

Guidelines and Resources for Placing Students in Work-Based Learning Related to State-approved Career and Technical Education Programs

There are six major recognized types of work-based learning experiences for secondary students in Michigan, as well as an additional school-related component, regarding the employment of minors as follows: 1) student/visitor, 2) volunteer, 3) work-based learning (non-CTE programs (paid and unpaid student learner), 4) work-based learning state-approved CTE programs (paid and unpaid student learner), 5) in-district/in-school placement (unpaid student learner), and 6) minor employee with a work permit.

Depending on the type of learning experience, the pupil might be engaged for one hour, one day, one semester, or even one year in length. The learning experience may be paid or unpaid, serve general education students, career and technical education students, and special education students, and can be an in-school or out-of-school placement. Specific elements of each of the six major types of work experiences are contained in a Work-Based Learning Opportunities Chart contained at the following website: www.michigan.gov/octe.

A state-approved career and technical education program is a secondary program that is approved by the Office of Career and Technical Education for the purpose of determining eligibility to receive added cost funding pursuant to State School Aid Act, Section 61a(1) (added cost). Work-based learning programs related to state-approved CTE programs provide students with a combination of school-based preparation and supervised work experiences designed to enable students to acquire skills and knowledge for career and other life roles in real work settings.

The goals of these CTE work-based learning programs are to teach employability and technical skills, develop a sense of personal responsibility, explore career options, gain job specific skills, foster work-oriented relationships with adults, and understand the relevance of and the application to academic learning. The purpose of work-based learning is to use real work as the primary source of learning. The educational experience is coordinated through the school district, with the assistance of an employer, under the supervision of a vocationally certificated teacher or coordinator employed by the school. The experience must correlate CTE program curriculum and skill training with carefully supervised on-the-job training and performance.

All wage-earning state-approved career and technical education programs must provide at least one related work-based learning opportunity for **each student** in the program as part of the criteria for continued state-approval. This requirement is contained in Section C-14 of the CTE Instructional Program (CIP) Self Review document for state-approved CTE programs. These opportunities can be through field trips, job shadowing, internships, non-CTE work-based learning or state-approved CTE work-based learning. When these opportunities result in a student being released from school for a portion of their school day (no more than half of their day), requirements contained in the Pupil Accounting Manual must be followed in order for the district to claim full membership for that student.

These work-based learning experiences must be coordinated by a school district through a training agreement and a training plan with an employer providing an educational experience related to school instruction that may be offered as part of the pupil's schedule.

There are four specific types of CTE work-based learning that can result in additional State School Aid Act, Section 61a(1) funding. The specific requirements for these programs are contained in the Pupil Accounting Manual and the Pupil Accounting Rules. These four types of state-approved career and technical education work-based learning are as follows:

1. Paid Work-Based Learning Experience (Capstone) State-approved CTE Programs

The following is an excerpt from Section 5P of the Pupil Accounting Manual (August 2010) that describes this work-based learning experience:

“A pupil who participates in a paid (capstone) work-based learning experience related to a state-approved CTE program is eligible to generate funding pursuant to the State School Aid Act, Section 61a(1) (added cost) and may be counted in membership if all of the following are met:

- The employer or vocationally certificated teacher or coordinator shall maintain and verify records of the pupil’s attendance throughout the duration of the training agreement
- A vocationally certificated teacher or coordinator shall develop a regular visitation plan, after first visiting the employer to establish the training site that includes at least one site visit every nine-week period
- Federal and state regulations regarding the employment of minors shall be followed
- The pupil enrolled in a state-approved CTE program must be in grades 11 to 12
- The experience must be monitored by a vocationally certificated teacher or coordinator employed by the school district
- The pupil must be eligible to receive credit towards a high school diploma for the work-based learning experience
- The work-based learning experience shall not generate more than one-half of the pupil’s total full-time equivalency not to exceed .5 FTE
- The employment of the pupil shall not exceed the maximum hours set by the district
- The pupil must have successfully completed 50% or more of a state-approved CTE program. This equates to 6 segments of the 12 segments required for a state-approved CTE program
- The pupil shall attend at least one 40-minute session per week taught by a vocationally certificated teacher or coordinator in either of the following:
 - The related state-approved CTE program classroom
 - A district-approved educational course, with academic objectives, related to the pupil’s career and educational goals”

Following are three examples showing how the “40-minute session per week in a related course work” is applicable.

Example 1: The pupil has successfully been enrolled in an approved CTE program in a block schedule format for one semester and will continue in the program for the second semester. The pupil qualifies as completing 50% of the program and can be placed into a “capstone experience” during the second semester.

Example 2: The pupil has successfully been enrolled in an approved CTE program in a traditional format for one year so is actually a “completer” and therefore, can be placed into a “capstone experience” the second year. In this situation, the pupil may go back to the previous CTE class for one hour per week to work with the vocationally certified teacher. The pupil is NOT enrolled in the class, but is simply attending one hour per week.

Example 3: The pupil has successfully been enrolled in an approved CTE program in a traditional format for one year so is actually a “completer” and therefore, can be placed into a “capstone experience” the second year. The pupil may attend a class specifically for “capstone experience pupils” one hour a week taught by a vocationally certified teacher or capstone education coordinator that is educational in nature, academically-based, career-focused and related to the pupil’s career or educational goals. This class should build on the pupils’ career goals and provide opportunities to have more rigor and relevance to future specialized training or postsecondary opportunities.

- The pupil is employed not less than an average of 10 hours per week during the effective time of the training agreement
- The district shall have a written training agreement. (See page 5P-2)
- The district shall have a written training plan. (See page 5P-2)”
- Capstone Funding:
 - Districts offering eligible students from state-approved CTE programs placement in a Capstone Work-Based Learning program (formerly referred to as CTE Cooperative Education), may request State School Aid Act, Section 61a(1) (added cost) reimbursement for capstone coordination if these students in the work-based learning experience are monitored by a vocationally certificated teacher

- The student may not be recorded as enrolled in the state-approved CTE program for the 40-60 minute per week attendance requirement. Additionally, the student may not be recorded as if they were attending the state-approved CTE program for the time they spend in the capstone work-based learning experience. Coordination reimbursement is the only State Aid funding available in these instances

Following is the process used to determine State School Aid Act, Section 61a(1) (added cost) funding for Capstone Coordination:

1. The *Guidelines for Placing Students in Work-Based Learning Related to State-approved Career and Technical Education Programs* recommend that CTE work-based learning coordinators spend a minimum of 15 minutes per student, per week on coordination activities.

In the CTEIS System, the minutes per week reported for a section under Capstone Coordination is divided by 15 to determine the **maximum enrollment eligible for funding** as follows:

$$\frac{\text{Minutes per Week}}{15} = \text{Maximum Enrollment Eligible for Funding}$$

2. The number of weeks the student is in class is also factored into the formula: The average of the beginning and ending student enrollment (*not to exceed the maximum determined in #1 above*) is multiplied by the number of weeks reported, divided by 36 (36 weeks is considered full year).

$$\text{Average Enrollment} \times \frac{\text{\# of Weeks}}{36}$$

3. The result of #2 above is multiplied by the State School Aid Act, Section 61a(1) (added cost) Factor for Capstone Coordination (\$50) to compute the reimbursement.

Formula for calculating capstone coordination funding:

$$\text{Average Enrollment} \times \frac{\text{\# of weeks}}{36} \times \$50 \text{ (State School Aid Act, Section 61a(1) (added cost) Factor)} = \text{Reimbursement Amount}$$

(Not to Exceed the Maximum Enrollment Eligible for Funding)

Example: The Capstone Coordinator for District Fabulous is provided 12 hours (720 minutes) per week in order to carry out coordination of students placed in full year capstone work-based learning experiences. Mrs. Capstone Coordinator is responsible for coordinating students from a state-approved Health Sciences CTE Program. Mrs. CC has 10 students from a Dental Occupations section of this program, 6 students from a Pharmacy section of this program, and 12 students from a Veterinarian Science section of this program. [Please note that the formula calculates reimbursement by program section(s) on the CTEIS system.]

Determine the **maximum enrollment eligible for funding**: $720 \text{ Minutes} \div 15 = 48$

$$\text{Average Enrollment} \times \frac{\text{\# of weeks}}{36} \times \$50 \text{ (State School Aid Act, Section 61a(1) (added cost) Factor)} = \text{Reimbursement Amount}$$

$$28 \text{ students} \times 1 \text{ (36 weeks} \div \text{36 weeks)} \times \$50 = \$1,400$$

(Does not exceed the maximum enrollment eligible for funding--48)

For any questions regarding this formula or other questions pertaining to CTE Education State School Aid Act, Section 61a(1) (added cost) funding, please contact the Office of Career and Technical Education, at (517) 335-0360.

2. Unpaid Work-Based Learning Experience State-approved CTE Programs (Classroom Rotations)

The following is an excerpt from Section 5P of the Pupil Accounting Manual (August 2010) that describes this work-based learning experience:

“A pupil who participates in an unpaid work-based learning experience related to a state-approved CTE program is eligible to generate funding pursuant to the State School Aid Act, Section 61a(1) (added cost) and may be counted in membership if all of the following are met:

- The employer or vocationally certificated teacher or coordinator shall maintain and verify records of the pupil’s attendance throughout the duration of the training agreement
- A vocationally certificated teacher or coordinator shall develop a regular visitation plan, after first visiting the employer to establish the training site that includes at least one site visit every nine-week period
- Federal and state regulations regarding the employment of minors shall be followed
- The pupil enrolled in a state-approved CTE program is enrolled in grades 11 to 12
- The experience is monitored by a vocationally certificated teacher or coordinator employed by the school district
- The pupil is eligible to receive credit towards a high school diploma for the work-based learning experience
- The training shall not be more than a total of 45 hours per specific training experience
- The work experience shall occur during the scheduled classroom time, unless a special exception is documented. For special exceptions, the training plan and agreement shall reflect the alternative hours and a vocationally certificated teacher or coordinator shall be available to monitor this experience during the pupil’s training hours
- The district shall have a written training agreement. (See page 5P-2)
- The district shall have a written training plan. (See page 5P-2)”

Funding Issue

- Unpaid Training/Work Experiences relating to state-approved CTE program occur during scheduled classroom time and Section 61a dollars for Capstone Coordination do not apply to these placements

3. In-District Unpaid Work-Based Learning Experiences State-approved CTE Programs (In-School Placement)

The following is an excerpt from Section 5P of the Pupil Accounting Manual (August 2010) that describes this work-based learning experience:

“A pupil who participates in an in-district unpaid work-based learning experience related to a state-approved CTE program is eligible to generate funding pursuant to the State School Aid Act, Section 61a(1) (added cost) and may be counted in membership if all of the following are met:

- The pupil enrolled in a state-approved CTE program is enrolled in grades 11 to 12
- The program is on a list of state-recognized CTE programs eligible for in-district placement as established by OCTE
- The work-based learning experience shall not generate more than one-half of the pupil’s full-time equivalency not to exceed .5 FTE
- The experience is monitored by a vocationally certificated teacher or coordinator employed by the school district
- The pupil is eligible to receive credit towards a high school diploma for the work-based learning experience
- The training shall not be for more than a total of 45 hours per specific training experience
- The district shall have an in-district placement agreement in lieu of a training agreement in place by the pupil membership count date. The in-district placement agreement shall include the following:

- Pupil's personal information including name, home address, telephone number(s), birth date, and emergency contact information
- Beginning and ending dates of placement
- The daily hours to be worked that include beginning and ending times
- A list of school and pupil responsibilities
- Verification of appropriate safety instruction provided by the school district.
- If an in-district placement relates to a state-approved CTE program, the completed in-district placement agreement MUST identify the program serial number (PSN). If the PSN is not filled in, it WILL result in an FTE deduction. Your school district's state-approved CTE programs may be obtained by contacting your regional administrator or career and technical education director. The CEPD administrator or CTE director has access to the secondary funding report, Final X0107, via the CTEIS website. The signatures of principal or his or her designee, vocationally certificated teacher or coordinator, pupil, and pupil's parent or legal guardian
- The district shall have a training plan (see Page 5P-2)"

The following is a list of currently recognized state-approved CTE program unpaid in-district placements:

Career Cluster	CIP Code/Program Name	Scenarios With Student Placements
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	Student is placed within the school district's technology department with the school district's technology coordinator.
Business Management and Administration	52.0299 Business Management and Administration	Student is placed in the school district's administrative business office with appropriate administrative management personnel.
Marketing	52.1999 Marketing/ Entrepreneurship	Student is placed under appropriate personnel as a manager or assistant manager in a marketing school-based enterprise/lab.
Hospitality and Tourism	12.9999 Personal and Culinary	Student is placed with the school district's food services coordinator/manager (NO serving duties).
Finance	52.0800 Finance	Student is placed in the school district's administrative business office with appropriate management personnel.
Health Science	51.0000 Therapeutic Services	Student is placed with school nurse.
Human Services	13.0000 Education General (Teacher Cadet) 19.0700 Child and Custodial Care Services	Student is placed into various classrooms. Student is placed in day care (before and after school care) facilities for their practicum.
Law, Public Safety, Corrections and Security	43.0100 Public Safety/ Protective Services	Student is placed with district level security/police or school legal counsel.
Architecture and Construction	46.0401 Building Maintenance 47.0201 Heating, AC, Ventilation & Refrigeration	Student is placed in the district level maintenance and sanitation engineering department. Student is placed with the district director for maintenance and with HVAC certified technician.
Transportation, Distribution and Logistics	47.0613 Medium/Heavy Truck Technician	Student is placed in the district transportation garage with certified mechanic working on district vehicles/equipment.

Note: All CTE sample scenarios require the use of the appropriate CTE state-approved program performance elements in the development and documentation of the in-district placement work-based learning experience.

4. Unpaid Training State-approved Career and Technical Education Less-Than-Class-Size (LTCS) Programs

The following is an excerpt from Section 5P of the Pupil Accounting Manual (August 2010) that describes this work-based learning experience:

“An unpaid state-approved CTE less-than-class-size (LTCS) program provides an opportunity to pupils who, because of unique circumstances, do not have a program available through a regular state-approved CTE program. Each program is contracted with business, industry, or private occupational schools as an alternative method of providing CTE not readily available in a public education institution. A pupil who participates in a LTCS program is eligible to generate funding pursuant to the State School Aid Act, Section 61a(1) (added cost) and may be counted in membership if all of the following are met:

- The pupil is enrolled in grades 11 to 12
- A signed, completed notification has been received by the OCTE by the Friday after the pupil membership count day
- The experience is monitored by a vocationally certificated teacher or coordinator employed by the school district
- The pupil is eligible to receive credit towards a high school diploma for the work-based learning experience
- The program shall be established for a time period as defined in the program standards for the CTE program [LTCS programs must operate for a full year and all 12 segments of a CTE program must be delivered to the student in this placement. Enrollment will be reported on the 4483D and LTCS programs will need to report their instructional design based on the 12 segment structure]
- Instruction for pupils shall be provided by approved less-than-class-size vocationally annually authorized personnel under the jurisdiction of the employer
- The LTCS contracted program shall have no more than four (4) pupils per vocationally annually-authorized personnel per instructional site in the same time period
- The district shall have a written training agreement. (See page 5P-2)
- The district shall have a written training plan. (See page 5P-2)
- State-approved CTE Instructional Program (CIP) enrollment in Less-Than-Class-Size (LTCS) is limited to 15 or fewer students”

LTCS Funding:

- LTCS coordinators must provide all necessary information to the CTEIS data entry person at the local/ intermediate school district level. Each year, OCTE activates necessary PSNs for all LTCS notifications. CEPD administrators are provided their PSNs on an annual basis so that enrollment can be entered on the 4483D report for the entire year
- For Less-Than-Class-Size (LTCS) Programs, State School Aid Act, Section 61a(1) (added cost) reimbursement is currently at a maximum of \$125 per student hour. The calculation formula for student hours is as follows: Minutes per week divided by (÷) 300; times (x) number of weeks divided by (÷) 36; times (x) enrollment; equals (=) student hours

Notification Process and Timelines

Career Education Planning District (CEPD) CTE administrators review and approve all less-than-class-size applications for approval. For each LTCS program, the CEPD CTE administrator is responsible to keep on file all necessary documentation related to the approval of these programs including application forms, contractual/training agreements, training plans, and evidence that LTCS annual authorization to teach vocational certification was sought via web submission to the Michigan Department of Education.

The MDE/OCTE, shall be notified annually of all approved LTCS programs by receipt of a notification form. All notifications for Less-Than-Class-Size (LTCS) Career and Technical Education (CTE) Programs must be received at OCTE by the Friday after the Fall student count date in order to be listed on the CTEIS 4483D (Spring) reports. The form can be found on the OCTE website under applications and guidelines at: www.michigan.gov/octe.

LTCS Vocationally Annually Authorized Personnel

According to staff in the Office of the Attorney General (OAG), requests for annual authorizations for LTCS contract instructors need to be formally approved by the Office of Professional Preparation Services. Therefore, all *Applications for Annual Authorization* for instructors to teach LTCS career and

technical education are processed by the Office of Professional Preparation Services (OPPS) via web based submission at: <http://www.michigan.gov/moecs>. A worksheet or resume must be kept on file to document adequate work experience. A sample worksheet form can be found on the OCTE website under applications and guidelines, less-than-class-size worksheet, at: www.michigan.gov/octe. The processing of the application can only be done by authorized personnel who have a MEIS account. The status of individual applications can be checked at the teacher personnel website at: <http://www.michigan.gov/mde>.

The OAG staff have further indicated that because most contracts are established between schools and businesses, that the “instructors” are not employees of school districts. The OAG staff have also advised that because most contracts are established between schools and businesses, that the advertisement requirement for annual authorizations do not apply to LTCS requests for annual authorization. After the annual authorization is approved, a fee remittance statement (invoice) for \$40 will be processed for payment. Please note that if these fees are not paid to the Office of Professional Preparation Services (OPPS) for approved programs, there can be a financial penalty imposed by OPPS and/or by Pupil Accounting. Any questions regarding this process should be directed to the Michigan Department of Education, Office of Professional Preparation Services, Post Office Box 30008, Lansing, Michigan 48909; (517) 335-0585 or ryand@michigan.gov.

Training Agreement

The training agreement is a written contract that clarifies the specific responsibilities of the student learner, the employer, the parents, the teacher/coordinator, and the school district. The training agreement must be on file at the employer's worksite prior to the pupil beginning work in order for the student learner to be legally employed. The training agreement can also exempt the student learner from receiving unemployment insurance benefits for the period of time covered by the training agreement. Hours not listed are not covered by the agreement. Training agreements cannot be written to exempt students from provisions of the federal child labor regulations, except for those detailed in Federal Bulletin 101 (hazardous occupations).

The district must have the paperwork in place on the count date for those students who are in a work-based placement on the count date. For those students who are in regular classes on the count date and are placed in a work-based placement following the count date, the district must complete the paperwork by the time the pupil begins the work-based placement training.

A training agreement must include the following requirements:

- The pupil's personal information including name, home address, telephone number(s), birth date, and emergency contact information
- The school's name, address, telephone number, and contact person
- The employer's name, address, telephone number, and contact person
- A list of employer, school, and pupil responsibilities
- The beginning and ending dates of the agreement
- The daily hours to be worked that include beginning and ending times
- The beginning rate of pay, if paid work-based learning experience
- Verification of appropriate safety instruction provided by the school district or the employer (may also be verified in the training plan)
- Verification that employer has worker's disability compensation insurance and general liability insurance
- The signatures of the principal or his or her designee, vocationally certificated teacher or coordinator, pupil, parent or legal guardian, and training station supervisor (employer). If the training agreement and training plan are combined into one document, only one set of signatures is required
- A statement of assurance signed by the employer that a pupil will not be discriminated against on the basis of race, color, religion, national origin, sex, age or disability
- A district statement of assurance of compliance with federal laws relating to nondiscrimination

An example of a training agreement can be found on the web at: www.michigan.gov/octe, under *Instructional Programs, Work- Based Learning Guide for Risk Management* (go to section 9).

Training Plan

The district must have a written training plan in place by the pupil membership count day. The training plan must include the following:

- Verification by the vocationally certificated teacher or vocationally certificated coordinator that the pupil's career or education goals as outlined in their education development plan relate to the placement
- CTE Program Standards (Performance Elements) must be utilized to develop CTE work-based learning training plans that contribute to the pupil's progress toward a career objective. The CTE standards (performance elements) can be found as follows <http://navigator.mccte-fsu.org/>, *View Curriculum Standards*
- These standards (performance elements) shall be used to assess the pupil's progress and must include:
 - Career Cluster Foundation Skills
 - Cluster Pathway Skills
 - Michigan Technical Skills
 - Michigan Career & Employability and HS Technology Skills
- Signatures of principal or his or her designee, vocationally certificated teacher or coordinator, pupil, parent or legal guardian, and training station supervisor (employer). If the training agreement and training plan are combined into one document, then only one set of signatures is required.

An example of a training plan can be found at: www.michigan.gov/octe, under "Notable Resources" and go to: *Work-Based Learning Guide for Risk Management*.

Unpaid Trainee

The following six federal criteria must be met for a pupil to be considered as an unpaid trainee:

1. The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in school where curriculum is followed and students are under the continued and direct supervision of representatives of the school or business.
2. The training is for the benefit of the trainees or students.
3. The trainees or students do not displace regular employees, but work under their close observation.
4. The employer who provides the training derives no immediate advantage from the activities of the trainees or students; and on occasion, operations may actually be impeded.
5. The trainees or students are not necessarily entitled to a job at the conclusion of the training period.
6. The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

In order to avoid an employer/employee relationship and to maintain a "trainee" relationship under federal definitions, training must not be for more than a total of 45 hours per specific training experience and must be conducted under a written training agreement and a written training plan. Different training experiences can occur at one location if there are multiple training plans with a whole set of separate skills (no duplication of tasks) with the training agreement that clearly define separate training experiences every 45 hours.

Verification of Worker's Disability Compensation and General Liability Insurance

Students must never be placed into a business that does not have workers compensation insurance and general liability insurance coverage. Verification must be made that the employer provides proof of workers' disability compensation insurance and general liability insurance. To verify workers' disability compensation coverage, call the Bureau of Workers' Disability and Compensation at 888-396-5041 or access the website at: www.michigan.gov/wca, and click on *insurance coverage look up*.

Students should not be placed with parents as instructors (for example, placing a student on a family farm or in a family operated day care with a parent as instructor).

Vocationally Certificated Teacher/Coordinator

State-approved CTE program placements must be monitored by a vocationally certified teacher or vocationally certified coordinator employed by the district. It is the school district's responsibility to provide vocationally certified staff for supervision of the student-learner at the worksite.

Role of Vocationally Certificated Teacher/Coordinator

The vocationally certificated teacher/coordinator should be familiar with the rules and regulations related to career and technical education work-based learning experiences. It is also important that the teacher-coordinator have a thorough understanding of applicable child labor laws and risk management practices including prohibited hazardous occupations, safety, workers' compensation, nondiscrimination, equal opportunity, and sexual harassment. Statewide work-based learning workshops are offered annually by the Michigan Career Placement Association. For information on upcoming workshops, the MCPA website is: <http://www.mi-cpa.org/>.

The release time available to the vocationally certified staff member responsible for coordination of capstone work-based learning programs must accommodate 15 minutes per week per student-learner to ensure proper coordination. Proper coordination means more than just visiting the student's employer. Coordination time should be used for these purposes:

- Locate prospective training stations
- Do an evaluation of the potential worksite
- Provide detailed program information for the purpose of orientation to employers
- Observe safety conditions on the job
- Confirm worker's compensation insurance coverage and general liability insurance coverage of the worksite
- Prepare training agreements
- Develop training plans
- Confer with employer for instructional needs of student learner
- Confer with student learner at worksites
- Maintain teacher/coordinator records
- Handle student learner work/school issues
- Maintain student learner wage and hour records
- Develop and implement a visitation plan

Visitation Plan

A regular visitation plan, calling for at least one visit every nine (9) weeks to the site by the vocationally certified teacher/coordinator, after first visiting the employer to establish the training station, **must** be developed with each employer. Visits must be performed by the vocationally certified coordinator signing the training agreement or the vocationally certified instructor from the related class. These visitations are to check the pupil's attendance, evaluate the pupil's progress, and to evaluate the site in terms of health, safety, and welfare of the pupil.

One essential coordination visit would be for evaluation, which would include a review of the attendance, training plan, identification and rating of competencies achieved, and an evaluation of work traits and

employability skills attained. The related vocationally-certified course instructor, if different from the vocationally-certified coordinator, is encouraged to participate in the worksite visits. The student should be present when the workstation is visited. To meet state guidelines for instructional time, no portion of any coordination task or supervision of students on the job may be assigned to non-certified staff.

Visitations by the vocationally certificated teacher are to monitor the progress of the pupil's skill attainment, determine if the pupil is eligible to receive school credit, verify the pupil's attendance, and evaluate the site in terms of health, safety, and welfare of the pupil. When training sites are licensed, the coordinator must check and note the expiration date of the license. If the license expires during the training period, there should be a check to find if the license has been renewed and is current. More visits may be required depending upon the student learner's progress and needs, the supervisor's experience in working with student learners, and other factors.

Retention of Records

The vocationally certified teacher-coordinator maintains a file on each student-learner. The file includes a training agreement, training plan, student-learner enrollment form, student-learner weekly wage and hour reports (hours worked per week need to be verified by the employer/supervisor or coordinator), documented safety training received, evaluations, an anecdotal log of worksite visits by the coordinator, and any other required documentation by the local district. The current Records Retention and Disposal Schedule for Michigan Public Schools suggests that student records related to employment of minors (including work permits and work/school training agreements and contracts) be kept until graduation (or expected graduation) of the student plus seven years. The following link will take you to Michigan's retention/disposal schedule: http://www.michigan.gov/documents/hal_mhc_rms_local_qs2_171482_7.pdf.

Local Policies

State-approved career and technical education programs and related work-based learning experiences need to follow state guidelines, but locally developed policies are also necessary. Policies and scope of responsibilities respectively for students, parents, schools and employers need to be developed and shared with participants. District policies may include:

1. Program requirements and enrollment procedures.
2. School coordinator responsibilities.
3. Student participant responsibilities.
4. Parent/Guardian responsibilities.
5. Employer and worksite organization responsibilities.
6. High school credit provisions, including audit provisions, grade computation, required related instruction, attendance policies, including absence from school and/or job loss, dismissal, or layoff.
7. Insurance requirements.
8. Selection of training stations.
9. Supervision at the worksites.
10. Driving policies and other transportation issues.
11. Safety instruction for participants.
12. How to deal with sexual harassment, hazardous activities or observation of illegal activities.
13. Americans with Disabilities Act (ADA) requirements and reasonable accommodations.
14. Privacy act and parental permission procedures.
15. Records and retention procedures.
16. Forms used by the district(s).
17. School board policies related to work-based learning.
18. Provisions for regular review of policies.

Samples of local board policies and procedures can be found at: www.michigan.gov/octe under *Notable Resources, Work-Based Learning Guide/Risk Management Tool Kit*.

Employment in Hazardous Occupations

Student-learners under 18 may not be employed in hazardous occupations as listed in Michigan's Youth Employment Standards, 1988, and the Federal Child Labor Bulletin 101. However, under certain

conditions, 16- and 17-year old apprentices and student-learners in state-approved CTE programs may be exempt from some hazardous occupations as allowed under the U.S. Department of Labor guidelines. The USDOL web address to review these guidelines follows:
<http://www.dol.gov/dol/topic/youthlabor/index.htm>.

Exemptions in these cases are allowed only if the student-learner is enrolled in a state-approved career and technical education program and the student-learner is employed under a written training agreement that stipulates:

1. Hazardous work shall be incidental to the training.
2. Any hazardous work shall be intermittent and for short periods of time and such work shall be under the direct and close supervision of a qualified and experienced person.
3. Safety instruction shall be given by the school and correlated by the employer with on-the-job training.
4. A schedule of organized and progressive work processes to be performed on-the-job shall have been prepared.
5. Previous training has been given by the school and mastery documented for all hazardous order job duties listed on the training agreement.

Special Education Services Work-Based Learning Opportunities

Students receiving special education services may participate, as appropriate, in any work-based education program designed for general education students. In doing so, the students receiving special education services must meet all of the requirements of the general education work-based program to be counted in membership. For students receiving special education services who require an additional programming option, there are two specific types of special education transition services related to work-based learning. These can be found in the Michigan Department of Education's Pupil Accounting Manual in Section 5L and Section 5P. The web address to obtain this information is: www.michigan.gov/mde, and search: *Pupil Accounting Manual*.

For more information regarding these options, please contact the Michigan Department of Education; Office of Special Education and Early Intervention Services, P.O. Box 30008, Lansing, Michigan 48909, Telephone: (517) 373-0923.

Links to Additional Resources

Work-Based Learning Guide for Risk Management

www.michigan.gov/octe and type in name at search or go to: http://www.michigan.gov/mde/0,1607,7-140-6530_2629_53968-220470--,00.html

Sample Training Plan and Training Agreements (see Work-Based Learning Guide/Sections 8 & 9)

1. Training Plan
2. State-approved CTE Training Agreement
3. Non-CTE Training Agreement
4. In-District Placement Agreement

Pupil Accounting Manual/Section 5P

www.michigan.gov/mde and type in at search: "Pupil Accounting Manual" or go to: http://www.michigan.gov/mde/0,1607,7-140-6530_6605-22360--,00.html

Pupil Accounting Rules (Effective September 22, 2008)

http://www.state.mi.us/orr/emi/admincode.asp?AdminCode=Single&Admin_Num=34000001&Dpt=ED&RngHigh=

Pupil Auditing Manual

www.michigan.gov/mde and type in at search: "Pupil Auditing Manual" or go to:
http://www.michigan.gov/documents/2005_PUPILAUDITINGMANUAL10-05_143792_7.pdf

Sites for Sample Training Plan Skills and Related Academic Skills

- Non-CTE Work-Based Learning: <http://online.onetcenter.org/>
- CTE Work-Based Learning: CTE Program Standards (Performance Elements) must be utilized to develop CTE work-based learning training programs (capstone, unpaid, in-district and less-than-class-size) that contribute to the pupil's progress toward a career objective. The CTE standards (performance elements) can be found as follows: <http://navigator.mccte-fsu.org/programs>

Safety Training Sites

<http://www.youthrules.dol.gov>
<http://www.passesedge.org/main.asp>
<http://www.osha.gov/SLTC/teenworkers/teenworkers.html>
<http://www.michigan.gov/miosha>

Education Development Plans

Career Cruising: <http://www.careercruising.com/>
Michigan Virtual University, MyDream Explorer/MOIS: <http://www.mois.org/>

National Labor Supply/Demand Information

The Georgia DOL, in cooperation with the Georgia Career Information Center at Georgia State University, was awarded a grant from DOL/ETA to work on supply/demand issues. The Occupational Supply Demand System (OSDS) is now completed. Data is organized by Units of Analysis or groups of related occupations and training programs. One way to access information that is of interest to you is by clicking on "Career Clusters". The OSDS website address is: www.occsupplydemand.org.

Apprenticeship Opportunities

Registered apprenticeship programs meet the skilled workforce needs of American industry, training millions of qualified individuals for life-long careers since 1937. Registered apprenticeship helps mobilize America's workforce with structured, on-the-job learning in traditional industries such as construction and manufacturing, as well as new and emerging industries including health care, information technology, energy, telecommunications, and many others. For more information about apprenticeship opportunities available in Michigan, please visit the following sites:

- Michigan Apprenticeship Steering Committee, Inc. <http://www.aboutmasci.org/>
- Michigan Educator's Apprenticeship and Training Association (MEATA) - <http://www.meata.org/>

School Records/Retention and Disposal Schedule

Under "1406 Student Work Permits. Minors over the age of 14 must have a work permit prior to beginning work. Schools must approve the work permit, and new permits are required for each new job held by the teenager. These records may include the completed permit forms, job offers, approved deviations, correspondence, injury reports, workers compensation documents, work/school training agreements/contracts, etc. ACT + 7 years. ACT = until graduation." The current School Records/Retention and Disposal Schedule may be accessed at:
http://www.michigan.gov/documents/hal_mhc_rms_local_gs2_171482_7.pdf

Home Schooled Students (Work Permits)

- http://www.michigan.gov/documents/Info2005_132227_7.pdf

Professional Development/Training Opportunities

- Michigan Career Placement Association: www.mi-cpa.org/
- Michigan Pupil Accounting and Attendance Association: www.mpaaa.org

Sample 12 Point Safety Checklist for Inspecting the Workplace

Following is a sample safety checklist for inspecting the workplace for career and technical education work-based learning experiences. The checklist identifies easily observable and common workplace hazards.

Ask if the company has had a visit from a MIOSHA (Michigan Occupational, Safety and Health Act) inspector in the last 5 years.

- If so, ask if they were cited for a workplace safety violation and for what types of violations
 - In addition, ask what the company has done to become compliant with the regulations
 - Lastly, ask the company if they would be willing to sign a written statement that they have disclosed all information pertaining to an inspection to you
2. Ask to see the company's most current MIOSHA Log 200. This is a state mandated form that must be filled out and lists all recordable workplace injuries including death and serious dismemberment. Review the log and inquire about the type of workplace injuries they have had during the last five years.
 3. Ask to see:
 - The company's safety manual
 - Written health and safety programs
 - Rules on work practices
 4. Observe the presence of MIOSHA posters and other safety and health related material posted prominently around the workplace.
 5. Observe the company's commitment to good housekeeping by noticing the presence of good lighting, spill control, adequate aisle size and minimum scrap, tools, and materials left unattended in a disorganized fashion.
 6. Observe the air quality by noticing the absence of visible mist, dust, smoke, or offensive odors.
 7. Listen to noise levels and notice if the noise level is low enough so you do not have to shout to be heard more than five feet away from another person. Notice or inquire whether hearing protection is being worn if you cannot hear persons closer than five feet away.
 8. Observe the presence of machine guarding on blades, points, belts, gears, and other moving parts. Openings should only be large enough to allow getting the material part to the point of operation on the machine.
 9. Inquire and observe the use of lockable disconnects on breaker boxes at the machine or walls to ensure proper lock-out of machines using energy.
 10. Observe the use by employees of personal protective equipment such as safety glasses, gloves, and steel toed shoes.
 11. Observe and inquire of employees whether they feel knowledgeable and comfortable with their work environment and workplace hazards.
 12. Observe management's sense of pride in their work operations as displayed by their willingness to show you the workplace and their inclination to discuss the importance of safety in the same way as quality production.

Other Resources

- www.teachingforlearning.org
- www.careertech.org