

**Michigan Department of Labor & Economic Growth
Office of Career and Technical Preparation**

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

November, 2004

**Michigan Department of Labor & Economic Growth
Office of Career and Technical Preparation**

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

Overview

Generally, there are six major nationally-recognized types of work-based learning experiences: (1) student/visitor, (2) volunteer, (3) unpaid trainee, (4) student learner, (5) school-to-registered-apprentice, and (6) employee. 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 web site: www.michigan.gov/mdcd and search Work-Based Learning Guide (go to Section 2).

Work-based learning programs related to state-approved career and technical education (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/site specific skills, foster work-oriented relationships with adults, 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. The CTE work-based learning experience must be aligned with the student's career pathway as identified in their educational development plan. School districts placing students in work-based learning related to career and technical education must follow the guidelines contained in this document.

There are four types of work-based learning related to state-approved career and technical education programs as follows: (1) State-Approved Career and Technical Education Paid Capstone Experiences (formerly referred to as CTE Cooperative Education), (2) Unpaid Training/Work Experiences Related to State-Approved CTE Programs, (3) Unpaid Training/State-Approved Career and Technical Education Less-Than-Class-Size (LTCS) Programs, and (4) School-to-Registered-Apprentice (STRA).

These four types of programs are described in Section 5-P – Pupils in Work-Based Education Programs of the Michigan Department of Education's Pupil Accounting Manual. A pupil earning credit toward a high school diploma in a work-based education program, which involves supervised work and related school instruction, may be counted for full time membership under State Aid if the requirements that pertain to that particular program type are met.

It is the Office of Career and Technical Preparation's position that these work-based learning

opportunities be offered to students during 11th and 12th grade only.

Pupil Accounting Manual Excerpts Relating to Work-Based Learning in State-Approved CTE Programs

Please refer to Section 5P-Pupils in Work-Based Education Programs (August of 2004) to review all information on students being placed into work-based learning settings. The entire manual can be accessed from the Michigan Department of Education's Web Site at www.michigan.gov/mde Type in: "Pupil Accounting Manual" in the search button to be connected to this document.

The following are excerpts from Section 5P of the Pupil Accounting Manual that describe the four types of work-based learning pertaining to state-approved career and technical education programs:

1. State-Approved Career and Technical Education Paid Capstone Experiences (formerly referred to as CTE Cooperative Education)

In addition to all of the requirements contained under General Education Student Learner Paid Work Experiences, "...the following requirements must be met for State-Approved Career and Technical Education Student Learner Work Experiences to be eligible to receive Added Cost Funding for Capstone Coordination:

- The pupil must have successfully completed 50% or more of the minimum number of minutes allowed for a State-Approved Career and Technical Education (CTE) program.
- The pupil must attend at least one 40 to 60-minute session per week in either (1) the related State-Approved Career and Technical Education classroom, or (2) a district-approved educational course, with academic objectives, related to the pupil's career and educational goals. Either experience must be taught by a vocationally certified teacher or vocationally certified placement coordinator.
- A vocationally certified teacher/coordinator must monitor the pupil's work.
- The pupil participating in a State-Approved Career and Technical Education Paid Capstone Experience must be employed not less than an average of 10 hours per week during the effective time of the training agreement.
- Appropriate documentation must be on file by the student count date(s)."

General Education Student Learner Paid Work Experiences. The following requirements must be met for this experience:

- Time and hour restrictions for employing pupil minors must be followed as contained in federal and state regulations (i.e., pupil is to work and go to school not more than 48 hours in one week).
- School districts are responsible for determining the maximum number of pupil hours spent at the worksite that can be counted toward the minimum hours of instruction. (The work-based learning experiences should 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.

- The pupil's work experience must be monitored by a designated school certificated teacher/coordinator (see definition).
- The district must have a written training agreement.
- The district must have a training plan for all off-site or on-site work-based placement detailing specific job tasks to be learned by the pupil at the worksite.
- The training plan must provide evidence that the pupil is in a job placement related to their career pathway as evidenced by the pupil's educational development plan (EDP). **[PLEASE NOTE THAT THIS REQUIREMENT IS NOT MANDATORY UNTIL 2005-2006.]**
- The training plan must provide evidence that this job placement relates to an academic course the pupil is currently enrolled in relating to and preparing the student for the job placement. Examples of these relationships can be viewed by specific job title under tasks, skills, and knowledge statements provided at <http://online.onetcenter.org>
- A training plan must be written and in place by the pupil membership count date.
- Signatures of principal/or designee, certificated coordinator, student learner, parent/guardian, and training station supervisor (employer) must be contained on the training agreement and training plan. If the training plan and training agreement documents have been combined, one set of signatures is sufficient.
- The training agreement and training plan must have all signatures of required parties.
- Safety instruction appropriate to the placement must be provided by the school and be documented in either the training plan or training agreement **[please see hazardous occupation section]**.
- 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 weeks to the site by the certificated teacher/coordinator, after first visiting the employer to establish the training station, must be developed with each employer.
- The pupil must be eligible to receive credit towards a high school diploma.”

Example: A student has successfully completed 50% of their Child and Custodial Care Services program as listed in their Educational Development Plan. The student is placed into a Child Care Program by the Vocationally Certified Teacher or Vocationally Certified Placement coordinator and is released from school for the afternoon. The student works at the child care program and is taught skills listed in the task list on the training plan and training agreement, is eligible to receive high school credit for this work-based learning placement, and receives a paycheck for the hours worked at the training site.

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 Aid 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 Added Cost funding available in these instances.

2. Unpaid Training/Work Experiences Related to State-Approved Career and Technical Education Programs

“A student learner may be placed with an employer for a limited time and not be compensated. The unpaid student learner does not perform services for the purpose of advancing the business enterprise of the employer. Rather, the employer permits the student learner to obtain exposure to the work involved in a particular occupation under the supervision of regular employees or the employer. The unpaid student learner has the status of a trainee, not an employee (see definition).

- The district must have a written training agreement.
- The district must complete a training plan for all off-site or on-site work-based placement detailing specific job tasks to be learned by the pupil at the worksite.
- The training must not be for more than a total of 45 hours per specific training experience.
- Safety instruction appropriate to the placement must be provided by the school and be documented in either the training plan or training agreement. [Please see hazardous occupation section].
- These experiences must occur during scheduled classroom time (unless a special exception is documented).
- These placements must be coordinated by the vocationally certified teacher of the state-approved career and technical education program or a vocationally certified coordinator.
- Appropriate documentation must be on file by the student count date(s).”

Example: A student is placed in a hospital in the Pediatrics area as **part of** the state-approved career and technical education Health Sciences Program. Placements usually occur during scheduled classroom time. For special exceptions, the training plan and agreement must reflect the alternate hours and a vocationally certificated instructor/coordinator must be available to monitor this experience during the pupil’s training hours.

Funding:

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

3. Unpaid Training/State-Approved Career and Technical Education Less-Than-Class-Size (LTCS) Programs

State-Approved Career and Technical Education Less-Than-Class-Size (LTCS) programs provide an opportunity to students who, because of unique circumstances, do not have a program available through State-Approved Career and Technical Education programs. Each program is contracted with business, industry, or private occupational schools as an alternative method of providing career and technical education not readily available in a public education institution. The following requirements must be met for this experience:

- The program must align with the student's career pathway and educational development plan.
- The district must have a written training agreement.
- The district must complete a training plan. The instructional plan must be progressive, sequential, and comprehensive in its approach to student learning in the LTCS contracted program.
- Safety instruction appropriate to the placement must be provided by the school and be documented in either the training plan or training agreement [please see hazardous occupation section].
- A LTCS contracted program must not have more than four (4) students per instructor, per instructional site in the same time period.
- Appropriate documentation must be on file by the student count date(s).
- LTCS placements must be established for a time period as defined in the program standards for the career and technical education program (i.e., a minimum of either 7,200 minutes or 14,400 minutes depending on the CTE program).
- A vocationally certified teacher/coordinator must monitor the pupil's work.
- Instruction for pupils must be provided by approved, vocationally-authorized personnel under the jurisdiction of the employer (less-than-class-size annual authorization).

Example: A pupil is placed in a State-Approved Less-Than-Class-Size Career and Technical Education program as a Travel and Tourism Guide under the supervision of a Chamber of Commerce employer who meets the criteria to be a less-than-class-size annually authorized career and technical education instructor. This is considered part of the pupil's school day and is in lieu of a career and technical education program in the classroom.

Funding:

- For Less-Than-Class-Size (LTCS) Programs, 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.

The Guidelines for State-Approved Less-Than-Class-Size Programs are contained on our web at www.michigan.gov and search: "Less-Than-Class-Size."

4. School-to-Registered-Apprentice (STRA)

The School-to-Registered-Apprenticeship Registered Occupational Standards and Training Plan, is a formal, structured, federally recognized program that combines classroom instruction and paid on-the-job training with a local business in an occupation or career. This program is registered with the United States Department of Labor (USDOL) and the Bureau of Apprenticeship and Training (BAT). The following requirements must be met for this experience:

- During the school year, participants in STRA programs must be under the supervision of a certified teacher/coordinator of the school district.
- STRA programs must have a completed and signed training agreement, training plan, and apprenticeship agreement with an employer who must also possess BAT registered occupational standards. The training plan and occupational standards must include all of the following:
 - The length of the program (Note: to qualify for the Michigan Apprenticeship Tax Credit, programs must be a minimum of 4,000 hours).
 - Employer responsibilities.
 - Beginning and ending dates of employment.
 - A detailed list of the specific skills or tasks to be learned during on-the-job training, with an approximate amount of hours to be spent learning and practicing these skills or tasks.
 - Identification of related technical instruction (classroom curriculum).
 - A progressive wage scale.
- Safety instruction appropriate to the placement must be provided by the school and be documented in either the training plan or training agreement [please see hazardous occupation section].
- During the school year the certified teacher/coordinator must monitor the student apprentice attendance and on-the-job training performance.
- A regular visitation plan, calling for at least one visit every nine weeks to the site by the certified teacher/coordinator, after first visiting the employer to approve the site and establish the training station, must be developed with each employer. These visitations are to check the student's attendance, evaluate student progress, and evaluate the site in terms of health, safety and welfare to the students.
- All USDOL/BAT STRA programs must have a ratio of one STRA apprentice to one journeyman, defined as a qualified supervisor or employee who has mastered the skills, tasks, and duties of the occupation and is recognized as a professional within the industry.
- In addition, if the STRA program pupil involved in on-the-job training during the school day is a pupil from a state-approved career and technical education program and is being claimed for capstone coordination under Added Cost Funding, the requirements

contained under “1b. State-Approved Career and Technical Education Paid Capstone Experiences (formerly referred to as CTE cooperative education)” must be followed.

Example: A student has successfully completed 50% of their Construction Trades as listed in their Educational Development Plan. The student is placed as a School-to-Registered Apprenticeship into a construction business that has received approval from the USDOL by the Vocationally Certified Teacher or Vocationally Certified Placement coordinator and is released from school for the afternoon. The student works at the construction company and is taught skills listed in the task list on the training plan and training agreement. The student is eligible to receive high school credit for this work-based learning placement, receives a paycheck for the hours worked at the training site, and receives all other entitlements as outlined in the School-to-Registered-Apprenticeship rules and regulations.

Funding:

- Districts offering eligible students from state-approved CTE programs placement in a School-to-Registered-Apprenticeship program, may request State Aid Added Cost reimbursement under **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 Added Cost funding available in these instances.

Vocationally Certificated Teacher/Coordinator

It is the school district’s responsibility to provide vocationally certified staff for supervision of the student-learner at the work site. The vocationally certificated teacher-coordinator must be certified as a vocational education teacher with should be familiar with the rules and regulations related to cooperative education. It is also advisable that the teacher-coordinator have a thorough understanding of applicable child labor laws and risk management practices including prohibited hazardous occupations, safety, workers’ compensation, equal opportunity, and sexual harassment. Statewide Work-Based Learning Workshops are currently being offered by the Michigan Career Placement Association. For information on upcoming workshops, the MCPA website is: www.edzone.net/mcpa/

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 work-site visits by the coordinator, and any other required documentation by the local district.

It is recommended that records pertaining to the on-the-job training portion of CTE work-based learning, (showing all student-learners entry-exit dates and related career and technical education instruction class rolls), as well as daily attendance at the work site, be kept on file for three years, plus the current year for pupil accounting purposes.

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:

1. Locating and evaluating potential new training stations.
2. Confirming worker's compensation coverage and liability insurance.
3. Observing safety conditions on-the-job.
4. Preparing a training agreement.
5. Developing training plans.
6. Conferring with employers for instructional needs of the students.
7. Preparing and holding employer orientation.
8. Visiting students at the training sites.
9. Monitoring teacher coordination records.
10. Handling student's work/school problems.
11. Keeping student wage and hour records.

Student Learner Hours/Employment

The student-learner participating in a State-Approved Career and Technical Education Paid Capstone Experience shall be employed for an average of not fewer than 10 hours per week for the effective duration of the student-learner's training agreement. This 10-hour minimum is for state level purposes. Local district policy may require more average minimum hours as a requirement to participate in their program. Student-learners on the job must be employed and compensated in conformity with federal, state, and local laws and regulations and in a manner not resulting in exploitation of the student for private gain.

Local Policies

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

Samples of local board policies and procedures can be found on the web at www.michigan.gov/mdcd and search 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 may be exempt from Hazardous Occupations 5, 8, 10, 12, 14, 16, and 17. ***In order to obtain this information (Fact Sheet #43) and additional fact sheets regarding minors (#38 & 40) from the U.S. Department of Labor, the following web address is provided: www.dol.gov/esa/fact-sheets-index.htm***

Exemptions are allowed if the student-learner is enrolled in a state-approved career and technical education program and the student-learner is employed under a written 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; and
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 that 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 requirements Section 5L-Special Education Pupil Transition Services and Section 5P, II-B(3) Special Education Work-Site Based Learning Experiences. 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; Policy, Planning, and Compliance Program; Office of Special Education & Early Intervention Services, P.O. Box 30008, Lansing, Michigan 48909/Telephone: 517/373-0923.

Definition of Terms

Calculating Added Cost Funding for Capstone Coordination

Following is the process used to determine 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 require 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:

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

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 Added Cost Factor for Capstone Coordination (\$50) to compute the reimbursement.

Formula for calculating capstone coordination funding:

$$\text{Average Enrollment} \times \frac{\# \text{ of Weeks}}{36} \times \$50 \text{ (Added Cost Factor)} = \text{Added Cost \$}$$

(Not to Exceed the Maximum Enrollment Eligible for Funding)

Ex

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*: $720 \text{ Minutes} \div 15 = 48$

$$\text{Average Enrollment} \times \frac{\# \text{ of Weeks}}{36} \times \$50 \text{ (Added Cost Factor)} = \text{Added Cost \$}$$

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

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

For any questions regarding this formula or other questions pertaining to Career and Technical Education State Aid Added Cost funding, please contact Joan Church, Department Analyst, Grant Planning and Program Improvement Unit, Office of Career and Technical Preparation, at 517-335-0360 or churchj@michigan.gov

Capstone Program Definition of Pupil Attendance at the 40-60 Minute Session Per Week

In order to provide clarification on the statement, “Evidence that the pupil attended at least one 40- to 60-minute session per week either in the related State-Approved Career and Technical Education classroom or in a district-approved educational course, with academic objectives, related to the pupil’s career and educational goals,” the following scenarios are offered:

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

Scenario 2: The student 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 case, the student may go back to the previous CTE class for one hour per week to work with the vocationally certified teacher. The student is

NOT enrolled in the classroom, they are only attending one hour per week. OR

Scenario 3: The student 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 student may attend a class specifically for “capstone experience students” 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 students’ career or education goals. This class should build on the students’ career goals and provide opportunities to have more rigor and relevance to future specialized training or postsecondary opportunities.

Career and Technical Education State-Approved Programs for Purposes of Work-Based Learning

To be approved and eligible for Added Cost State Aid reimbursement by the State of Michigan, a career and technical education program must be a wage-earning occupational preparation program identified by a federal classification of instructional programs (CIP) code number and descriptor. The federal CIP codes are selected, ranked and rated according to state legislation and board policy. For more information regarding Added Cost funding and process, access www.michigan.gov/mdcd and search: “Added Cost Funding.” Career and technical education programs are reviewed and approved through an extensive application process by the Office of Career and Technical Education. This process is contained in the “Career Pathway Guidelines for Planning New Career and Technical Education Programs” and can be accessed at www.michigan.gov/mdcd and search: “New CTE Program Guidelines.”

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. Students can be placed from these classes after successfully completing 7,200 minutes. All other CTE career pathway programs are at least 7,200 minutes. Students can be placed from these programs after successfully completing 3,600 minutes.

Student Count Date for Training Plans

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.

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. A training agreement is a legal document that exempts a student learner from provisions of P.A. 90, Michigan’s Youth Employment Standards Act, as it is assumed that schools are able to provide

better day-to-day oversight of the student's welfare at a workstation with regard to legal hours, legal job duties and legal age. The training agreement also exempts the student learner from receiving Unemployment Insurance benefits for the period of time covered by the training agreement. 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. 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 training agreement must contain the following information:

- Student learner's personal information: employee's name, home address, telephone, birth date, emergency contact information, etc.
- School's name, address, telephone, contact person.
- Employer's name, address, telephone, contact person.
- Beginning and ending dates of the agreement.
- Verification that the employer provides proof of workers' disability compensation and general liability. To verify workers' disability compensation coverage, call the Bureau of Workers' Disability and Compensation at 517-322-1885 or access the web site at www.michigan.gov/wca and click on "insurance coverage look up."
- Daily hours to be worked - allow for earliest and latest legal hours to be worked to accommodate variances in pupil work schedules. Hours not listed are not covered by the agreement.
- Beginning rate of pay.
- List of job activities that will contribute to the student learner's progress toward a career objective
- Verification of appropriate safety instruction provided by the school district (may also be verified in training plan).
- Signatures of principal/or designee, certificated coordinator, student learner, parent/guardian, and training station supervisor (employer).

An example of a training agreement can be found on the web at www.michigan.gov/mdcd and search Work-Based Learning Guide/Section 9.

Training Plan

A training plan must include the following:

- List of education goals related to the job placement that align with the student's career pathway contained in their educational development plan (EDP). **[PLEASE NOTE THAT THIS REQUIREMENT IS NOT MANDATORY UNTIL 2005-2006.]**
- List of job activities that will contribute to the student learner's progress.
- List of employer, school, and student learner responsibilities.
- The beginning and ending dates of agreement.
- The eligible hours to be worked (with beginning and ending times).
- Identification of academic course(s) that the pupil is currently enrolled in relating to and preparing the student for the job placement.

- Verification of appropriate safety instruction provided by the school district (may also be verified in training agreement).
- Signatures of principal/or designee, certificated coordinator, student learner, parent/guardian, and training station supervisor (employer).

An example of a training plan can be found on the web at www.michigan.gov/mdcd and search Work-Based Learning Guide/Section 9.

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, and
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 a separate training experience every 45 hours.

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 co-op 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. 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.

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 work-site 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.

Vocationally Certificated Teacher/Coordinator

State-approved Career and Technical Education Program work-based learning placements must be monitored by a vocationally certified teacher employed by the district. The certificated teacher/coordinator must do 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.