 4 | 3 | 2 | 1 | N | Local Task ID Code/ Delivery Point | ✓ | ELA | Math | Social Studies | Science | VPAA |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I | | | | EXPERIENCING LEARNING | CERRA I | | | | | | | | | | | | |
| | A | | | Awareness and Reflection | I.1 | | | | | | | | | | | | |
| | | 1 | | Students will analyze their strengths and areas for improvement as learners. | I.1.1 | | | | | | | | | | | | |
| | | 2 | | Students will evaluate themselves as diverse individuals, learners, and community members. | I.1.2 | | | | | | | | | | | | |
| | | 3 | | Students will determine how diversity enhances the classroom and the community. | I.1.3 | | | | | | | | | | | | |
| | | 4 | | Students will analyze the role of self-esteem in learning and its contributing factors. | I.1.4 | | | | | | | | | | | | |
| | | 5 | | Students will recognize and establish a respectful environment for diverse populations of students in the classroom. | I.1.5 | | | | | | | | | | | | |
| | B | | | Styles and Needs | I.2 | | | | | | | | | | | | |
| | | 1 | | Students will evaluate different learning styles. | I.2.1 | | | | | | | | | | | | |
| | | 2 | | Students will identify the special needs and exceptionalities of learners and determine how these needs affect the learning process. | I.2.2 | | | | | | | | | | | | |

**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). The CTE Teacher Technical Tool Kit provides clear guidance to support local agencies in this work: https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html

**Program Recruitment Strategies, Equity, and Access**

The CTE program must employ strategies that address issues of bias, inclusivity, and discriminatory practices. Student recruitment strategies must support access and equity for various student populations, with considerations for gender, race and ethnicity, and special population status (individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty).

**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 may be found on the Work Based Learning Manual webpage at: https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,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.

# Where to Locate the New CTE Program Application

All New CTE Program Applications are generated and processed via the [Grant Electronic Monitoring System](#) (GEMS) website at: www.michigan.gov/mde-cteportal

# Application Access

Access to the application requires a GEMS login and password. Please contact your CEPD administrator prior to starting the New CTE Program Application process.

# Application Submission Process

The New CTE Program Application is an electronic application generated and processed through the GEMS website at: www.michigan.gov/mde-cteportal.

Begin by logging in to GEMS to access the application portion of the system.

Within the application, there are four main sections:

1. Application/Contact Page

2. C03: Program Advisory Committee - Industry Experts Providing Input to The Program

3. C04: Program Delivery - Curriculum and Instruction

4. Assurances

Once logged into GEMS responses to the various fields within each section, and uploads of required documentation will need to be completed.

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 submit the application. If the materials are found to be incomplete, the CEPD administrator identifies needed changes and returns it to the applicant to make revisions. The CEPD administrator can, at any time, cancel the application.

## State Review Process for Submitted Applications

Once applications are submitted, the OCTE has up to 60 days from the 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 applicant requesting those changes. 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.

Once the application has been state approved, a program serial number (PSN) will be assigned. PSNs are assigned throughout the New Program Application cycle.

# Application Requirements

1. C03: Program Advisory Committee - Industry Experts Providing Input to The Program:

   a. Advisory Committee Membership Roster

   b. Advisory Committee Meeting Minutes

   **The first Advisory Committee meeting must be held prior to submission of the New Program Application.**

2. C04: Program Delivery - Curriculum and Instruction:

   a. Course Syllabus

   b. Gap Analysis

   c. Instructional Design

   Please see the CTE Teacher Technical Tool Kit for assistance.
   https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html

3. Assurances:

   There is a list of assurances that must be completed within the GEMS application and signed prior to submission.

   These assurances mirror the requirements in the CIP Self-Review. Information, resources, and steps to complete the CIP Self-Review can be found on the OCTE website https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html.

# Additional Requirements for
# CTE Early Middle College Program

For information on establishing an EMC, visit the [EMC High School Opportunities](#) webpage on the MDE website at http://www.michigan.gov/mde/0,4615,7-140-43092_51178---,00.html.

To apply for a CTE EMC program, the district **must first have** a state approved EMC. A New Program Application for a CTE EMC program must meet the additional requirements noted in this section. If the CTE EMC is not run in conjunction with a regular state approved CTE program, all documentation within this tool kit are required to be uploaded.

If the district/ISD is requesting new program approval (PSN for their CTE EMC program) and the program is operated in conjunction with a regular state approved CTE program, there are three sections the district/ISD is required to upload for the CTE EMC New Program Application:

• Advisory Committee Meeting Minutes

• Instructional Design, with a list of all postsecondary CTE courses

• Five-Year Program of Study

Requests for additional information regarding EMC development may be directed to Lisa Seigel, Education Consultant at the Michigan Department of Education (MDE), OCTE, at [SeigelL@michigan.gov](mailto:SeigelL@michigan.gov).

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

The program advisory committee meeting minutes submitted during the application process MUST reflect a response to the questions below and follow the format for a non-EMC CTE program (see Minutes Template [Appendix C](#)).

CTE EMC Program Questions

1. Is the development of a CTE EMC program included in the prosperity region's strategic plan?

2. Does the program lead to an associate degree, industry recognized certificate, 60 transferable credits, or participation in a registered apprenticeship?

3. How will the requirements of a CTE program differ for an EMC student verses a non-EMC student? Please document the change in syllabus, program of study, instructional design, work based learning, etc.

The postsecondary partner for the CTE EMC must be a member of the Advisory Committee.

# C04 – CTE EMC Program Delivery: Curriculum and Instruction

After completing the Gap Analysis, complete the CTE EMC Instructional Design Form and the Program of Study. Documentation of where state approved CTE EMC program segments are being delivered is required on the CTE EMC Instructional Design Form. If delivering standards in a trimester, document the semester and year in which the segment is delivered. Make sure that a math or math related class is evident in the 5th year of the CTE EMC instructional design. In addition, document all additional postsecondary courses that students will take as part of their Program of Study for this program pathway.

Using the Instructional Design template as a guide, found on the CIP Self-Review: https://www.michigan.gov/mde/0,4615,7-140-2629_53968-536164--,00.html, please list the additional postsecondary courses which specifically align with the program.

The course syllabi for all CTE EMC classes must contain the following postsecondary information:

- Degree program

- Certificate

- Credential information

# C06 – CTE EMC Student Leadership and Career and Technical Student Organizations

All CTE EMC 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 EMC students.

# C08 – CTE EMC Secondary-Postsecondary Sequencing, Credentials, and Credit Agreements

A secondary state approved CTE EMC program must have a postsecondary linkage. Schools must submit a 5-year Program of Study. Sample available in Appendix G.

The CTE EMC Program of Study must directly align to the intended outcome of the CTE EMC program pathway. Be sure to include the complete course title and course number on both documents.

The Program of Study must document which classes are taken and when students are required to take each class.

# 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        Career Cluster and CIP Codes List by OCTE Program Consultant

Appendix E        New CTE Program Application Assurances

Appendix F        New CTE EMC Assurances Page

Appendix G        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
- Technical skills
- Credentialing
- 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

| Advisory Committee Roster | | | | | | |
|---|---|---|---|---|---|---|
| **For 20XX-20XX** | **District and Building** | **CIP Code and Program** | | | | |
| | | | | | | |
| **Committee Position** (add / remove lines as needed) | **Name** | **Company Name and Address** | **Position** | **Email** | **Phone** | **Signature for sign in** (If needed by CEPD) |
| **Voting Members** | | | | | | |
| Chairperson (must be from business and industry) | | | | | | |
| Business and Industry | | | | | | |
| Business and Industry | | | | | | |
| Business and Industry | | | | | | |
| Business and Industry | | | | | | |
| Business and Industry | | | | | | |
| Parent / Guardian | | | | | | |
| Post Secondary Representative | | | | | | |
| Special Populations Representative | | | | | | |
| | | | | | | |
| **Non-Voting Members** | | | | | | |
| Teacher | | | | | | |
| Administrator | | | | | | |
| Student | | | | | | |

# Appendix C - Template for Program Advisory Committee Meeting Minutes

**NOTE:** **This template includes the discussion topics required for a state approved CTE program type. These topics might be spread over two 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]

**Educational Materials - Software, Textbooks, and Other Items**

[Discussion Notes]

[Conclusion]
[Action Items, Responsible Party, Deadline]

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

[Career Cluster and CIP Codes by Consultant](https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html)

https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html

# Appendix E – New CTE Program Application Assurances

During the first year of new CTE program operation the program is expected to meet the following assurances and to upload the evidences into the GEMS CIP Self-Review for the program.

**CLNA and State Plan Assurance**

☐ Program application is part of the Comprehensive Local Needs Assessment (CLNA) and supports the Michigan State Plan for Perkins V.

**C01 – Program Teacher Certification**

☐ We assure 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.)
- Or -
☐ We assure that if the program is currently running, with the intent to report enrollments this year, the teacher is appropriately certificated.

**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 V legislation. **This is a requirement beyond the district-approved professional development hours required by the local district.**

**C03 – 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 Committee Tool Kit](see Resources).

**C04 – Program Delivery: Curriculum and Instruction**

☐ We will continue to monitor and update the gap analysis, syllabus, and instructional design as we make changes to the program.

☐ We assure that CIP-specific safety training will be completed in the classroom prior to beginning work based learning and continuing through the program.

**C05 – Work Based Learning (WBL)**

☐ We assure the CTE program will provide work based learning experiences for each student related to the CIP area.

☐ We assure that training plans and training agreements will be kept on file at the school and worksite for each student, when appropriate.

☐ We assure that CIP-specific safety training will be continued on the worksite when necessary and documented on the training plan.

**C06 – Student Leadership & Career and Technical Student Organizations (CTSO)**

☐ We assure the CTE program will provide student leadership development opportunities.

**C07 – Equity and Access**

☐ We assure that the CTE program will be accessible for all students.

☐ We assure the room arrangement is accessible for all students, evidenced by classroom/lab pictures or assurance document, and invoices when appropriate.

☐ We assure the classroom environment, curriculum, and materials are inclusive, free of bias, and nondiscriminatory.

☐ We assure the program recruitment strategies reflect the diversity of and languages spoken in the community. Application policy and procedures when used, are fair and equitable to all students, with considerations for gender, race and ethnicity, and special population status.

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

☐ We assure the program will develop a CIP-specific program of study that aligns secondary and postsecondary education.

☐ We assure the program will support the attainment of approved credentials by students who have met the appropriate criteria.

☐ We assure the program will develop one or more of the following: credit agreements with postsecondary institutions, which may include direct credit, dual enrollment, articulated credit, or registered apprenticeship agreement.

All new CTE programs are subject to a desk review through the GEMS 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.

# Appendix F – New CTE EMC 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 G – Sample Program of Study

## CTE Early Middle College Program of Study

**Program Name:** Enter Name
**Total Credits:** 60
**Career Cluster:** Business Administration

**Degree/Program:** Associate Business/Business Administration
**(Grade 13 must include a course considered for HS Math credit)**
**Postsecondary CIP Code:** 52.0201

**Total Percent of Program:** On Campus: 33 semester credits 55%          Off Campus: 27 semester credits 45%

| Location | Grade | 1st Trimesters | 2nd Trimester | 3rd 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<br><br>BUSBLE - 21st Century Business | MTH111 – ALGEBRA (SUB FOR MTH108)<br><br>ACC121 – FUNDAMENTALS OF ACCOUNTING I-CE/LO | LAW211 – BUSINESS LAW<br><br>PSY111SC GENERAL PSYCHOLOGY | Articulated = 16 quarter hours (12 semester hours) CE/LO = 4 quarter hours (3 semester hours)<br><br>Dual Enrollment = 0<br>Hours completed=20 quarter hours / 15 semester hours |
| Secondary High School | 12 | ENG1020 – COMPOSITION II<br>MGT101SC– INTROD TO BUSINESS-CE/LO<br>ACC1020–PRINCIPLES OF ACCT II-CE/LO | MKT1110 – PRINCIPLES OF MKTING | MGT1110 - PROF MGT STRATEGIES | Articulated = 6 semester hours<br><br>CE/LO= 6 semester hours<br><br>Dual Enrollment = 3 semester hours BUSBLE - 21st Century Business<br><br>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<br>SPK2010 – ORAL COMM<br>EN2010 – INTRO TO ENTRE<br>MGT2110–STAFFING/PERF MGT<br>MGT1310 – FUND. OF PROJ MGEMENT | ECN2110 – PRIN OF MICROECN<br>MGT2210 – MGTMENT SEMINAR<br>BUS2110 – BUSINESS ANALYTICS<br>WRKBS2010 – WORK EXPERIENCE<br>FIN1010 - PERSONAL FINANCE**<br><br>**(USE FOR HS MATH CREDIT)** | None | 30 CREDITS COMPLETED<br><br>X Earned AAS Degree—AB BA<br><br>60 semester hours completed |

# Michigan Department of Education

# Statement of Assurance of Compliance with Federal Law

It is the policy of the Michigan Department of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, gender, height, weight, marital status, or disability shall be subjected to discrimination in any program, service or activity for which it is responsible, or for which it receives financial assistance from the U.S. Department of Education. For further information, contact the Civil Rights Coordinator, Michigan Department of Education, Office of Career and Technical Education, P.O. Box 30712, Lansing, Michigan 48909. 517-241-2091