

5P B PUPILS IN WORK-BASED EDUCATION PROGRAMS

Introduction

Work-based education programs provide pupils with a combination of school-based preparation and supervised work experiences designed to enable pupils to acquire attitudes, skills, and knowledge for career and other life roles in real work settings. The goals of these 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, and to provide alignment with the student's career pathway and educational development plan.

There are six major types of work-based learning experiences: student/visitor, volunteer, unpaid trainee, student learner, registered apprentice, and 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 special education pupils and general education pupils 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). This site also contains pertinent documentation in other related areas of work-based learning.

A. Work-Based Experiences That Do Not Generate Pupil Membership Counts

Some work-based learning experiences are simply for career awareness and are meant as an extension of the pupil's regular classroom studies. These types of activities do not generate additional pupil membership FTE by the activity itself. Three of the six major areas of work-based learning do NOT generate membership counts and are identified below:

1. A pupil may attend school-sponsored activities as a student visitor observing various aspects of a job(s). Hours spent at job shadowing are a part of the correlated course and are considered part of the classroom hours and do not generate any additional pupil membership FTE. A signed permission slip must be on file for any field trip sponsored by a school.

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2. A pupil may volunteer for a nonprofit organization. Those hours are simply hours of experience correlated to a course the pupil is enrolled in at the school. A pupil cannot be required to volunteer. These hours do not generate any additional pupil membership FTE. Depending on the type of volunteer activity, the minor pupil may need to have a work permit on file before they can begin to work/volunteer.

3. A pupil may obtain a job for the primary purpose of income and not for educational purposes. The pupil's employment is not correlated to any high school course, does not involve a training plan, and does not have an employer training agreement through the school district. This is not technically a work-based learning experience as the pupil is simply an employee earning wages and does not generate any pupil membership FTE. A work permit must be on file with the employer before the minor pupil can begin to work and must follow the regulations contained in the Youth Employment Standards Act/P.A. 90 of 1978, as amended.

B. Work-Based Learning Experiences That Generate Pupil Membership Counts

The following grid is provided in order to easily delineate the categories of work-based learning that generate Pupil Membership counts explained in detail on the following pages:

1. Unpaid Trainee (Unpaid Student Learner With Training Plan)	2. Student Learner (Paid Student Learner With Training Plan)	3. Registered Apprentice (Paid Registered Apprentice With Training Plan)
(a) Unpaid Training/In-School Placements	(a) General Education Student Learner Paid Work Experiences	There are no subcategories under AC@
(b) Unpaid Training/Work Experiences Related to General Education Internships	(b) State-Approved Career and Technical Education Student Learner Paid Capstone Experiences (formerly referred to as Career and Technical Education Cooperative Education)	
(c) Unpaid Training/Work Experiences Related to State-Approved Career and Technical Education Programs	(c) Special Education Work-Site Based Learning Experiences	
(d) Unpaid Training/State-Approved Career and Technical Education Less-Than-Class-Size Programs		

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The primary purpose of work-based learning experiences for Unpaid Student Learner (Trainee) With Training Plan, Paid Student Learner With Training Plan, and Paid Registered Apprentice With Training Plan, 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 certificated staff member. The experience must correlate program/classroom basics and skill training with carefully supervised on-the-job training and performance. 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 in membership if the requirements that pertain to that particular program type are met. The work-based learning experience should be aligned with the student's career pathway and educational development plan.

These types of work-based experiences must demonstrate all of the following to qualify for membership:

- ✓ be related to an educational course, with academic objectives, that correlates to the work-based learning placement,*
- ✓ be for the benefit of the pupil as evidenced by earning credit towards a high school diploma,
- ✓ be supervised by certificated staff,
- ✓ be in compliance with the Fair Labor Standards Act and the Youth Employment Standards Act, and
- ✓ have appropriate documentation on file by the student count date(s).

*Exceptions to related placement are: AUnpaid Training/State-Approved Career and Technical Education Less-Than-Class-Size Programs@ as this is in lieu of a CTE program, and ASpecial Education Work-Site Based Learning Experiences,@as related placement is not a requirement for this experience.

1. Unpaid Student Learner (Trainee) With Training Plan is a work-based learning experience monitored by certificated school staff. The "Unpaid Student Learner (Trainee) With Training Plan" has four major categories that pertain to Pupil Accounting. They are: (1) Unpaid Training/In-School Placements, (2) Unpaid Training/Work Experiences Related to General Education Internships, (3) Unpaid Training/Work Experiences Related to State-Approved Career and Technical Education Programs, and (4) Unpaid Training/State-Approved Career and Technical Education Less-Than-Class-Size Programs.

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The school certificated staff member monitors the worksite activity for safety, compliance and skill attainment, verifies the pupil's attendance, evaluates the pupil's progress and determines if the pupil is eligible to receive school credit. Any placement of an unpaid student learner (trainee) with a training plan must not be for more than a total of 45 hours per specific career experience with the exception of "Unpaid Training/State-Approved Career and Technical Education Less-Than-Class-Size Programs" that must meet state standards for full-year programs.

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

- ✓ 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,
- ✓ The training is for the benefit of the trainees or students,
- ✓ The trainees or students do not displace regular employees, but work under their close observation,
- ✓ The employer that provides the training derives no immediate advantage from the activities of the trainees or students; and on occasion, operations may actually be impeded,
- ✓ The trainees or students are not necessarily entitled to a job at the conclusion of the training period, and
- ✓ The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

a. Unpaid Training/In-School Placements

In-school placements for any pupil of any age must have a primary purpose of being educational in nature and primarily of benefit to the pupil. Pupils under age 14 may not work more than one hour per day. In-school placements must be supervised by certificated staff and not violate the Fair Labor Standards Act and the Youth Employment Standards Act.

Although a Training Agreement is not required for in-school placements, a training plan still needs to exist that contains personal information and specifies responsibilities of the pupil, employer, parent(s), teacher coordinator, and school district. A sample In-School Placement Form and training plan can be obtained at www.michigan.gov/mdcd and search Work Based Learning Guide, Sections 8 and 9. The training plan must include:

- ✓ List of educational goals
- ✓ Beginning and ending dates of placement
- ✓ School and student learner responsibilities
- ✓ Eligible hours to be trained (with beginning and ending times)
- ✓ Related instruction that correlates to the placement
- ✓ List of activities that will contribute to the student learner's progress
- ✓ Signatures of teacher/coordinator, student learner, and parent/guardian

Additionally, attendance records must be kept on file and the pupil must be eligible to receive credit towards a high school diploma. Appropriate documentation must be on file by the student count date(s).

Examples: A student is placed in a classroom as a teacher's assistant, in the school office to perform minor clerical tasks, or in the library as an assistant.

b. Unpaid Training/Work Experiences Related to General Education Internships

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.

The training should not be for more than a total of 45 hours per specific internship experience and must be conducted under a written training agreement and a written training plan. The training plan must include:

- ✓ List of educational goals
- ✓ Beginning and ending dates of placement
- ✓ School and student learner responsibilities
- ✓ Eligible hours to be trained (with beginning and ending times)
- ✓ Related instruction that correlates to the placement
- ✓ List of activities that will contribute to the student learner's progress
- ✓ Signatures of teacher/coordinator, student learner, and parent/guardian

Student learners shall have received safety instruction prior to placement. These experiences occur during scheduled classroom time. Appropriate documentation must be on file by the student count date(s).

Example: A pupil who is enrolled in a Social Studies class is placed with a Senator's office as an intern to learn about processes related to the Legislature and is under the direct supervision of an adult. The experience exposes the pupil to many aspects of the legislative process and counts as high school credit. The pupil receives this experience during scheduled classroom time.

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

A student learner attending a state-approved career and technical education program 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.

The training should not be for more than a total of 45 hours per specific career experience and must be conducted under a written training agreement and a written training plan. The training plan must include:

- ✓ List of educational goals
- ✓ Beginning and ending dates of placement
- ✓ School and student learner responsibilities
- ✓ Eligible hours to be trained (with beginning and ending times)
- ✓ Related instruction that correlates to the placement
- ✓ List of activities that will contribute to the student learner's progress
- ✓ Signatures of teacher/coordinator, student learner, and parent/guardian

Student learners shall have received safety instruction prior to placement. These experiences occur during scheduled classroom time and are coordinated by the vocationally certified teacher of the related state-approved career and technical education program. Appropriate documentation must be on file by the student count date(s).

Example: A pupil is placed in a hospital in the Pediatrics area as part of the state-approved career and technical education Health Sciences Program. The pupil receives this experience during scheduled classroom time.

d. 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. The program should align with the student's career pathway and educational development plan.

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.

LTCS programs require a contractual agreement between the business and school district. They must also be conducted under a written training agreement and a written training plan. The training plan must include:

- ✓ List of educational goals
- ✓ Beginning and ending dates of placement
- ✓ School and student learner responsibilities
- ✓ Eligible hours to be trained (with beginning and ending times)
- ✓ A detailed instructional plan which is comparable to state-recognized career and technical education curriculum*
- ✓ List of activities that will contribute to the student learner's progress
- ✓ Signatures of teacher/coordinator, student learner, and parent/guardian

*The instructional plan must be progressive, sequential, and comprehensive in its approach to student learning in the LTCS contracted program. A LTCS contracted program may have no more than four (4) pupils per instructor, per instructional site in the same time period. Appropriate documentation must be on file by the student count date(s).

LTCS placements are 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).

Instruction for pupils is provided by approved, vocationally-authorized personnel under the jurisdiction of the contractor.

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.

2. Paid Student Learner with Training Plan is a work-based learning experience that should align with the pupil's career pathway and educational development plan. The Student/Learner has three major categories that pertain to Pupil Accounting. They are: General Education Student Learner Paid Work Experiences, State-Approved Career and Technical Education Student Learner Paid Capstone Experiences (formerly referred to as Career and Technical Education Cooperative Education) and Special Education Work-Site Based Learning Experiences.

- a. General Education Student Learner Paid Work Experiences

- i. Local and intermediate school districts are responsible for determining the maximum number of hours spent at the worksite that can be counted toward the minimum hours of instruction. However, time and hour restrictions for employing minors must be followed as contained in federal and state regulations.
- ii. The student learner's work experience must be monitored by a designated school certificated teacher/coordinator. The certificated teacher/coordinator should do the following:
 - ✓ Locate prospective training stations
 - ✓ Do an evaluation of the potential worksite
 - ✓ Prepare and hold employer orientation workshops
 - ✓ 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 learners=work/school issues
- ✓ Maintain student learner wage and hour records

iii. The district must have a written 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.

The training agreement should 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.
- ✓ 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.

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- ✓ List of job activities that will contribute to the student learner's progress toward a career objective
 - ✓ Signatures of coordinator, student learner, parent, related instruction teacher, and training station supervisor (employer).
- iv. The district must complete a training plan for all off-site or on-site work-based placement which details specific job tasks to be learned by the pupil at the worksite. The training plan must demonstrate how the pupil's employment is related to the pupil's instruction. A training plan must be written and in place on the pupil membership count day and should include the following:
- ✓ List of educational goals
 - ✓ 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)
 - ✓ A list of related subjects that correlate to this placement, and
 - ✓ Signatures of teacher/coordinator, student learner, parent/guardian, and supervisor.

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. Appropriate documentation must be on file by the student count date(s).

- v. The pupil is enrolled in a related educational course, with academic objectives, that correlates to the work-based learning placement.
- vi. The employer or coordinator must maintain and verify records of the pupil's attendance.
- vii. A regular visitation plan, calling for at least one visit per grading period to the site by the certificated teacher/coordinator, after first visiting the employer to establish the training station, must be developed with each employer. 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.

- viii. 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.
 - ix. The pupil is granted high school credit toward graduation for time spent in the work-based learning program.
- b. 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 listed above, the following additional requirements must be met for State-Approved Career and Technical Education Student Learner Work Experiences:

- ✓ Evidence that the pupil was a concentrator (i.e., completed 60% or more of the State-Approved Career and Technical Education program).
- ✓ 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.
- ✓ Evidence that a vocationally certified teacher/coordinator has monitored the pupil's work.

The pupil participating in a State-Approved Career and Technical Education Paid Capstone Experience shall be employed not less than an average of 15 hours per week during the effective time of the training agreement. Appropriate documentation must be on file by the student count date(s).

c. Special Education Work-Site Based Learning Experiences

Pupils receiving special education services may participate, as appropriate, in any work-based education program 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 program to be counted in membership.

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For pupils receiving special education services who require an additional programming option, reference Michigan Revised Administrative Rules for Special Education, Rule R340.1733(i). This rule describes the program for a student/learner receiving work-site based education through a special education training plan.

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 pupil, parent, school and work-site representative. 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

*If a pupil is not receiving wages, the federal criteria for an Unpaid trainee^o must be followed. Please see the six criteria listed on Page 5P-4.

A designated certificated special education staff member 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 must have completed a written training plan prior to the count date as described above,
- ✓ The employer must maintain verified records of the pupil's attendance,
- ✓ The number of worksite hours counted for membership did not exceed the maximum number of worksite hours allowed to be counted for membership, as determined by the district, and
- ✓ A staff member visited the pupil and the pupil's supervisor at the job site at least once every 30 calendar days as described above.

3. Paid Registered Apprentice with a Training Plan is a paid work experience in a craft recognized as an apprenticing trade and is registered by the U. S. Bureau of Apprenticeship and Training in accordance with the standards established by the Bureau. This career and technical education program must be under the supervision of a certificated teacher, or certificated staff member of the school district, and requires a training agreement with the employer as well as a training plan for the pupil. The training plan must:
- ✓ specify the length of employment (beginning and ending dates),
 - ✓ detail the specific skills or tasks to be learned by the employee, and
 - ✓ identify the employer's responsibilities.

The certificated teacher, or certificated staff member, must monitor the pupil's attendance and the pupil's on-the-job progress.

A regular visitation plan, calling for at least one visit per grading period, after first visiting the employer to establish the training station, must be developed with each employer. 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.

Evidence that the pupil was a concentrator (i.e., completed 60% or more of the State-Approved Career and Technical Education program).

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. Appropriate documentation must be on file by the student count date(s).

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

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. All work-based education programs may count up to 3 hours per week of actual travel time if necessary for the pupil to receive the minimum instructional hours. Districts that can verify that the actual travel time exceeds the three hours per week that is

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allowed, under State School Aid Act Section 101(8)(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 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 each class. 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:

$(55 \text{ minutes per class} \times 4 \text{ classes}) + (3 \text{ passing times of } 5 \text{ minutes each}) = (220 \text{ minutes} + 15 \text{ minutes} = 235 \text{ minutes})$
 $235 \text{ minutes} \times 180 \text{ days} = 42,300 \text{ minutes for the year}$
 $42,300 \text{ minutes} / 60 = 705 \text{ hours of high school classes for the year}$

At the worksite:

$120 \text{ minutes} \times 180 \text{ days} = 21,600 \text{ minutes for the year}$
 $21,600 \text{ minutes} / 60 = 360 \text{ hours of work-based learning for the year}$

It takes ten minutes each way to get from the high school to the worksite. Section 101(8)(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. 15 minutes per day for 180 days is 45 hours.

705 high school hours
+ 360 work-based hours
1,065 total actual pupil instructional hours.
+ 45 travel hours
1,110 pupil instructional hours (which exceeds the 1,098 hour requirement).

Example 2:

The district 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

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minute passing time between each class. This pupil attends an auto mechanics program in the neighboring district for 120 minutes in the afternoon. The worksite is twenty miles from the high school which takes approximately thirty 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) 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 thirty minutes each way to get from the high school to the worksite. Section 101(8)(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 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(8)(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 hour requirement).

Example 3:

The district 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 each class. This pupil attends an allied health program in the neighboring district for 140 minutes in the afternoon. The worksite is twelve miles from the high school which takes approximately twenty

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minutes travel one way or forty minutes each day. Pupil C's FTE count would be calculated as follows:

At the high school in the morning:

$(55 \text{ minutes per class} \times 3 \text{ classes}) + (2 \text{ passing times of } 5 \text{ minutes each}) = (165 \text{ minutes} + 10 \text{ minutes} = 175 \text{ minutes})$
 $175 \text{ minutes} \times 180 \text{ days} = 31,500 \text{ minutes for the year}$
 $31,500 \text{ minutes} / 60 = 525 \text{ hours of high school classes for the year}$

At the worksite:

$140 \text{ minutes} \times 180 \text{ days} = 25,200 \text{ minutes for the year}$
 $25,200 \text{ minutes} / 60 = 420 \text{ hours of work-based learning for the year}$

It takes twenty minutes each way to get from the high school to the worksite. Section 101(8)(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 4 minutes per day travel time as instruction time for Pupil C. The additional 12 $((180 \times 4)/60)$ 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(8)(d)
	1,053	which is still 63 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.

Travel time is not allowed for this pupil under section 101(8)(d) because travel is not the sole reason this pupil does not reach the minimum required hours to be a full-time pupil.

D. Regulatory References

Michigan Revised Administrative Rules for Special Education, Rule R340.1733(i) and Rule 340.5(1)(c)

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US Department of Labor Fair Labor Standards Act
Youth Employment Standards Act

Cooperative Education Guidelines for State-Approved Career and Technical Education
Programs, Michigan Department of Career Development