

MPAAA Fall 2011 Conference  
State Agency Panel  
September 13, 2011

*Q's & A's*

BAA – Venessa Keesler

**#1 Q** – What are they doing with the TSDL information that was submitted to the State? Will there be any new reports this year?

**ANSWER:**

- *Information will be returned to you with student rosters.*
- *Look at earlier report from BAA (OEAA) regarding TSDL.*
- *New reports? - Will be requesting feedback later about what types of reports districts may need. There are more reports in the system, but CEPI needs to know what districts are looking for.*

**#2 Q** – When will the results of TSDL (teacher evaluations) be published?

**ANSWER:** *Teacher evaluations are not a TSDL function. Reporting will happen in September of next year (2012). MEAP results are scheduled to be returned by January. MME results from the spring 2011 will be returned, linked to the teacher of record this fall.*

**#3 Q** – When will there be real time reports for TSDL so we can correct any errors during submission?

**ANSWER:** *You will never have real time reports, because the systems can't talk to each other that way. We will notify you as soon as we can.*

CEPI – Doris Mann & Venessa Keesler

**#4 Q** – With TSDL processed after the fact and many schools are using “workarounds”, it is a good bet that data submitted is of limited accuracy. What are the ripple effects of that on the teacher evaluation process?

**ANSWER:** *There is potential for this. Currently, it is being called draft data. Districts will need to supply their own rules at that point, and come up with their own results. Ripple effects, therefore, won't be as strong. There will be the ability to make modifications.*

*We need more time to fix the data errors and improve validation. Summer school time-line was too tight and the site is too slow. We need to look at ways to make next year's collection better.*

CEPI – Doris Mann

**#5 Q** – Will GAD changes made in the 10/24 to 12/9 window be taken into account when the final rates are produced for 10/11?

*ANSWER: Yes, in addition to all changes being made now during the appeal window, all other audited changes will also be reflected in your GAD rates.*

**#6 Q** – (GAD) – If a student was previously reported with an exit code of “other completer” or “special education certificate of completion”, and the student is now attending a transition program or other FTE generating program, will Districts be able to claim FTE for the student without “ungraduating” the student with an SRM submission?

*ANSWER: Yes, you will be able to submit in your fall collection. You will receive a warning message for anyone coded “5”, “6”, “20”, or “21”. However, if data is correct you can ignore your warning and claim the FTE.*

**#7 Q** – (GAD) – When will students with GEDs be able to be system-designated? Is there any progress in working with the GED folks?

*ANSWER: Still working on this issue.*

**#8 Q** – What is the definition of SRM?

*ANSWER: Student Record Maintenance.*

**#9 Q** – (SRM) – When and why do we use it?

*ANSWER: Venue to submit student changes/updated information between collections.*

**#10 Q** – Who do I include in an SRM collection?

*ANSWER: We need to look at something like we did for 3WiN. We will be putting together some additional support documents. CEPI will be taking this back and looking into it.*

**#11 Q** – Are there rules around a SRM collection to give to programmers?

*ANSWER: For programmers, these rules are in the collection (business rules) spreadsheets.*

**#12 Q** – Is there a way to document that a vendor has come “on-board” regarding a collection change/addition? Does CEPI track vendors compliance or non-compliance?

*ANSWER: No & no. Vendors are not CEPI customers and CEPI is not the vendors customer. There is no direct relationship with the vendors. That is a relationship with the local District. We do send through the vendor listserv and receive notifications. However, this is voluntary. Advice – who ever your vendor is - know your rep and stay in close contact with that person. Keep them in the loop. Vendors will likely only make changes when they hear from you.*

**#13 Q** – How are vendors notified of changes to the reporting submissions?

*ANSWER: Through the vendor listserv.*

**#14 Q** – Has the State considered using a single vendor for all Districts (SIS vendor)? Has anyone looked at the relative costs of all our Districts collecting data in our own way and submitting to CEPI, versus the cost of having one (1) SIS state-wide?

*ANSWER: Yes it has been looked into, but there is not a whole lot we can do, as we can't mandate a vendor to use. This is a local control issue. However as individual Districts and ISDs, you can collaborate and use the same vendor.*

**#15 Q** – Many MSDS components have been modified? Will CEPI please post a crosswalk document that lists the changes from the previous version?

*ANSWER: There is currently something like this. It is a schema summary, which is quite technical. Compares last year and this years schemas, which is something to start with. A draft version of the MSDS Collection Details manual is available on the CEPI website now.*

**#16 Q** – Can you produce a better timeline than the current graph, perhaps something like the Wayne RESA handout calendar that is part of the Legislative Committee meeting handouts.

*ANSWER: We can definitely do something different. I know the Wayne RESA calendar has been posted. You are welcome to use it and make it fit your District. We can consider putting it more into a table format.*

**#17 Q** – Our District has chosen to use the Community Eligibility Option and all students receive free lunch, and we are told to NOT collect applications. How does this effect our Supplemental Nutrition submission? Should all these students be marked as Free?

**ANSWER:** *Do not mark them all as FREE. There is an agreement that you will still need to be collecting the economic disadvantaged information, which MDE has included on the application forms.*

**#18 Q** – Regarding Direct Certification – Do carryover benefits from prior year’s get reported? If a student was Direct Certified in 10/11, but is not for 11/12, benefits are still effective until 10/17/11. Should the student be reported as free on the 10/5 collection?

**ANSWER:** *No, you won’t report them as free for the Fall Collection. Eligibility is from the 10/11 school year. The only reason you will do this is if you receive a new eligibility for the 11/12 school year. On the report in August – if new eligibility shows them as free, they would be reported as free on the Fall Collection.*

*There was a change in the rule for eligibility. May have to send you the rule change. Right now, they were eligible for last school year (10/11) and are eligible for 30 days into the new school year (11/12). However, cannot report them as being free unless they are found to be free for the new 11/12 school year. If not found eligible for the 11/12 school year, cannot report them as free on the MSDS.*

**# 19 Q** – Are the food service departments being notified that the count date has changed to October 5<sup>th</sup>?

**ANSWER:** *Notification will be sent out to the Districts. [Doris will follow up.]*

**#20 Q** – Exit code for special education students that go to post secondary....have to exit the student as enrolled in another District. What is the correct code?

**ANSWER:** *Use the code that most accurately reflects the student's status. In this case “08” Transferred to another district, is the most accurate since they are moving to another District. Remember that if you report a student with one of the graduate codes, and then the student is submitted in another collection for FTE a fatal error will occur. If the student will be continuing his/her education under an IEP and is within the allowed age range, they should be reported as continuing ("19") or as transferring ("08") NOT any of the "completer" codes. Please refer to the Graduation and Dropout Review page on the CEPI Web site for more detailed information.*

**#21 Q** – Who is supposed to be included in the October 5<sup>th</sup> count day submission?

**ANSWER:** *On October 5<sup>th</sup>, you will report any student that is currently enrolled in your District or if a student has exited since June 30<sup>th</sup>. And for special education, you will report anyone with an active IEP or if they exited your District with an active IEP.*

**MDE – Dan Hanrahan**

**#22 Q** – Can you please clarify how the STW (Seat Time Waiver) rules pertain to home schooled & nonpublic students?

**ANSWER:** *You can enroll and count any pupil in any program as long as they are a resident of your District, which includes STW (Seat Time Waiver). A district can also count them if the student meets one of the Section 6(6) exceptions. Nonpublic and homeschooled students can only be count in non-essential elective courses that are also offered to the public school students. (166b addresses non-essential elective courses.)*

**# 23 Q** – A school accepts a 105c special education student as a STW (Seat Time Waiver). The parent signs the waiver on IEP to revoke services. Do we still have to get the cooperative agreement with the home District even though no special education services will be provided?

**ANSWER:** *No*

**# 24 Q** – Can a student who went to another country as a foreign exchange student use a STW (Seat Time Waiver) to take online classes for FTE through their home District while in the other country?

**ANSWER:** *Yes, the parents are still residents of the District.*

*[Venessa Keesler added - Keep in mind that students with STW (Seat Time Waiver) – these students must also be assessed.]*

**#25 Q** – If a resident District does not offer a STW (Seat Time Waiver) – Can the student go to another District.

**ANSWER:** *Need to meet Section 6(6) if they go to another District. That is, the pupil must either have the approval of the resident district or meet one of the State School Aid Act Section 6(6) exceptions in order to be counted for state school aid.*

**#26 Q** – Can self-scheduled and self-paced courses/instruction be offered to all grade levels? The Pupil Accounting Manual indicates that the course must be offered during the day as a "scheduled class period". Does the fact that the manual references “scheduled class period” mean it can only be offered in buildings with period attendance (middle and high school)?

*ANSWER: Self-scheduled and self-paced can be offered to other grade levels. Section 5-0-B of the Pupil Accounting Manual for STW (Seat Time Waiver) is only grades 6-12. Without a seat time waiver virtual classes are limited to two (2) off-site and require the pupil to take one (1) class onsite per semester without regard to grade level. Curriculum and pace is a local District decision.*

**#27 Q** – Are self-scheduled and self-paced classes limited to virtual or can it be applied to other courses as well? For example, we are being asked about whether or not a racquetball course, which may be offered as a "community resource course" rather than a virtual learning class, can be permitted to count as a self-scheduled self-paced course. All rules relating to self-scheduled and self paced classes are only found in the virtual learning section of the Pupil Accounting Manual. Does this mean that self-scheduled self-paced may only be permitted for virtual learning classes or if other classes qualify?

*ANSWER: According to the Pupil Accounting Manual, the course must be academic in nature, and the student must be receiving credits toward graduation. Can be internships, etc. Online are typical, but not the only requirements. Remember that teacher certification is required.*

**#28 Q** – Residency of non-public & homeschoolers:

- Who gets to enroll? Within an ISD? Contiguous? Other ISDs?

*ANSWER: Nonpublic school pupils including home school pupils must meet the requirements of State School Aid Act Section 6(6) in order to be counted for state school aid. One of the exceptions to the residency requirements is for part time nonpublic school pupils as long as they meet the Section 166b requirements (nonessential elective courses, offered to the public school pupils during the regular school day, etc.). If the instruction is to take place at the nonpublic school, and the local district declines the request to provide the instruction, a contiguous district may provide the instruction.*

*Some new language has been introduced to allow a district in a contiguous ISD to provide the instruction, but no changes have been enacted at this time.*

- What classes are non-core? Are ANY MMC classes non-core? Enroll in non-essential electives. Michigan Merit Curriculum includes some of these courses. A non-public student can be more than a .5 FTE.

*ANSWER: Court case of Snyder vs Charolette – does not use the term core/non-core. Rather, the term “non-essential electives” was used. The court did not provide a list of courses considered non-essential electives. Non-essential electives include PE, band, foreign language, etc. as well as AP courses. Although some of these are now part of MMC they are still considered non-essential electives for nonpublic school pupils. A non-public student can be more than .5 FTE.*

- How many classes can they take? Can they be greater than .5 FTE? Can they play sports?

*ANSWER: Number of classes that can be taken is a District policy and Yes, non-public and homeschooled students can be greater than .5 FTE. Michigan High School Athletic Association would have to answer the sports question.*

- If a student (non-public) is .5 or greater, do they have to take the MEAP or MME?

*ANSWER: Exempt*

**Follow up question:** Are they exempt only because they were .5 or less FTE?

**BAA - Venessa Keesler Answer:** *No. They are exempt because we do not require non-public students to take those tests. But they MUST BE marked as “non-public” in the residency code, or we will expect them to be tested (because we will assume they are public school students). FTE does not have any bearing on whether or not a student is expected to test anymore; if a student is attributed to a school and that school is their PEPE, and they are not a home school student or non-public student, the PEPE school is responsible for testing that student.*

**#29 Q** – A student is accepted as SOC (Schools of Choice) in a new non-resident District, then returns to resident District, then wants to go BACK to non-resident District under SOC all within 3 weeks. May the non-resident District take the student back under the original SOC?

*ANSWER: Have answered this question in the past this way: if a student goes back to their resident District, a break has been made. Student is no longer a section 105 student. New application is required.*

**#30 Q** – A District in a neighboring county has Schools of Choice open all year long. May all Districts do this?

**ANSWER:** *This is a District Enrollment Agreement, not Schools of Choice. Under “unlimited choice” – there is no enrollment date, outside of enrolled by the end of the first week of school. Therefore, a District can do this under “unlimited choice”. As a “limited choice” you have to have multiple items done including enrollment by the middle of August.*

[State School Aid Act (MCL 388.1705 and 388.1705c)]

**#31 Q** – Can counties “opt out” of section 105 & 105C and create their own plans?

**ANSWER:** *Counties can opt in/out of 105 and 105c. [Dan Hanrahan stated that “Technically, they opt in”.] Many Districts choose to not offer choice. Others offer choice plans that are actually cooperative agreements between specific districts and not subject to the requirements of Sections 105 or 105c.*

**#32 Q** – Can a SOC (School of Choice) 105 District deny enrollment to a special education student? What if the special education program is not available or is full in the SOC 105 District?

**ANSWER:** *You can’t deny a special education student. Special education is a service and not a program. You need to provide these services. You can offer a grade, program, or building. If you don’t have the capacity you have to find another way such as another district to provide the special ed service.*

**#33 Q** – If a student comes to your District from another District as a junior and only has 7 credits can you put him as a freshman?

**ANSWER:** *This is a District decision.*

**#34 Q** – Foreign Exchange J-1 Visa - Can the student attend school as SOC (Schools of Choice)?

**ANSWER:** *Yes, if the paperwork has been completed in advance by the host family, and the student meets all the other requirements of section 105/105, then the student can attend.*

**#35 Q** – When will the updated PAM (Pupil Accounting Manual) be posted?

**ANSWER:** *It is posted at;*

<http://www.michigan.gov/mde/0,1607,7-140--22360--,00.html>

*Karla Miller has done a great job in editing the manual. Some sections are in Draft. You will see the changes are highlighted in gray. We are asking for your feedback.*

**#36 Q** – Will you please respond to the 90/10 percent funding piece and the memo that came from Kathy Weller on how to perform field audits?

***ANSWER:** A formal communication will come out after the meeting that is to be held on Tuesday, September 20<sup>th</sup> with Carol Wolenberg, Dan Hanrahan, Kathy Weller and Gloria Suggitt.*

**MDE – Gloria Suggitt**

**#37 Q** – What are some of the common errors you are finding during audits?

***ANSWER:** Common errors are in samples. For sample sizes, you are required to round up (i.e. – sample size is 8.3, you have to select 9). You cannot round down on your sample sizes.*

**#38 Q** – What are some of the common questions that come up during this year’s audits?

***ANSWER:***

- *STW (Seat Time Waiver) questions need to be directed to those who can answer them.*
- *Work-based CTC that is a paid, In-District placement – You need to make sure that the training agreement includes the PSN number. You will be deducted the FTE if not recorded.*
- *[Gloria Suggitt also commented that everyone she visited and audited (QCR) this year did a very good job.]*

**#39 Q** – Can you give an update on “Green Auditing”?

***ANSWER:** That’s a Barbette question. [Gloria stated she has not done a lot with this.] A couple of Districts are now doing it. Some pilots are out there. There is a committee to discuss electronic auditing and working on some guidelines. However, there is nothing that can be put into writing at this time, nor any template that can be given to you. If interested, talk to Barbette, who is doing it very successfully.*

*[Suggestion was made that at the Spring Conference for someone that has been involved in a pilot may have more information to present to others.]*

MDE – Teresita Long

**#40 Q** – Where else is the data regarding special education being shared? Many District special education people don't attend this conference? (Asking so I can let my special education director or secretaries know.)

***ANSWER:** This is an area that we need to continue to address. When we do our SIMS training, we use them as an extension for how to present information. We encourage you to continue to share the information that you are hearing. On September 20<sup>th</sup> there is a state meeting with ISD special education directors and multiple notifications have gone out on this.*

MDE – Pamela Kies-Lowe

(State Coordinator for Homeless Education Programs/Homeless Education Consultant)

**#41 Q** – Public Act 186 – If a student is placed by this act (foster care) in our District:

- Does the student need to be coded as homeless?
- If coded as homeless – does District have to provide transportation?

***Answer given at conference:** Laura Whipple, Calhoun ISD stated...If less than 6 months the student would be considered homeless, based on the Foster Connections Act. DHS (Department of Human Services) has funding to provide transportation.*

***Additional post conference information from Pam Kies-Lowe:** Districts must follow MDE Guidance on the definition of “Awaiting Foster Care Placement,” which states that a student in the first 6 months of an out-of-home placement qualifies for McKinney-Vento Homeless Education services and should be identified as homeless in the MSDS. Once identified, that student remains “homeless” for the remainder of that school year, under the law, and should receive MV services for that entire time, INCLUDING TRANSPORTATION. Transportation of homeless students is a district responsibility under the MV Law. Once that student begins a new school year in the same school district, the DHS is responsible for any necessary transportation services for that student, if s/he remains placed outside the district boundaries.*

MPAAA – Carolyn Claerhout

**#42 Q** – Birth Certificates – How can a District obtain a birth certificate when the parent can't/won't?

***ANSWER:** District cannot get a birth certificate by themselves. Districts can pay to receive a birth certificate, but must have in writing permission from parent(s)/legal guardian.*

MDE – Pamela Kies-Lowe

*Additional post conference information from Pam Kies-Lowe #42 Q: District Homeless Education Liaisons MAY obtain a birth certificate for a homeless student, and should contact their McKinney-Vento Homeless Education Grant Coordinator to do so. MV grant funds may be used to pay the costs of obtaining an official copy from the county of birth.*

NOT SURE WHO ANSWERED:

**#43 Q** – Is there any monitoring or penalty if a District graduates students whose transcript does NOT reflect MMC (Michigan Merit Curriculum) courses?

*ANSWER: Not 100% sure of this answer. We do not monitor. This is a District decision, but Districts must comply with the law.*

**BAA - Venessa Keesler** *Additional Information: There is no formal monitoring process at the present time for checking TSDL data to ensure that the high school transcripts reflect MMC-type of coursework. District school improvement plans are required to provide evidence of this, but it is not currently monitored through the TSDL submission.*

MDE – Doris Mann

**#44 Q** – What is the purpose of the attendance component in SRM? For instance, changing a “drop-out” to a “graduate” or “completer”. What value is the attendance component? It is very time consuming to get attendance information, if there is any. Therefore – it is easier to put in random numbers?

*ANSWER: When we created SRM, we used the exact same structure as the general collections. Attendance information is reported when a student exits. When you report exited students you report attendance. Right now you are updating the GAD cohort. You will be using the same attendance when you had last reported the student. We will look at adjustments to the business rules for reporting attendance when updating cohort information.*

Post conference clarification on Homeless student questions at the conference.

MDE - Pam Kies-Lowe

**#45Q** - Question: If a student moved into district A because they were homeless, but wanted to come to District B under schools of choice, but the student had never attended District B, does District B have to provide homeless services, especially transportation, and would the student count as homeless since they are not under the criteria? This is neither the district of origin nor the residing district.

***Answer:** As for the original question on homeless students who request schools of choice, the M-V Law allows a homeless student to select **to enroll in** his/her school of origin, school of residence, or any other public school that non-homeless students living at that address would be able to select to attend (charter schools). A homeless student could request to attend a different school of choice, but that choice is outside the parameters of the law, and would waive their McKinney-Vento rights. This would mean that the transportation to that school of choice **would not be required** to be provided by the selected district or the MV grant. **Districts are encouraged to check the MDE Homeless Education website** ([www.michigan.gov/homeless](http://www.michigan.gov/homeless)) for additional information, guidance, and support for serving homeless students.*

**#46Q** – If a student leaves their home “voluntarily” and the parent is willing to take them back, is the student reported as homeless in the pupil accounting reporting?

***Answer:** The homeless status of a youth who is not living with a legal parent or guardian does not depend on the reason the youth left home, nor on whether the parent/guardian is willing to allow them to return home. The primary responsibility of public schools is to educate students, including such unaccompanied youth. The district staff **MUST** enroll such youth immediately (if new to the district) or provide needed support to youth who are identified in such situations (if already enrolled in the district) to continue their enrollment, participation and success in school. Once this is managed, the district Homeless Education Liaison can work with the youth to determine if s/he qualifies for McKinney-Vento eligibility as "homeless" based on the individual living situation. District Liaisons should refer to the Liaison Toolkit, the M-V Law and USED Guidance on serving unaccompanied homeless youth, and the pertinent websites for additional support: [www.michigan.gov/homeless](http://www.michigan.gov/homeless)  
[www.serve.org/nche](http://www.serve.org/nche) [http://www.naehcy.org/dl/uwwk\\_youth.pdf](http://www.naehcy.org/dl/uwwk_youth.pdf)*

For additional information see the powerpoint "UY Best Practices Panel 9-27-11" from the recent MDE Special Populations Conference. This document is a panel presentation facilitated by Christina Dukes of the National Center on Homeless Education. It contains critical points on district responsibilities and tips for implementation of the law, as well as specific legal references for Michigan districts.

Districts are encouraged to contact their regional McKinney-Vento Homeless Education Grant Coordinators or Regional MV Monitors with questions. The "UY Best Practices Panel 9-27-11" power point as well as the 2011-2012 Regional McKinney Vento Monitors Map and the Grant Coordinators list can both be found in the resources area of the MPAAA website.



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

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PUBLIC INSTRUCTION

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**Work-Based Learning Program Overview and Resources  
Office of Career and Technical Education**

Diana Bailey, Program & Placement Specialist  
517-373-8904 or [baileyd@michigan.gov](mailto:baileyd@michigan.gov)

**State-Approved CTE Work-Based Learning Placements (Grades 11-12)**

1. Paid Work-Based Learning Experience (Capstone) State-Approved CTE Programs
  - The pupil must have successfully completed 50% or more of a State-Approved CTE program. **[This equates to 6 segments of the 12 segments required for a State-Approved CTE program.]**
  - **Vocationally certificated teachers or coordinators may 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 to a “capstone class.”**
2. Unpaid Work-Based Learning Experience State-Approved CTE Programs
3. In-District Unpaid Work-Based Learning Experience State-Approved CTE Programs
4. Unpaid Training State-Approved CTE Less-Than-Class-Size (LTCS) Programs
  - **Because LTCS programs are equivalent to regular CTE programs where all 12 segments must be delivered in order to qualify, these programs must be more than one semester or trimester in length.**
  - **LTCS Programs are required to report their instructional design using the 12 segment structure on CTEIS.**

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

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### **In-District (In-School) Placements**

In-school placements are only be allowed for high school students who are either: (1) placed from a related state-approved career and technical education (CTE) program, or (2) directly related to the postsecondary career and employment goals and objectives in the pupil's transition services plan developed for a pupil receiving special education services. If an in-district placement relates to a state-approved CTE program, the completed in-district placement agreement MUST identify the program serial number (PSN). If the PSN is not filled in, it WILL result in an FTE deduction. **An in-district placement is not an experiential learning course.**

### **Work-Based Learning Guide for Risk Management**

[www.michigan.gov/octe](http://www.michigan.gov/octe) and type in name at search or go to: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_2629\\_53968-220470--,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_2629_53968-220470--,00.html)

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

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

### **State-Approved Career and Technical Education (CTE) Programs**

Your school district's state-approved CTE programs are public information and may be obtained by accessing public reports at the following website: <http://www.cteis.com>. (link to "Public Reports" and then link to "Secondary Taxonomy Report")

### **Pupil Accounting Manual/Section 5P**

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

### **Pupil Accounting Rules (Effective September 22, 2008)**

[http://www.state.mi.us/orr/emi/admincode.asp?AdminCode=Single&Admin\\_Num=34000001&Dpt=ED&RngHigh=](http://www.state.mi.us/orr/emi/admincode.asp?AdminCode=Single&Admin_Num=34000001&Dpt=ED&RngHigh=)

### **Pupil Auditing Manual**

[www.michigan.gov/mde](http://www.michigan.gov/mde) and type in at search: "Pupil Auditing Manual" or go to: [http://www.michigan.gov/documents/2005\\_PUPILAUDITINGMANUAL10-05\\_143792\\_7.pdf](http://www.michigan.gov/documents/2005_PUPILAUDITINGMANUAL10-05_143792_7.pdf)

### **Sites for Sample Training Plan Skills and Related Academic Skills**

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

## **Safety Training Sites**

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

## **Education Development Plans**

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

## **National Labor Supply/Demand Information:**

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

## **Apprenticeship Opportunities**

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

- Michigan Apprenticeship Steering Committee, Inc. <http://www.aboutmasci.org/>
- Michigan Educator's Apprenticeship and Training Association (MEATA) - <http://www.meata.org/>
- Automotive Youth Educational Systems (AYES) - <https://www.eyes.org/>

## **School Records/Retention and Disposal Schedule**

Under "1406 Student Work Permits. Minors over the age of 14 must have a work permit prior to beginning work. Schools must approve the work permit, and new permits are required for each new job held by the teenager. These records may include the completed permit forms, job offers, approved deviations, correspondence, injury reports, workers compensation documents, work/school training agreements/contracts, etc. ACT + 7 years. ACT = until graduation."

The current School Records/Retention and Disposal Schedule may be accessed at:  
[http://www.michigan.gov/documents/hal\\_mhc\\_rms\\_local\\_gs2\\_171482\\_7.pdf](http://www.michigan.gov/documents/hal_mhc_rms_local_gs2_171482_7.pdf)

## **Experiential Learning Courses**

Experiential learning courses (non-CTE students) must receive local school board approval and must be part of the student handbook. The course must be part of the pupil's class schedule and must earn credit toward the pupil's high school diploma. Experiential learning courses must be taught by a certificated teacher employed by the district. The primary responsibility of the certificated teacher of the course is teaching the pupil(s) during the course time frame. **That is, the teacher shall not be concurrently teaching another course.**

## **Transition Services/Special Education Resources**

- Michigan Center for Educational Networking (CEN) [www.cenmi.org](http://www.cenmi.org)
- DO-IT (Disabilities, Opportunities, Internetworking, and Technology) <http://www.washington.edu/doi>

## **Home Schooled Students (Work Permits)**

- [http://www.michigan.gov/documents/Info2005\\_132227\\_7.pdf](http://www.michigan.gov/documents/Info2005_132227_7.pdf)

## **Professional Development/Training Opportunities**

- Michigan Career Placement Association: [www.mi-cpa.org/](http://www.mi-cpa.org/)
- Michigan Pupil Accounting and Attendance Association: [www.mpaaa.org](http://www.mpaaa.org)

## **Web-Based Interactive Resources for Instructors**

- [www.Xtranormal.com](http://www.Xtranormal.com)
- [www.QIK.com](http://www.QIK.com)
- [www.WolframAlpha.com](http://www.WolframAlpha.com)
- [www.post@posterous.com](http://www.post@posterous.com)
- [www.newseum.org](http://www.newseum.org)
- [www.polleverywhere.com](http://www.polleverywhere.com)

## **Youth Employment/US Department of Labor**

Student-learners under 18 may not be employed in hazardous occupations as listed in Michigan's Youth Employment Standards, 1988, and the Federal Child Labor Bulletin 101. However, under certain conditions, 16- and 17-year old apprentices and student-learners in state-approved CTE programs may be exempt from some Hazardous Occupations as allowed under 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 guidelines. The USDOL web address to review these guidelines follows: , the following web address is provided: <http://www.dol.gov/dol/topic/youthlabor/index.htm>

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

1. Hazardous work shall be incidental to the training.
2. Any hazardous work shall be intermittent and for short periods of time and such work shall be under the direct and close supervision of a qualified and experienced person.
3. Safety instruction shall be given by the school and correlated by the employer with on-the-job

training.

4. A schedule of organized and progressive work processes to be performed on-the-job shall have been prepared.

5. Previous training has been given by the school and mastery documented for all hazardous order job duties listed on the training agreement.

### **Other Resources**

- [www.teachingforlearning.org](http://www.teachingforlearning.org)
- [www.careertech.org](http://www.careertech.org)

# Work-Based Learning Resource Contacts

(September 2011)

## Career and Technical Education (CTE)

Diana Bailey, Program & Placement Specialist  
Michigan Department of Education  
Office of Career and Technical Education  
P. O. Box 30712  
Lansing, Michigan 48909  
Work Telephone: 517.373.8904  
Fax Number: 517.373.8776  
Email Address: [baileyd@michigan.gov](mailto:baileyd@michigan.gov)  
[www.michigan.gov/octe](http://www.michigan.gov/octe)

## Workers' Compensation

Cheryl Cornellier  
Michigan Department of Energy, Labor & Economic Growth  
Bureau of Workers' Disability Compensation  
P. O. Box 30016  
Lansing, Michigan 48909  
Work Telephone: 517.322.1195  
Fax Number: 517.322.1990  
Email Address: [cornellierc@michigan.gov](mailto:cornellierc@michigan.gov)  
[www.michigan.gov/wca](http://www.michigan.gov/wca)

## MIOSHA

Sherry Scott, Supervisor  
Michigan Department of Energy, Labor & Economic Growth  
7150 Harris Drive, P. O. Box 30643  
Lansing, Michigan 48909-8143  
Work Telephone: 517.322.5817  
Fax Number: 517.322.1374  
Email Address: [scottsl@michigan.gov](mailto:scottsl@michigan.gov)  
[www.michigan.gov/miosha](http://www.michigan.gov/miosha)

## Youth Employment Enforcement (State)

Tara Bride, Regulatory Enforcement Agent Michigan Department of Education  
Office of Career and Technical Education  
P. O. Box 30712  
Lansing, Michigan 48909  
Work Telephone: 517.335.6041  
Fax Number: 517.373.8776  
Email Address: [bridet@michigan.gov](mailto:bridet@michigan.gov)  
[www.michigan.gov/octe](http://www.michigan.gov/octe)

## Federal Wage and Hour

James R. Smith, District Director  
U. S. Department of Labor  
Wage and Hour Division  
Detroit, Michigan 48226  
Work Telephone: 313.226.7448  
Fax Number: 313.226.3072  
Email Address: [smith.james.r@dol.gov](mailto:smith.james.r@dol.gov)  
<http://www.dol.gov/dol/topic/youthlabor/index.htm>

Grand Rapids: Melanie Matthews  
616-456-2004

State Wage and Hour (Fringe Benefits)  
Licensing and Regulatory Affairs (LARA)  
P. O. Box 30476  
Lansing, Michigan 48909-7676  
General Telephone: 517.322.1825  
Fax Number: 517.322.6352  
[www.michigan.gov/wagehour](http://www.michigan.gov/wagehour)

General Education Pupil Accounting  
Karla Miller  
Michigan Department of Education  
State Aid & School Finance Office  
Post Office Box 30106  
Lansing, Michigan 48909  
Work Telephone: 517.373.3350  
Fax Number: 517.241.0196  
Email Address: [millerk47@michigan.gov](mailto:millerk47@michigan.gov)  
[www.michigan.gov/mde](http://www.michigan.gov/mde)

Special Education Services/Pupil Accounting  
Dianne Easterling, Consultant  
Michigan Department of Education  
Financial Management  
Office of Special Education & Early Intervention Services  
P.O. Box 30008  
Lansing, Michigan 48909  
Work Telephone: 517.373.0923  
Fax Number: 517.373.7504  
Email Address: [easterlingd@michigan.gov](mailto:easterlingd@michigan.gov)  
[www.michigan.gov/mde](http://www.michigan.gov/mde)

School-to-Registered-Apprenticeship  
Mr. Dave Jackson, Area Representative  
U.S. Department of Labor  
Office of Apprenticeship  
315 West Allegan, Room 209  
Lansing, Michigan 48933  
Work Telephone: 517/377-1746  
Fax Number: 517.377-1517  
Email Address: [Jackson.dave@dol.gov](mailto:Jackson.dave@dol.gov)

**Section 5P -- Pupil Accounting Manual**  
**WORK-BASED LEARNING EXPERIENCE**  
**May-11**

Types of Work-Based Learning	What Grades Pupil Must be Enrolled	Monitored by Certificated Instructors	Pupil Eligible to Receive High School Credit	Written Training Agreement	Written Training Plan	Placement Aligned With Career Pathway & EDP	Maintain and Verify Records of Pupil's Attendance	Regular Visitation Plan	Safety Training	Must not Generate More than Half Total FTE	Must Not Exceed School Maximum Hours	Additional Requirements
<b>WORK-BASED LEARNING NON-CTE PROGRAMS</b>												
1. Paid or Unpaid* Work-Based Learning Experiences *Unpaid = 45 hours per specific training experience	9th-12th	Designated secondary school certified teacher	✓	✓	✓	✓	✓	Every 9 Weeks	✓	✓	✓	Follow Federal and State Regulations to Employ Minors  Currently or previously enrolled in related Academic Class/Course
2. Work-Based Learning Experiences for Pupils With Disabilities (Special Ed.)	9th-12th	Site visited by a district employed certificated teacher. Pupil enrolled & assigned to special ed teacher	✓	✓	✓	✓	✓	Every 30 calendar days	✓	✓	✓	No requirement for previous or concurrent enrollment in related academic course.
3. In-District Placement/Transition Services	9th-12th	Site must be visited by a district employed certificated teacher	✓	✓	✓	✓	✓	Every 30 calendar days	✓	✓	✓	Placement must relate to the pupil's transition services plan.

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<b>WORK-BASED LEARNING STATE-APPROVED CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS</b>												
1. Paid or Capstone Work-Based Learning Experience	11th-12th	Vocationally Certificated Teacher or Coordinator	✓	✓	✓	✓	✓	Every 9 Weeks	✓	✓	✓	1. Has successfully completed 50% of state-approved CTE program. 2. Must work minimum of 10 hours per week 3. Must attend related CTE class or capstone class minimum of 40 mins. per week.
2. Unpaid WorkBased Learning Experience	11th-12th	Vocationally Certificated Teacher or Coordinator	✓	✓	✓	✓	✓	Every 9 Weeks	✓	✓	✓	Unpaid = 45 hours per specific training experience
3. In-District Unpaid Work-Based Learning Experience	11th-12th	Vocationally Certificated Teacher or Coordinator	✓	✓	✓	✓	✓	Every 9 Weeks	✓	✓	✓	Unpaid = 45 hours per specific training experience Must have PSN from CTEIS
4. Unpaid Training/State Approved CTE Less-Than-Class-Size (LTCS) Programs	11th-12th	Vocationally Certificated Teacher or Coordinator	✓	✓	✓	✓	✓	Every 9 Weeks	✓	✓	✓	Signed Completed Notification Received by OCTE Time Shall be equivalent to State-Approved CTE Program No more than 4 pupils per instructor Instruction by LTCS annually authorized personnel