



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



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PUBLIC INSTRUCTION

August 28, 2007

TO: Local and Intermediate School District Superintendents, Public School Academy Directors

FROM: Carol Wolenberg, Deputy Superintendent

SUBJECT: Follow up to January 17, 2007, Memorandum, Experiential Learning Courses - Effective 2007-2008 School Year

This memorandum is in follow-up to my January 17, 2007, communication regarding in-district (in-school) placements and experiential learning. It has come to our attention that there are inconsistencies in how that communication has been interpreted. Although the earlier memo referred to general education (non-CTE and non-special education) students we found that it is important to approach this issue in a more holistic manner. Therefore, the Pupil Accounting Manual, Section 5P, Work-Based Learning and Section 6, Experiential Learning Courses have been amended to include references to allowable in-district placements for certain CTE courses and transition services for special education pupils.

We hope that this information will further clarify the intent of the January 17, 2007, memorandum. If you have additional questions regarding experiential learning courses, please contact Joellen Wonsey, Departmental Analyst, Office of State Aid and School Finance at wonseyj@michigan.gov. If you have questions related to state-approved CTE programs, please contact Diana Bailey, Program and Placement Specialist, Office of Career and Technical Preparation at baileyd@michigan.gov.

Attachments

cc: Education Alliance

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5P – WORK-BASED LEARNING EXPERIENCES

A work-based learning experience is coordinated by a school district through a contract (training agreement) with an employer providing an educational experience related to school instruction (training plan) involving supervised work (employer) and monitored by a certificated instructor employed by the district. A pupil earning high school credit in a work-based learning experience may be counted for membership FTE if the requirements that pertain to that particular program type are met. The work-based learning experiences must not generate more than one-half of the pupil's FTE. The employment of the pupil must not exceed the maximum hours set by the district.

A. Types of Work-Based Learning Experiences

There are two types of work-based learning experiences that impact pupil membership FTE counts. These are outlined in subsections D and E.

1. Work-Based Learning Experiences Non-CTE Programs (subsection D):
 - a. Paid or Unpaid Work-Based Learning Experiences
 - b. Work-Based Learning Experiences for Pupils with Disabilities
2. Work-Based Learning Experiences State-Approved Career and Technical Education (CTE) Programs (subsection E):
 - a. Paid or Capstone Work-Based Learning Experience State-Approved CTE Programs
 - b. Unpaid Work-Based Learning Experience State-Approved CTE Programs
 - c. In-District Unpaid Work-Based Learning Experience State-Approved CTE Programs
 - d. Unpaid Training State-Approved CTE Less-Than-Class-Size (LTCS) Programs

This section provides definitions of terms, how to calculate FTE, and questions and answers for both of the categories listed above.

B. Definitions of Terms

Career and Technical Education State-Approved Programs (50%)

All Engineering, Manufacturing and Industrial Technology (EMIT) career pathway CTE Programs and Arts and Communications career pathway CTE Programs are at least 14,400 minutes. Pupils can be placed from these programs after successfully completing 50% of the program (7,200 minutes). All other CTE career pathway programs are at least 7,200 minutes. Pupils can be placed from these programs after successfully completing 50% of the program (3,600 minutes).

Go to WWW.MICHIGAN.GOV/OCTP, under "Applications & Guidelines" click "New CTE Program Guidelines" and then click "2006-2007 Secondary CTE Program CIP Codes."

Performance Elements

A requirement contained under the "written training plan" is a list of performance elements established by the Office of Career and Technical Preparation (OCTP) that contribute to the pupil's progress toward a career objective. The performance elements shall be used to assess the pupil's progress. Go to www.MICHIGAN.GOV/OCTP, under "Applications and Guidelines," click "LTCS Less Than Class Size Performance Elements Grids."

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. 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).

A training agreement must be in place by the pupil membership count day and must include the following information:

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; this may also be verified in the training plan.

Verification that the employer has worker's disability compensation 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.

Beginning in 2008-2009, 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.

Beginning in 2008-2009, 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/octp under "Career Preparation System," click "Work-Based Learning," and click "**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 certificated teacher that the pupil's career or education goals as outlined in their education development plan relate to the placement. For Work-Based Learning Experience State-Approved CTE programs, verification must be made by a vocationally certificated teacher or coordinator. (See subsection E.)

A list of performance elements that contribute to the pupil's progress toward a career objective. The performance elements/job skills shall be used to assess the pupil's progress. For Work-Based Learning Experience State-Approved CTE programs,

performance elements *as established by the Office of Career and Technical Preparation* must be used. (See subsection E.)

Identification of the academic course(s) that generate credit toward a high school diploma in which the pupil is currently enrolled or was previously enrolled that relates to and prepares the pupil for job placement. (This requirement applies to Work-Based Learning Experience Non-CTE programs (see subsection D).)

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, then only one set of signatures is required.

An example of a training plan can be found on the web at www.michigan.gov/octp under "Career Preparation System," click "Work-Based Learning," and click "**Work-Based Learning Guide For Risk Management**" (go to section 9).

Unpaid Trainee

The following six federal criteria must be met for a pupil to be considered 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 defines separate training experiences every 45 hours.

Verification of Worker's Disability Compensation and General Liability Insurance

Verification must be made that the employer provides proof of workers' disability compensation and general liability insurance. There are a few Agricultural exceptions to workers' disability compensation coverage. To verify workers' disability compensation coverage or to inquire about Agricultural exceptions, call the Bureau of Workers' Disability and Compensation at **1-888-396-5041** or access the web site at www.michigan.gov/wca

and click on "insurance coverage look up."

Visitation Plan

These visitations by the certified 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 the health, safety, and welfare of the pupil. 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. For special education work-based learning pupils, the visitation plan must comply with Rule 340.1733(i).

Vocationally Certificated Teacher/Coordinator

State-Approved CTE program placements must be monitored by a vocationally certified teacher/coordinator employed by the district. Responsibilities of a vocationally certificated teacher/coordinator can include the following:

- 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 coverage and liability insurance.
- 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.

C. How to Calculate FTE for Pupils in Work-Based Learning Experiences

The membership FTE count for a pupil enrolled in a work-based learning program is based on the sum of the number of hours the pupil is enrolled and in attendance at the high school plus the number of hours the pupil is scheduled and attending the on-the-job worksite divided by the minimum required hours of pupil instruction. Work-based education programs may count up to three hours per week of actual travel time if the pupil travels to another school district for the work-related training. Districts that can verify that the actual travel time between instructional sites exceeds the three hours per week that is allowed under State School Aid Act Section 101(7)(d), and that the travel time is the sole reason that a pupil cannot meet the minimum required hours, may apply to the Department of Education for a travel waiver for additional travel time to be counted as pupil instructional time toward the minimum required pupil instructional hours.

Example 1: The district has a 180-day calendar and begins first hour at 8:00 a.m. Pupil A attends three 55 minute classes at the high school in the morning and one 55 minute class immediately after lunch. The high school has a five-minute passing time between classes.

This pupil attends a building and trades program for 120 minutes in the afternoon. The worksite is ten minutes away from the high school. Pupil A's FTE count would be calculated as follows:

At the high school in the morning: (55 minutes per class X 4 classes) + (3 passing times of 5 minutes each) = (220 minutes + 15 minutes = 235 minutes),
235 minutes X 180 days = 42,300 minutes for the year, 42,300 minutes / 60 = 705 hours of high school classes for the year.

At the worksite: 120 minutes X 180 days = 21,600 minutes for the year, 21,600 minutes / 60 = 360 hours of work-based learning for the year.

It takes ten minutes each way to get from the high school to the worksite. Section 101(7)(d) allows up to 36 minutes per day of travel time between instructional sites to be counted as pupil instructional time toward the minimum required 1,098 hours. Pupil A could use up to 20 minutes per day in travel time to get from the high school to the worksite and then back from the worksite to the high school to catch the bus. However, Pupil A needs to count only 15 minutes of the travel time in order to equate to 1.0 FTE. Fifteen minutes per day for 180 days is 45 hours.

	705	high school hours
+	<u>360</u>	work-based hours
	1,065	total actual pupil instructional hours.
+	<u>45</u>	travel hours
	1,110	pupil instructional hours (which exceeds 1,098 hours).

Example 2: The district has a 180-day calendar and begins first hour at 8:00 a.m. Pupil B begins the day with a 15 minute home room followed by three 55 minute classes at the high school in the morning. The high school has a five minute passing time between classes. This pupil attends an auto mechanics program in the neighboring district for 120 minutes in the afternoon. The worksite is 20 miles from the high school which takes approximately 30 minutes travel one way or one hour each day. Pupil B's FTE count would be calculated as follows:

At the high school in the morning: 15 minutes + (55 minutes per class X 3 classes) + (2 passing times of 5 minutes each) = (15 minutes + 165 minutes + 10 minutes = 190 minutes), 190 minutes X 180 days = 34,200 minutes for the year, 34,200 minutes / 60 = 570 hours of high school classes for the year.

At the worksite: 120 minutes X 180 days = 21,600 minutes for the year, 21,600 minutes / 60 = 360 hours of work-based learning for the year.

It takes 30 minutes each way to get from the high school to the worksite. Section 101(7)(d) allows up to 36 minutes per day of travel time between instructional sites to be counted as pupil instructional time toward the minimum required 1,098 hours. Pupil B uses 60 minutes per day in travel time to get from the high school to the worksite and then back from the worksite to the high school to catch the bus. Pupil B needs to count all 60 minutes per day or 180 hours per year of the travel time in order to equate to 1.0 FTE. The district applies to the Department of Education for a travel waiver to count the additional 24

minutes per day of travel time as instruction time for this pupil.

	570	high school hours
+	<u>360</u>	work-based hours
	930	total actual pupil instructional hours.
+	<u>108</u>	travel hours allowed under section 101(7)(d)
	1,038	which is still 60 hours short of the minimum required hours
	<u>72</u>	hours waived travel time
	1,110	pupil instructional hours (which exceeds the 1,098 hours).

Example 3: The district has a 180-day calendar and begins first hour at 8:00 a.m. Pupil C attends three 55 minute classes at the high school in the morning. The high school has a five minute passing time between classes. This pupil attends an allied health program in the neighboring district for 140 minutes in the afternoon. The worksite is 12 miles from the high school which takes approximately 20 minutes travel one way or 40 minutes each day. Pupil C's FTE count would be calculated as follows:

At the high school in the morning: (55 minutes per class X 3 classes) + (2 passing times of 5 minutes each) = (165 minutes + 10 minutes = 175 minutes), 175 minutes X 180 days = 31,500 minutes for the year, 31,500 minutes / 60 = 525 hours of high school classes for the year.

At the worksite: 140 minutes X 180 days = 25,200 minutes for the year, 25,200 minutes / 60 = 420 hours of work-based learning for the year.

It takes 20 minutes each way to get from the high school to the worksite. Section 101(7)(d) allows up to 36 minutes per day of travel time between instructional sites to be counted as pupil instructional time toward the minimum required 1,098 hours. Pupil C uses 40 minutes per day in travel time to get from the high school to the worksite and then back from the worksite to the high school to catch the bus. The district applies to the Department of Education for a travel waiver to count the additional four minutes per day of travel time as instruction time for Pupil C. The additional 12 ((180 X 4)/60) hours is not enough time for Pupil C to reach 1,098 hours to be 1.0 FTE. The Department will deny this waiver because travel time is not the sole reason Pupil C does not reach the 1,098 hour requirement.

	525	high school hours
	<u>420</u>	work-based hours
	945	total actual pupil instructional hours.
+	<u>108</u>	travel hours allowed under section 101(7)(d)
	1,053	which is still 45 hours short of the minimum required hours.
+	<u>12</u>	hours of remaining travel time
	1,065	pupil instructional hours which is short of the 1,098 hour requirement.

NOTE: Travel time is not allowed for this pupil under Section 101(7)(d) because travel is not the sole reason this pupil does not reach the minimum required hours to be a full-time pupil.

D. Work-Based Learning Non-CTE Programs

A work-based learning experience is coordinated by a school district through a training agreement with an employer providing a paid or an unpaid educational experience related to school instruction that may be offered as part of the pupil's schedule. The paid or unpaid work experience must be monitored by a certificated teacher. A pupil earning high school credit in a work-based learning experience may be counted for membership FTE if the requirements as described are met. **Beginning in 2007-2008, work-based learning experiences shall not include an in-district placement unless it is a work-based learning experience related to a state-approved CTE program (see page 5P-11) or it is related to the postsecondary career and employment goals and objectives in the pupil's transition services plan developed for a pupil receiving special education services (see page 5P-8).**

Pupils receiving special education services may participate, as appropriate, in any work-based learning experience designed for general education pupils. In doing so, the pupils receiving special education services must meet all of the requirements of that general education work-based learning experience to be counted in membership.

1. Paid or Unpaid Work-Based Learning Experiences

A pupil who participates in a paid or unpaid work-based learning experience may be counted in membership if all of the following are met:

- The pupil must be enrolled in grades 9 to 12.
- The work experience must be monitored by a designated certificated teacher.
- The pupil must be eligible to receive credits towards a high school diploma for the work-based learning experience.

Federal and state regulations regarding the employment of minors shall be followed. A pupil is to work and go to school not more than 48 combined hours in one week. The work-based learning experience shall not generate more than one-half of the pupil's FTE, not to exceed .5.

The employment of the pupil shall not exceed the maximum hours set by the district.

The district shall have a written training agreement in place by the pupil membership count date. (See page 5P-2.)

The district shall have a written training plan in place by the pupil membership count date. (See page 5P-3.)

The employer or coordinator must maintain and verify records of the pupil's attendance throughout the duration of the training agreement.

A regular visitation plan, calling for at least one visit every nine week period to the site by the certificated teacher, after first visiting the employer to establish the training station, must be developed with each employer. For special education work-based learning pupils, the visitation plan must comply with Rule 340.1733(i).

In addition to the above, the following requirements apply to unpaid work-based learning experiences:

The training experience must not be for more than a total of 45 hours per specific training plan.

The work experience must occur during scheduled classroom time, unless a special

exception is documented. For special exceptions, the training plan and training agreement must reflect the alternate hours and a certificated teacher must be available to monitor this experience during the pupil's training hours.

2. Work-Based Learning Experiences for Pupils with Disabilities

For pupils receiving special education services that require an additional programming option, reference Michigan Administrative Rules governing Special Education Programs and Services, Rule 340.1733(i). This rule describes the program for a student/learner receiving work-site based education through a special education training plan. **Special education work-based learning experiences shall comply with Rule 340.1733(i).**

This work-site based learning experience, which is either paid or unpaid, is delivered through the special education delivery system. This program must have a written agreement (training plan) that must be signed by the principal or his or her designee, certificated teacher or coordinator, pupil, parent or legal guardian, and training station supervisor (employer). The agreement shall set forth all of the following information:

- Expectations and standards of attainment
- Job activities
- Time and duration of the program
- Wages paid to the pupil, if applicable
- Related instruction, if applicable

A district employed certificated teacher must visit the pupil's worksite at least once every 30 calendar days for the duration of the program to check attendance and pupil progress and assess the placement in terms of health, safety and welfare of the pupil.

For a special education pupil receiving work-site based learning experiences under R340.1733(i) to be counted in special education membership, the following must occur:

- Pupil must be enrolled and assigned to a special education teacher.
- The district shall have a written training agreement in place by the pupil membership count date. (See page 5P-2.)
- The district shall have completed a written training plan in place by the pupil membership count date. (See page 5P-3.)
- The employer must maintain verified records of the pupil's attendance.
- The number of worksite hours counted for membership must not exceed the maximum number of worksite hours allowed to be counted for membership, as determined by the district.
- A staff member must visit the pupil and the pupil's supervisor at the job site at least once every 30 calendar days as described above.

3. In-District Placement for Pupils With a Transition Services Plan

A pupil receiving special education services under a transition services plan may be placed in the district. The in-district placement must be directly related to the postsecondary career and employment goals and objectives in the pupil's transition services plan developed for the pupil receiving special education services. A copy of the

pupil's transition services plan must be attached to an unpaid in-district placement agreement and must directly relate to the placement. Failure to attach a copy of the pupil's transition services plan to the in-district placement agreement will result in a FTE deduction.

The district shall have an in-district placement agreement in lieu of a training agreement in place by the pupil membership count date.

- ✓ 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.
- ✓ The signatures of the 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.)

Federal and state regulations regarding the employment of minors shall be followed. A pupil is to work and go to school not more than 48 combined hours in one week. The work-based learning experience shall not generate more than one-half of the pupil's FTE, not to exceed .5.

The employment of the pupil shall not exceed the maximum hours set by the district.

The training shall not be for more than a total of 45 hours per specific training experience.

E. Work-Based Learning State-Approved CTE Programs

A state-approved CTE program work-based learning experience must be coordinated by a school district through a training agreement with an employer providing an educational experience related to school instruction that may be offered as part of the pupil's schedule. The state-approved CTE program is a secondary program that is approved by the Office of Career and Technical Preparation (OCTP) for the purpose of determining eligibility to receive added cost funding pursuant to State School Aid Act Section 61a.

In addition to the specific requirements below, the district shall comply with all of the following additional requirements:

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.

1. Paid or Capstone Work-Based Learning Experience State-Approved CTE Programs

A pupil who participates in a paid (capstone) work-based learning experience related to a state-approved CTE program is eligible to generate added cost funding pursuant to

State School Aid Act Section 61a and may be counted in membership if all of the following are met:

- The pupil enrolled in a state-approved CTE program must be in grades 11 or 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 the minimum number of minutes allowed 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 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 pupil's 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-3.)

2. Unpaid Work-Based Learning Experience State-Approved CTE Programs

A pupil who participates in an unpaid work-based learning experience related to a state-approved CTE program is eligible to generate added cost funding pursuant to State School Aid Act Section 61a 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 or 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-3.)

3. In-District Unpaid Work-Based Learning Experiences State-Approved CTE Programs

A pupil who participates in an in-district unpaid work-based learning experience related to a state-approved CTE program is eligible to generate added cost funding pursuant to State School Aid Act Section 61a 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 or 12.
- The program is on the list of state-recognized CTE programs eligible for in-district placement established by OCTP.
- 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.
 - ✓ 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. The following link provides a listing of state-approved CTE programs (and related PSNs) in Michigan as of 2005-06: http://www.michigan.gov/mde/0,1607,7-140-6530_2629_8420-171164--,00.html
- ✓ The signatures of the 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-3.)

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

Pathway	CIP Code/Program Name	Scenarios With Student Placements
Business, Management, Marketing and Technology	11.1000 Information Technology	Student is placed within the school district's technology department with the school district's technology coordinator.
	52.0299 Business Management and Administration	Student is placed in the school district's administrative business office with appropriate administrative management personnel.
	52.1999 Marketing/ Entrepreneurship	Student is placed under appropriate personnel as a manager or assistant manager in a marketing school-based enterprise/lab.
	12.9999 Personal and Culinary Services	Student is placed with the school district's food services coordinator/manager (NO serving duties).
	52.0800 Finance	Student is placed in the school district's administrative business office with appropriate management personnel.
Health Sciences	51.0000 Health Sciences	Student is placed with school nurse.
Human Services	13.0000 Education General	Student is placed into various classrooms.
	19.0700 Child and Custodial Care Services	Student is placed in day care (before and after school care) facilities for their practicum.
	43.0100 Public Safety/ Protective Services	Student is placed with district level security/police or school legal counsel.
Engineering, Manufacturing, Industrial Technology	46.0401 Building Maintenance	Student is placed in the district level maintenance and sanitation engineering department.
	47.0201 Heating, AC, Ventilation & Refrigeration	Student is placed with the district director for maintenance and with HVAC certified technician.
	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 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

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 added cost funding pursuant to State School Aid Act Section 61a and may be counted in membership if all of the following are met:

- The pupil is enrolled in grades 11 or 12.
- A signed, completed notification has been received by the OCTP 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 (i.e., a minimum of either 7,200 minutes or 14,400 minutes).
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-3.)

F. Regulatory References

Administrative Rule:

340.1(5)(i)
340.1733(i)
395.231-395.376

Youth Employment Standards Act:

1970 PA 90

Fair Labor Standards Act:

29 USC 201, et seq.

Reduced Schedules

Q #1

The district has always granted reduced schedules to all of the work-based program pupils. May the district continue to do this?

A #1

No. A reduced schedule is for an individual pupil with a real need that prevents the pupil from attending school full-time. The request for a reduced schedule must come from the pupil and the pupil's parent(s), not from the district. Reduced schedules are not for a group of pupils for the district's benefit.

Placement and the Pupil's Career Pathway

Q #2

The pupil wants to enroll in a work-based program as a teacher's aide in the Building and Trades program. The pupil has no interest in becoming a teacher or a construction worker. Is this placement acceptable?

A #2

No. The placements must align with a student's career pathway as contained in their education development plan (EDP). Since the pupil has no interest in becoming a teacher and no interest in working in construction, this placement would not be in alignment with the pupil's desired career.

Q #3

The district has a group of work-study pupils who are allowed to leave school early and earn credit working. We are a small district and a small town. In the past, pupils have taken a general class where they learned about the work world, developed a work ethic and general employability skills. The class meets with a vocational teacher on a daily basis, have a training plan/agreement on file, weekly timecards, and two employer evaluations every nine weeks. Phone calls and visits are made to each employer. The pupils are not reported as Capstone to collect added cost funding. May the district still count the FTE for these jobs?

A #3

No. While the district is meeting many of the requirements for work-based learning courses, the work-based learning is not simply a job. Work-based learning is training for the pupil's desired future career. All pupils enrolled and participating in work based learning must have a training plan that correlates to the pupils EDP. The pupil must also be enrolled **in an academic class** that correlates to the job. There is no one course that fits all. While every pupil needs to know how to write a resume and a cover letter to that resume, allowable work-based learning must include job tasks specific to a certain career. Please visit www.onetcenter.org for related academic courses.

Q #4

If the district chooses to allow pupils to attend a cosmetology program that is not a state-approved program and if the district pays the tuition for that student to attend the program, is the FTE associated with this program eligible to be claimed for membership? Are there any circumstances where this may be perceived as a dual enrollment pupil?

A #4

No. If the cosmetology class is not CTE state-approved, the licensed beautician cannot be temporarily licensed to teach the course; thus, the district cannot contract with the instructor to teach cosmetology. Under Section 380.1231 of the Revised School Code, the

district cannot contract with an outside agency to provide pupil instruction; thus, the time spent in a cosmetology class, which is not state-approved, would be ineligible to be counted toward a pupil's FTE count. A cosmetology course counted toward the pupil's FTE count under dual enrollment must be provided by a Michigan college or university.

Pupil counted in special education or in general education

Q #5

The pupil is receiving special education services. The pupil wants to enroll in a work-based learning program. Must the pupil be enrolled in a job related academic course as is required under the general education work-based program?

A #5

Yes. The special education pupil who is receiving special education services may enroll in a work-based program designed for general education pupils. In doing so, the pupil must meet all of the requirements of that general education work-based program, including being enrolled in a related academic course, in order to count the FTE for membership purposes.

Q #6

If the special education pupil's IEP prescribes for work-based education 100% of the required 1,098 hours of pupil instruction, can the pupil be claimed for 1.0 FTE provided the work-based documentation is in place?

A #6

No. If this job placement is under the work activity center rule at a licensed sheltered workshop, the time spent in the placement must be incidental to the educational program for the student (i.e., it must be less than 50% of the instructional day). If this is just a paid work-based learning experience, the number of hours the pupil is in the work-based learning experience cannot exceed district policy for all pupils. In either situation, the pupil is not eligible for a full FTE count. Without further information, it appears that the maximum FTE would be less than .5 as the incidental amount. There appears to be no other instructional time at the local district.

SECTION 6 – EXPERIENTIAL LEARNING COURSES

Beginning in 2007-2008, experiential learning courses must receive local school board approval and must be part of the student handbook. The course must be part of the pupil's class schedule and must earn credit toward the pupil's high school diploma. Experiential learning courses must be taught by a certificated teacher employed by the district.

A. Experiential Learning Courses

An experiential learning course is a course that may be counted towards a pupil's membership if all of the following are met:

- The pupil must be enrolled in grades 9 to 12.
- The course is supervised by a certificated teacher.
The primary responsibility of the certificated teacher of the course is teaching the pupil(s) during the course time frame. That is, the teacher shall not be concurrently teaching another course.
A grade and credit must be given based upon assessment.
Attendance must be taken and documented.
The experience must be a local school district board approved curriculum/course.
The board approved curriculum and course must have identifiable content standards and expectations and must be progressive in nature.
The learning objectives shall not be general employability skills, such as punctuality and developing good work habits.
The experiential learning course *shall not* be used solely as the one course requirement for eligibility to participate in dual enrollment.
The pupil is limited to one experiential learning course per semester.
The pupil shall not replace an employee.
The course is a combination of instruction and direct experience.

NOTE: The pupil must have an education development plan (EDP) in place.

Examples of experiential learning courses that are ***eligible*** to be counted in membership include, but are not limited to, the following:

A library assistant course that is curriculum-based and approved by the board of education of a school district or board of directors of a public school academy. Pupils receive a syllabus, are given tests and quizzes, and the course is graded rather than pass or fail.

A teacher assistant course (curriculum-based, board approved) in which a pupil learns teaching techniques and how to tutor or mentor other pupils. Pupils receive a syllabus, are given tests and quizzes, and the course is graded rather than pass or fail.

A physical education teacher assistant course (curriculum-based, board approved). Pupils receive a syllabus, are given tests and quizzes, and the course is graded rather than pass or fail.

Examples of experiential learning courses ***not eligible*** to be counted for membership include, but are not limited to the following:

Teacher's aide* whose primary function is to perform basic tasks such as photocopying, delivering and retrieving messages, taking attendance, or other errands

Nurse's aide*

Office aide*

Janitor aide* - emptying trash or other errands

Cafeteria aide* - washing tables or other errands

***NOTE:** This does not prevent the in-district placement of pupils into these areas if the work-based learning experience relates to a state-approved career and technical education program OR it is directly related to the postsecondary career and employment goals and objectives in the pupil's transition services plan developed for a pupil receiving special education services. (See Section 5P.)

B. Sample Experiential Learning Courses

The following are some examples of how an experiential learning course would operate in a district that has course specific board-approved curriculum and has included the course in the student class offering selections.

Librarian Assistant Course: The pupil would enroll in a "librarian assistant course" taught by the certificated teacher during the pupil's fifth (5th) hour. The pupil attends and receives curriculum-based instruction from the certificated teacher that has been approved by the local board. The pupil receives a syllabus, is given tests and quizzes, and the pupil is eligible to receive credit towards a high school diploma through the issuance of a grade. The direct experience would be eventual library-related tasks.

Teacher Assistant Course: The pupil would enroll in a "teacher assistant course" taught by the certificated teacher during the pupil's third (3rd) hour. The pupil attends and receives curriculum-based instruction from the certificated teacher that has been approved by the local board. The direct experience would be eventual tutoring or mentoring other students. The pupil receives a syllabus, is given tests and quizzes, and the pupil is eligible to receive credit towards a high school diploma through the issuance of a grade.

C. How to Calculate FTE for Pupils in Experiential Learning Course Programs

The experiential learning course is part of the pupil's class schedule and the pupil is assigned to a certificated teacher. This course is offered at the school during normal school hours. Each pupil is limited to one experiential course per semester or term. FTE for the experiential learning course is treated the same as any other instructional course on the pupil's class schedule and shall not generate more instructional minutes than one class period.

D. Regulatory References

Administrative Rule:
340.1733(i)

Q. #1

If District A calls the experiential learning course "Office Skills" and places the pupil in the principal's office to answer telephones, type letters, etc. for one hour each day, is this acceptable?

A. #1

No. This would not be an Experiential Learning course. The experiential learning course requires that the pupil be instructed by a certificated teacher. The course must have a class syllabus listing objectives to be learned, tests and quizzes must be given, a grade must be given (other than pass or fail), and credit must be earned toward the pupil's high school diploma.

Q. #2

Can a pupil be assigned as a janitor aide through an independent study?

A. #2

No. A janitor aide through independent study is not eligible to be counted for membership.

Q. #3

Can a pupil work before and after school in the library/office, etc.?

A. #3

Yes. The requirements for "experiential learning" only apply to the time that is included in the calculation of the pupil's FTE for state aid membership purposes.