

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

There are five 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 [OCTE website](http://www.michigan.gov/octe): [www.michigan.gov/octe](http://www.michigan.gov/octe), go to Instructional Programs and Work-Based Learning Guide (Managing Your Risk). The [Work Based Learning Guide](http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968-220470--,00.html) (Managing Your Risk) may be viewed at the following site: [http://www.michigan.gov/mde/0,4615,7-140-6530\\_2629\\_53968-220470--,00.html](http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968-220470--,00.html)

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). State-approved CTE programs are public information and may be obtained by accessing public reports from the [Career and Technical Education Information System](http://www.cteis.com) website: <http://www.cteis.com> (link to “Public Reports” and then link to “Secondary Taxonomy Report”).

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 occupationally 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. These opportunities can be through field trips, job shadowing, internships, non-CTE work-based learning (co-op) or state-approved CTE work-based learning (capstone). 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.

There are four specific types of CTE work-based learning that can impact State School Aid Act and/or 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 or Unpaid Capstone Work-Based Learning Experience State-Approved CTE Programs
2. Unpaid Work-Based Learning Experience State-Approved CTE Programs
3. Paid or Unpaid In-District Unpaid Work-Based Learning Experience State-Approved CTE Programs
4. Unpaid Training State-Approved CTE Less-Than-Class-Size (LTCS) Programs

For the four types of CTE Work-based learning listed above, the following general requirements apply:

- For all state-approved career and technical education programs, the training plan MUST BE developed from the related CTE Standard performance elements as posted at the [MCCTE Navigator](http://ctenavigator.org): <http://ctenavigator.org>. Go to “Program Tab” and select related Federal Cluster and then select specific CTE program.
- The employer or occupationally (CTE) certificated teacher or coordinator shall maintain and verify records of the pupil’s attendance throughout the duration of the training agreement.
- A occupationally (CTE) 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 Unpaid Work-Based Learning Experience (Capstone) State-approved CTE Programs

The specific requirements are contained in Section 5P (Pages 5P-8 & 5P-9) of the [Pupil Accounting Manual](http://mi.gov/documents/5P-WorkBasedEducProg_41468_7.pdf) at: [http://mi.gov/documents/5P-WorkBasedEducProg\\_41468\\_7.pdf](http://mi.gov/documents/5P-WorkBasedEducProg_41468_7.pdf).

Please also note the following acceptable delivery method for the “Capstone 40-Minute Class Time Requirement” also contained in Section 5P:

#### Through Virtual Delivery

Q #3: Can occupationally (CTE) certificated teachers or coordinators use Blackboard, Moodle, or another web-managed tool for the 40 minute capstone requirement instead of the pupil returning to the related CTE program or a “capstone class?”

A #3: Yes. Through these venues, occupationally (CTE) certificated teachers can determine when the student logged in to the “class” to meet the 40-minutes per week requirement. Pupils can complete lessons assigned to them and the teachers and pupils can communicate electronically. Please note that this option is only for those students assigned to the occupationally (CTE) certificated teacher in this capstone program and all other Pupil Accounting rules must be met.”

#### How to Determine What Qualifies as a Capstone Program

In order to assist in helping to determine what qualifies as a capstone program (eligible to receive added cost funding) as opposed to another type of work-based learning experience (i.e., non-CTE coop), the following clarifying questions or statement are offered:

1. A capstone program experience is about rigor and relationship between the work-based learning placement and the related state-approved CTE program
2. Is this placement readily available to anyone in high school that wants to be placed at this location?
3. If so, how can this placement be a “capstone program” and eligible to receive “additional costs” over and above a regular co-op placement?
4. The type of business is not the issue as much as the level of skills, knowledge and abilities applied from the related CTE program for the student placed there. By utilizing performance elements/skills from the related CTE program standards on MCCTE Navigator, this provides a mechanism for the CTE teacher, student and employer to translate the theory of the program to the actual hands-on experience of the job.
5. The skills and tasks for a student in a capstone program should built upon what they have learned in the CTE program, be a culmination of (at least half) of the program, and/or expand on the experience of the program into a specialized field (i.e., placement as a veterinary assistant after completing at least half of a CTE Health Program).

#### Funding for Capstone Programs:

- Districts offering eligible students from state-approved CTE programs placement in a Capstone

Work-Based Learning program may request State School Aid Act, Section 61a(1) (added cost) reimbursement by entering enrollment in the capstone program assigned in CTEIS.

- 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. 61a(1) reimbursement is only for number of minutes in the capstone program.

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:  

$$\frac{\text{\# of weeks}}{\text{Average Enrollment}} \times 36 \times \$50 \text{ (State School Aid Act, Section 61a(1) (added cost) Factor)} = \text{Reimbursement Amount (Not to Exceed the Maximum Enrollment Eligible for Funding)}$$

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

Formula for calculating capstone coordination funding:

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

28 students  $\times$  1 (36 weeks  $\div$  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/Clinicals)

The specific requirements are contained in Section 5P (Page 5P-9) of the [Pupil Accounting Manual](http://mi.gov/documents/5P-WorkBasedEducProg_41468_7.pdf) at the following link: [http://mi.gov/documents/5P-WorkBasedEducProg\\_41468\\_7.pdf](http://mi.gov/documents/5P-WorkBasedEducProg_41468_7.pdf).

### Funding for Unpaid Work-Based Learning Experience State-approved CTE Programs

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

## 3. In-District Paid or Unpaid Work-Based Learning Experiences State-approved CTE Programs

*(In-School Placement)*

The specific requirements are contained in Section 5P (Pages 5P-9 to 5P-11) of the [Pupil Accounting Manual](http://mi.gov/documents/5P-WorkBasedEducProg_41468_7.pdf) at the following link: [http://mi.gov/documents/5P-WorkBasedEducProg\\_41468\\_7.pdf](http://mi.gov/documents/5P-WorkBasedEducProg_41468_7.pdf).

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

| Career Cluster                               | CIP Code/Program Name   | Scenarios With Student Placements  |
|--|---|--|
| Information Technology                       | 11.0201 Computer Programming/ Programmer<br>11.0801 Digital/Multimedia and Information Resources Design<br>11.0901 Computer Systems Networking and Telecommunications<br>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<br>13.0000 Education General (Teacher Cadet)   | Student is placed with school nurse.<br>Student is placed into various classrooms.   |
| Human Services                               | 19.0700 Child and Custodial Care Services   | 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<br>47.0201 Heating, AC, Ventilation & Refrigeration  | Student is placed in the district level maintenance and sanitation engineering department.<br>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/in-school placement work-based learning experience. These are contained in [MCCTE Navigator](http://ctenavigator.org) at: <http://ctenavigator.org>.

### **Funding for In-District Paid or Unpaid Work-Based Learning Experiences State-approved CTE Programs**

*(In-School Placement)*

Section 61a dollars for Capstone Coordination do not apply to these placements. An FTE deduction will occur if the student is not from a state-approved CTE program.

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

The specific requirements are contained in Section 5P (Page 5P-11) of the [Pupil Accounting Manual](http://mi.gov/documents/5P-WorkBasedEducProg_41468_7.pdf) at the following link: [http://mi.gov/documents/5P-WorkBasedEducProg\\_41468\\_7.pdf](http://mi.gov/documents/5P-WorkBasedEducProg_41468_7.pdf).

#### **Funding for Less-Than-Class-Size (LTCS):**

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.

#### **LTCS Notification Process and Timelines**

Career Education Planning District (CEPD) CTE administrators annually 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 occupational 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: [Less Than Class Size Application](#).

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

#### **LTCS Occupationally 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 the [MOECS website](http://www.michigan.gov/moecs): <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 the [OCTE website](http://www.michigan.gov/octe): [www.michigan.gov/octe](http://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, P.O. Box 30008, Lansing, Michigan 48909.

### **Training Agreement**

Requirements for training agreements are contained in Section 5P (Page 5P-2) of the [Pupil Accounting Manual](#) at the following link: [http://mi.gov/documents/5P-WorkBasedEducProg\\_41468\\_7.pdf](http://mi.gov/documents/5P-WorkBasedEducProg_41468_7.pdf). An example of a CTE training agreement can be found on the [OCTE website](#): [www.michigan.gov/octe](http://www.michigan.gov/octe), under *Instructional Programs, Work- Based Learning Guide (Managing Your Risk)* (section 8). The direct link is: [www.michigan.gov/documents/mde/Sample\\_CTE\\_WBL\\_Training\\_Agreement\\_June\\_2013\\_422841\\_7.doc](http://www.michigan.gov/documents/mde/Sample_CTE_WBL_Training_Agreement_June_2013_422841_7.doc)

### **Training Plan**

Requirements for training plans are contained in Section 5P (Pages 5P-2 and 5P-3) of the [Pupil Accounting Manual](#) at the following link: [http://mi.gov/documents/5P-WorkBasedEducProg\\_41468\\_7.pdf](http://mi.gov/documents/5P-WorkBasedEducProg_41468_7.pdf).

Note: For all state-approved career and technical education programs, the training plan MUST BE developed from the related CTE Standard performance elements as posted at [MCCTE Navigator](#): <http://ctenavigator.org> Go to “Program Tab” and select related Federal Cluster and then select specific CTE program.

An example of a training plan can be found on the [OCTE website](#): [www.michigan.gov/octe](http://www.michigan.gov/octe), under *Instructional Programs, Work- Based Learning Guide (Managing Your Risk)* (go to section 8). The direct link is as follows: [http://www.michigan.gov/documents/mde/Sample\\_WBL\\_Training\\_Plan\\_June\\_2013\\_422848\\_7.doc](http://www.michigan.gov/documents/mde/Sample_WBL_Training_Plan_June_2013_422848_7.doc).

A [sample CTE Training plan](#) (with CTE performance elements) is also available at the following link: [http://www.michigan.gov/documents/mde/Sample\\_CTE\\_Performance\\_Elements\\_for\\_Training\\_Plan\\_June\\_2013\\_422839\\_7.xls](http://www.michigan.gov/documents/mde/Sample_CTE_Performance_Elements_for_Training_Plan_June_2013_422839_7.xls).

### **Unpaid Trainee**

Requirements for unpaid trainees are contained in Section 5P (Page 5P-3) of the [Pupil Accounting Manual](#) at the following link: [http://mi.gov/documents/5P-WorkBasedEducProg\\_41468\\_7.pdf](http://mi.gov/documents/5P-WorkBasedEducProg_41468_7.pdf).

### **Verification of Worker’s Disability Compensation and General Liability Insurance**

Requirements for verification of worker’s disability compensation and general liability insurances are contained in Section 5P (Pages 5P-3 and 5P-4) of the [Pupil Accounting Manual](#) at the following link: [http://mi.gov/documents/5P-WorkBasedEducProg\\_41468\\_7.pdf](http://mi.gov/documents/5P-WorkBasedEducProg_41468_7.pdf).

### **Occupationally Certificated Teacher/Coordinator**

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

### **Role of Occupationally Certificated Teacher/Coordinator**

The occupationally 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.micareerplacement.org/>.

The release time available to the occupationally 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 occupationally 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 occupationally certified coordinator signing the training agreement or the occupationally 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 occupationally-certified course instructor, if different from the occupationally-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 occupationally 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 occupationally 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_gs2_171482_7.pdf):  
[http://www.michigan.gov/documents/hal\\_mhc\\_rms\\_local\\_gs2\\_171482\\_7.pdf](http://www.michigan.gov/documents/hal_mhc_rms_local_gs2_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](http://www.michigan.gov/octe). Under Instructional Programs, Work-Based Learning Guide (Managing Your Risk), Section 10, "School Placement Coordinator Handbook".

## 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 ONLY may be exempt from some hazardous occupations as allowed under the [U.S. Department of Labor guidelines](http://www.dol.gov). The USDOL web address to review these guidelines follows:  
<http://www.dol.gov/whd/regs/compliance/childlabor101.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. For more information on Special Education Transition Services, please see the [Work-Based Learning Guide \(Managing Your Risk\)](http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968-220470--,00.html), Section 7 as follows: [http://www.michigan.gov/mde/0,4615,7-140-6530\\_2629\\_53968-220470--,00.html](http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968-220470--,00.html).

### **Additional Resources**

For more information on work-based learning resources, link to the "[Work-Based Learning Guide \(Managing Your Risk\)](http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968-220470--,00.html)" at the following site: [http://www.michigan.gov/mde/0,4615,7-140-6530\\_2629\\_53968-220470--,00.html](http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968-220470--,00.html) and go to Section 9, Career Resource Information, as well as review of the entire Guide for additional information.