

POP III

Back to Basics

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Overview

- Description
- Program Requirements
- Audit Expectations



Session Purpose



- Provide a high-level roadmap for POP III categories
- Review descriptions, requirements, and audit expectations
- Strengthen compliance understanding across programs
- Questions will be addressed at the end

Foundation Reminder

- PAM is the anchor for all POP III programs
- POP III categories layer on top of basic enrollment rules
- “Basic Enrollment Requirements” still apply unless otherwise stated



Core Audit Expectations

- CA60 / Enrollment documentation
- Student schedule on count day
- Attendance records
- IEP (if applicable)
- Grade and subject level certified teacher assigned
- Requirements may vary slightly by county*



Alt Ed & Cooperative Programs

Description:

Nontraditional K–12 delivery model that can include learning labs, small groups, or 1:1 instruction. The focus is on credit towards a diploma or grade progression.

Program Requirements:

- 1098 hours/180days (unless waived)
- FTE based on count day schedule
- Learning Lab - Attendance tracked Wed-Tue
 - 10/30 day rule applies
 - Class is offered for credit
 - Age appropriate enrollment
- Certified teacher required to be present at all times

Alt Ed. Audit Expectations:

- MSDS coding accuracy 9920/9222
- Attendance logs supporting FTE
- All listed requirements are met

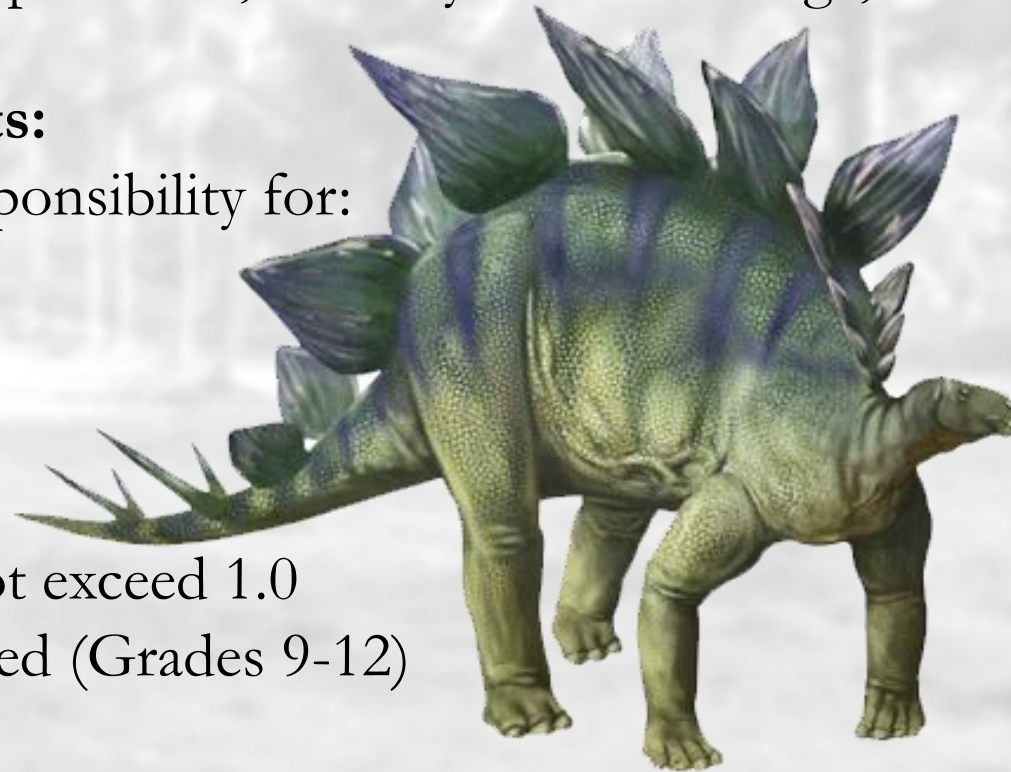
Cooperative Education 5B

Description:

- A written, voluntary agreement between districts to shared-cost K-12 programs (e.g., Alternative Ed, CTE, Special Ed, or Early Middle College, Non-public or Homeschooled students).

Program Requirements:

- Agreement defines responsibility for:
 - Alpha list
 - Attendance
 - Scheduling
 - MSDS Reporting
- Combined FTE Cannot exceed 1.0
- Travel time not deducted (Grades 9-12)



Audit Expectations:

- Special Education:
 - Written voluntary agreement between districts
- CTE/Voc Ed
 - Grades 9-12
 - Certified teacher
 - Pupil is counted in membership by the educating district

Home-Based Instruction 5C

Description:

Program for Suspended/expelled students (*disciplinary*) that provides a one-on-one instruction model at the pupil's home, neutral site or synchronously.

Program Requirements:

- Weekly instruction required – logs kept
- FTE based on hours provided during count weeks, divided by 1,098 or 2-hour/wk minimum (expulsion cases) can equate a full 1.0
- May be in-person or synchronous
- Student can be enrolled in virtual classes
- If Special Ed – need IEP update or amendment



Home-Based Instruction 5C Cont'd



Audit Expectations:

- 4 weeks of logs supporting FTE claimed
showing minimum of two non-consecutive sessions per week
- Parent initials for absences
- IEP update or amendment *(if applicable)*
- Supporting documentation if student is under mandatory expulsion

Homebound/Hospitalized 5D

Description: A self-study program to help pupils maintain academic progress when a medical condition prevents school attendance for more than 5 consecutive school days. Homebound sessions can be held in-person or synchronously.

Program Requirements:

- MD/DO certification of medical condition preventing school attendance for five or more consecutive school days
- Minimum weekly instruction required *Week is Wed-Tues unless alternate is agreed upon by auditor*
 - GE 2 non-consecutive 45-minute sessions
 - SE 2 non-consecutive 60-minute sessions *(no sessions can be missed to claim FTE)*
- Schedule must remain in place
- Excused attendance notated in SIS
- Service logs required, parent initials for missed sessions
- Certified teacher – for grade level only. SE certified teacher required if listed specifically in IEP

Audit Expectations:

- Medical Note (MD/DO)
- 4 weeks of service logs supporting FTE claimed – Attendance coding



Non-Public/Homeschooled 5E



Description:

Shared-time allows non-public or homeschooled pupils to enroll part-time in a public district for nonessential elective courses.

Program Requirements:

- Grades 1-12 restrictions on core subjects, must be part of schedule and not "extra-curricular"
- Must be "available to all" students
- Non-public school must be registered with MDE and meet state reporting requirements

Audit Expectations:

- Max 0.75 FTE (*class FTE cannot exceed max FTE for same course at public school*)
- SCED coding required
- Proof course is offered to all students
- Proof course length and grading system are aligned to public school offering

Part-Time Pupils 5F

Description: A public-school pupil (K–12) scheduled for fewer than the minimum required instructional hours who does not have an approved "reduced schedule."

Program Requirements:

- Multiple district enrollment allowed
- Total FTE cannot exceed 1.0
- Requires release if >50% instruction

Audit Expectations:

- Residency and enrollment proof
- Schedule and attendance
- Proper FTE proration
- No travel time counted



Post Secondary Enrollment 5GA

Description:

Enables high school pupils to enroll in courses at Michigan postsecondary institutions. Covering academic or career-preparation courses that apply toward degree, certificate, or program completion. The pupil can designate whether a course is taken for high school credit, college credit, or split.

Program Requirements:

- College courses for HS *or* college credit (*typically grades 9-12*)
- Class must be academic in nature or related to career prep. – either not offered by HS or not available
- Student must be eligible and scheduled at least one high school course at the district
- College invoice/enrollment
- Schedule integration

Audit Expectations:

- Proof of payment by District for eligible charges – including itemized invoice
- Proof of FTE claimed in-regards to amount of combined college and high school classes



Early Middle College 5GB

Description: Early Middle College is a five-year, state-approved program allowing students to earn a high school diploma plus one of the following:

- 60 transferable college credits
- An associate degree
- A professional or industry certification
- A MEMCA technical certificate
- Participation in a registered apprenticeship
- 5-year program
- HS diploma and college credential
- Structured pathway agreement required

Program/Audit Expectations:

- EDP required
- Program of study
- Transcript and schedule
- Participation coding (3500)



Gifted & Talented Postsecondary 5GC

Description:

Programs provided by Michigan colleges/universities for gifted pupils. Unlike dual enrollment, these courses **do not** generate college credit. Districts can either pay the tuition to claim the student's full FTE or provide "release time," resulting in a prorated, part-time FTE claim.

Program Requirements:

- Course is listed on schedule and not extracurricular, generating credit towards graduation or grade progression
- Certified Teacher assigned through school (*not post-secondary institution*)
- On days the class does not meet the pupil must report to their teacher of record and attendance must be taken
- Transportation does not have to be provided (*optional*)
- Grades 6-8 Advanced Curriculum Reduced Schedule is possible (*80%*)

Audit Expectations:

- Proof of tuition payment and itemized invoice *if claiming FTE*
- FTE calculation documentation showing proof of FTE claimed in-regards to amount of combined college and high school classes

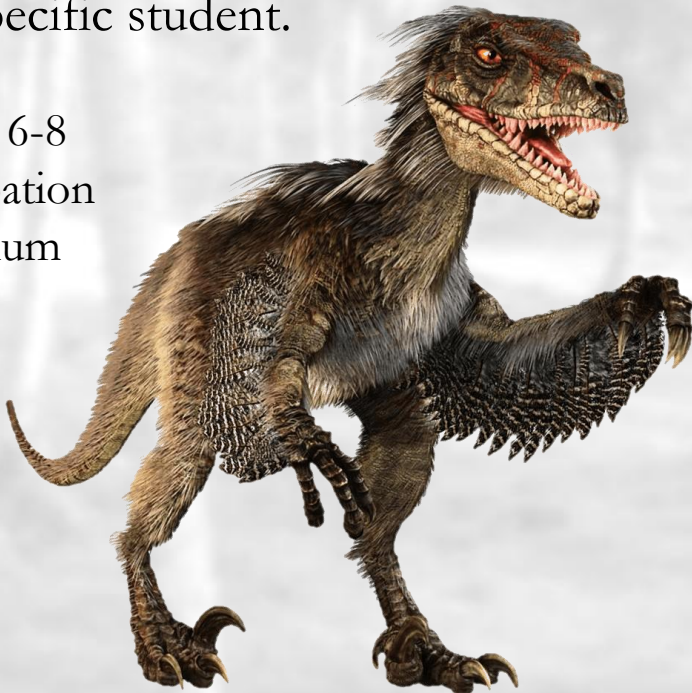


Reduced Schedule 5H

Description:

A special arrangement that allows a student (grades 9-12) to attend fewer than the standard 1,098 hours while the district still claims a full 1.0 FTE. Must be based on the individual needs and "best educational interest" of the specific student.

Can apply to grades 6-8
but only for participation
in advanced curriculum



Program Requirements:

- GE Minimum Hours: Must meet 80% of required hours (traditional schedule) or 75% (4-block schedule)
- SE - Can be 1.0 FTE with *less* than 75/80% hours if the IEP team determines a shortened day is necessary for medical or emotional reasons. This is supported by statement from MD or DO
- The request must be in writing, detailing why it is in the student's best educational interest. Signed by parent/guardian and approved by school representative

Audit Expectations:

- Signed and dated request that includes building approval and notates reason for best education interest
- Counselor/Administrator approval
- If SE and less than 75/80% - MD/DO documentation and IEP or IEP amendment

Section 105/105c 5I

Description: Sections 105 and 105c allows students to attend schools outside their home district without paying tuition. Districts decide whether to accept students within their ISD (105), from neighboring ISDs (105c), or both. Schools of Choice lets students attend nonresident districts under structured rules, ensuring fairness, non-discrimination, and clear procedures for enrollment and funding.

- Schools of Choice enrollment
- Cross-district attendance allowed
- No tuition required (within rules)

Program/Audit Expectations:

- Residency documentation
- Application approval
- Schedule and attendance
- 105c agreements (if applicable)



Birth to 5 SE Programs and Services 5K

Description:

Birth to 5 SE Programs that include multiple delivery models based on age and need

- Governed by specific administrative rules:
 - R 340.1754
 - R 340.1755
 - R 340.1862
- FTE based on hours & service model



5K – ECSE (1754)

Description:

Special education classroom programs for pupils aged 2 years 6 months through 5 years with an Individualized Education Program (IEP).

Program Requirements:

- Ages 2.5 – 5 years with an active IEP
- IEP showing minimum of 360 hours of service over school year to be FTE eligible.
- Calendar: Minimum 360 clock hours and 144 days of instruction.
- A full 1.0 FTE requires 450 hours scheduled on calendar and listed in IEP
- Services must be under educational direction of an approved or endorsed ECSE teacher
- Attendance taken
- 10/30 Day rule does apply
- FTE cannot exceed maximum listed service hours listed in IEP

FTE Calculation:

- Formula:
 - Calculate the maximum possible program FTE using calendar days and hours/450
 - Look at each week of count and find best week attendance – i.e 4 out of 4 days, or 3 out of 4 days (*week must have at least 4 days scheduled*) and calculate percentage
 - Take best week % and multiply that by the maximum possible FTE
 - FTE may be prorated (<1.0)



Audit Expectations:

- 10/30 Day Rule compliance
- IEP as of count day detailing minimum of 360 hours of service over school year
- Attendance for count period match FTE claimed for "best week"
- Pupil listed on Worksheet B with matching FTE claim

5K – ECSE (1755)

Description:

Special education program (not a classroom program) for pupils aged 2 years 6 months through 5 years with an Individualized Education Program (IEP) focused on the need of the individual pupil. Services are provided in natural settings or the pupil's home.

Program Requirements:

- Ages 2.5 – 5 years with an active IEP
- IEP showing minimum of 72 hours of service over school year to be FTE eligible.
- Services must be under educational direction of an approved or endorsed ECSE teacher
- FTE cannot exceed maximum listed service hours listed in IEP
- Service logs must be kept

• FTE Calculation:

Formula:

- $(\text{Highest weekly hours} \times \# \text{ of weeks in the program}) / 180$
- FTE may be prorated (<1.0)

Audit Expectations:

- IEP as of count day detailing minimum of 72 hours of service over school year
- Service logs for count period match FTE claimed for "best week"
- Pupil listed on Worksheet B with matching FTE claim



5K – Birth to 3 IFSP (1862)

Description:

Mandatory special education services for infants and toddlers (Birth to Age 3) provided in natural environments allowing flexible scheduling and is based on an Individualized Family Service Plan (IFSP).

Program Requirements:

- Calendar: Unlike school-age programs, this runs on a 52-week calendar starting from the date of parental consent.
- IFSP must schedule at least 72 hours of service over one calendar year (365 days) to be FTE eligible.
- Services must be under educational direction of an approved or endorsed ECSE teacher
- Service logs must be kept

FTE Calculation:

Formula:

- $(\text{Highest weekly hours} \times 52) / 180$
- FTE may be prorated (<1.0)

Audit Expectations:

- IFSP as of count day detailing minimum of 72 hours of service over calendar year
- Service logs for count period match FTE claimed for "best week"
- Pupil listed on Worksheet B with matching FTE claim



5K Comparison Summary

1754

- Age: 2.5 – 5 years - IEP
- Classroom Setting
- Minimum 360 hours
- 450 Hours full 1.0 FTE

1755

- Age: 2.5 – 5 years - IEP
- Home/Community
- Minimum 72 hours over school year
- 180 Hours full 1.0 FTE

1862

- Age: Birth to 3 years - IFSP
- Natural Environment
- Minimum 72 hours over calendar year
- 180 Hours full 1.0 FTE

SE Pupil Transition Services 5L

Description: Transition services are coordinated activities designed to help students with disabilities move from school to adult life (e.g., college, jobs, independent living). These services are individualized based on the student's strengths, interests, and goals, and may include instruction, work experiences, and life skills training.

- Coordinated activities supporting transition to adult life
- Focus areas:
 - Employment
 - Postsecondary education
 - Independent living
- Individualized based on student needs and goals



Cont'd SE Pupil Transition Services 5L



Program requirements:

- Must be:
 - Aligned with IEP goals
 - Instructional in nature
 - Supervised by certified teacher
- Includes:
 - Work experiences
 - Life Skills instruction
 - Community-based learning

Cont'd SE Pupil Transition Services 5L

FTE requirements:

- Eligible if:
 - Student meets enrollment requirements
 - Active participation with certified teacher
- FTE limit:
 - Up to 1098 hours annually
 - Prorated if less
- Programs must include:
 - Training plan and agreement
 - Attendance records
 - Progress monitoring



Cont'd SE Pupil Transition Services 5L

Services that Count vs Do Not Count:

- Do Count:
 - Worksite-Based Learning
 - Work Activity Center Services
 - Transition/Community Living Experiences (TCLE)
- Do NOT Count:
 - Postsecondary education (outside Dual Enrollment)
 - Adult education programs
 - Sheltered employment beyond K-12



Cont'd SE Pupil Transition Services 5L

TCLE Requirements:

- Must be age 16+
- Minimum 60 minutes/day instruction
- Must include:
 - Teacher supervision
 - Site visits every 30 days
 - Progress monitoring
- No employer/employee relationship



Cont'd SE Pupil Transition Services 5L

FTE Rules:

- Community/work activities no more than 50% of FTE
- Must maintain instructional balance (Instruction/Experience)
- Full FTE requires:
 - Instructional + transition activities

Audit Expectation:

- Qualified teacher
- On student schedule
- Must align with IEP goals (Transition services, Postsecondary goals)
- Attendance logs, progress data
- Instructional time (1,098 hours)
- Active instructional engagement
- Board-Approved program



Split Schedule 5M

Description:

Applies to pupils who attend two or more buildings or programs within the same district (e.g., a student attending a traditional high school in the morning and an alternative education program in the evening). The district has the discretion to either split the FTE between the buildings or claim the full FTE at a single primary building.

Program Requirements & Audit Expectations:

- Student attends multiple buildings/programs
- FTE can be split or claimed centrally
- Cannot exceed 1.0 FTE total



Suspensions & Expulsions 5N

Description: School districts in Michigan have the authority to create and enforce their own discipline policies under the Revised School Code. These policies must address student behavior and outline procedures for suspensions and expulsions, typically detailed in student handbooks.

Program requirements:

- Students may still generate FTE
- Instruction must continue
- Alternative settings allowed

Audit requirements:

- Instruction documentation
- Attendance logs
- Contracts if outsources
- IDEA compliance (if applicable)



Types:

Short Term = >10 Days

Long-Term = up to 180 days

Permanent Expulsion (State Mandated)

Distance Learning & Independent Study 5OA

Description:

- Distance = live synchronous instruction (grades K-12)
- Independent = self-paced learning (grades 9-12)

Program Requirements:

- Limits apply (2 courses for independent study)
- Student enrolled in at least one other course where regular attendance is required
- Equal access to school technology
 - District provided Computer/device and or/ adequate internet access

Audit Expectations:

- Class Schedules
- Attendance logs
- Technology provision records



Cyber Schools 50C

Description:

Cyber schools are fully online public schools that deliver 100% of instruction through digital methods. Learning can be scheduled, blended, or self-paced.

Program Requirements:

- Fully online instruction
- Must meet 1,098 hours
- Requires teacher + mentor + interaction logs

Audit Expectations:

- Participation logs/proof of activity in each scheduled course - OR
- Two-way interaction records for four weeks of count
- For Sequential learners, an EDP, timeline and itemized invoice with proof of payment for each scheduled course
- Device/internet provision evidence



Virtual Learning Options 5OD

Description:

Virtual learning is a method of delivering instruction through digital platforms, allowing flexibility in time, location, and pace. It may include synchronous (live), asynchronous (self-paced), or blended formats and can occur on-site or remotely.

Program Requirements:

- Courses delivered via online/computer-based platforms
- May be scheduled (in-building) or self-paced (remote)
- Must be board-approved or listed in course catalogs (District or statewide)
- Course must generate credit or support grade progression
- Teacher of Record **and** mentor must be assigned
- Parent/guardian consent required
- Equal access to technology and learning resources



Cont'd Virtual Learning Options 5OD

Participation Requirements:

- One of three-ways:
 - Weekly two-way interaction with mentor (4 weeks)
 - Completing activities like assignments
 - Attending live sessions with Teacher of Record
- Student must still take state assessments

Audit Expectations:

- Parental Consent
- One of the three: Mentor logs (4 weeks), proof of activity, physical attendance with TOR
- Sequential learners: EDP, timeline, and itemized invoicing/proof of payment for each course



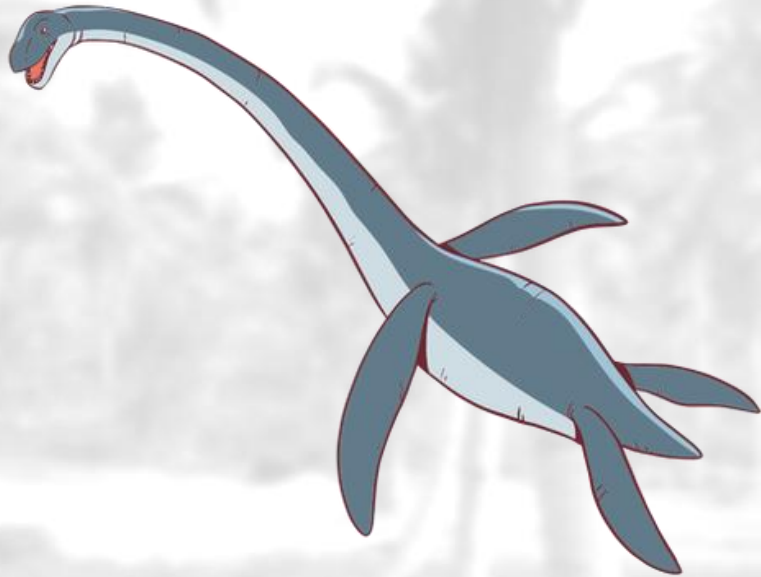
Work Based Learning 5P

Description:

Programs are structured, supervised job experiences tied to a student's career goals and school instruction. They may be paid or unpaid, in-school or out-of-school, and vary in length (hours to a full year). They must be coordinated by the school through a training agreement and training plan with an employer and monitored by district staff.

Structured, supervised job experiences tied to instruction

- May be paid/unpaid, in-school or off-site
- Coordinated by district with employer
- Requires:
 - Training agreement
 - Training plan



Cont'd Work Based Learning 5P

Program Requirements:

- Grades 9-12
- Enrolled in related course
- Parent/guardian permission
- Requires Training Agreement and Training Plan
- Must align to student career goals and coursework
- Credit-bearing program
- Work 4-10 hours/week
- Max 0.5 FTE
- Regular site visits every 9 week for GE and 30 days for SE
- Attendance and progress records maintained
- Safety instruction documented
- Employer meets insurance and labor law requirements



Audit Expectations:

- Training agreement and plan on file
- Signed agreements (parent, student, employer, school)
- Attendance and minimum hours met
- Site visit documentation
- Safety training and legal compliance
- Credit alignment to EDP and coursework

Section 23A Dropout recovery 5QA

Description:

- Year-round alternative education
- Competency-based (not seat-time)
- Focus: credit recovery & graduation
- Designed for at risk or former dropouts



Program Requirements:

- Meet eligibility
- Personalized Learning Plan (PLP)
- Monthly progress (1/12 FTE claimed)

Audit Expectations:

- Student eligibility
- PLP created before participation
- Monthly attendance & participation
- Satisfactory progress (credit-based)
- Advocate assignment & logs
- Accurate CEPI/MSDS reporting
- No double-counting

Section 25E Pupil Membership Transfers 5QB

Description:

Allows a district to claim a prorated portion of FTE for a student who transfers in between the Fall Count (October) and the Spring Supplemental Count (February).

Program Requirements:

- Student counted in Fall Count
- Transfer before Spring Count
- Submission within 30 days
- First day of attendance defined

Audit Expectations

- Enrollment records
- Class schedule
- First day of attendance



Visa Program Pupils 5QC

Description:

Non-U.S. citizen studying in Michigan under certain visas:

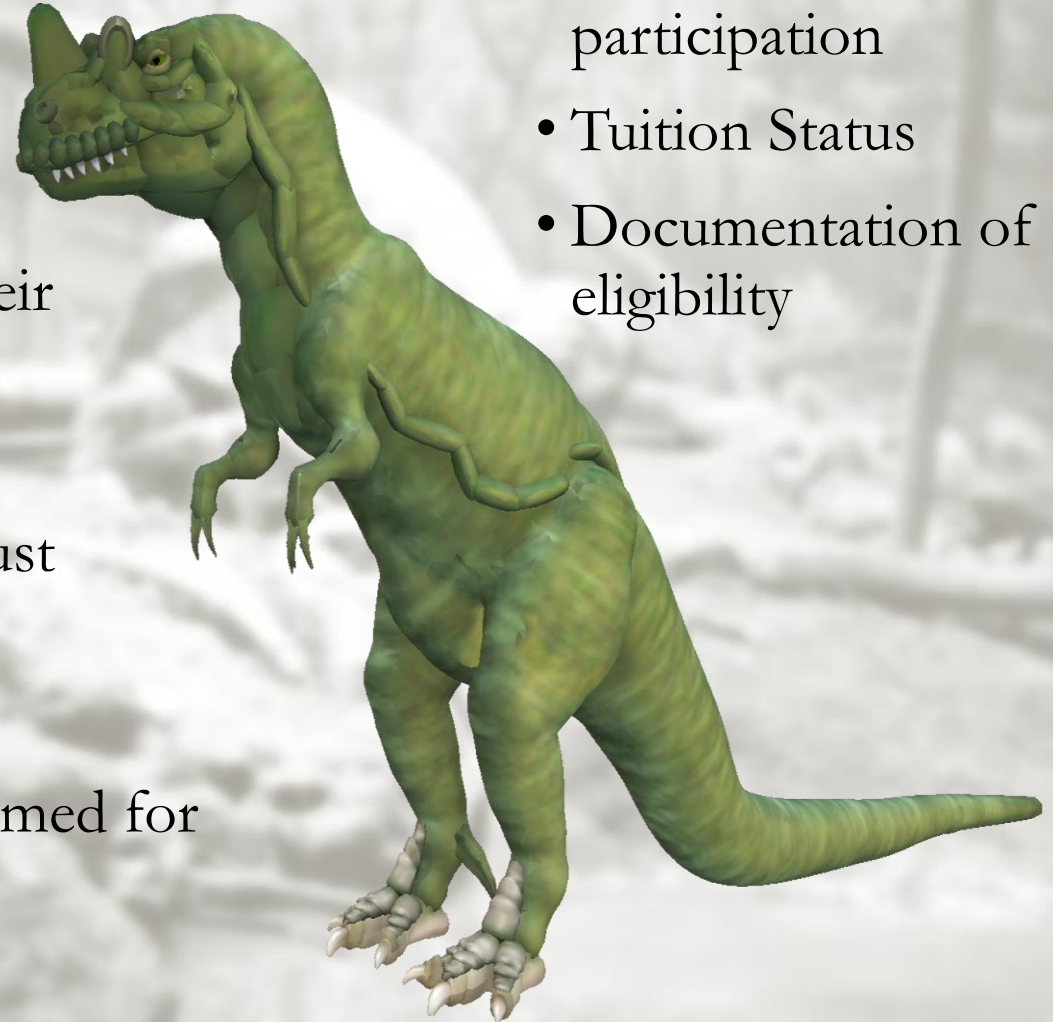
- F-1 Student Visas
- J-1 Exchange Visitor Visas (Cultural

Program Requirements:

- Must not hold a diploma or equivalency from their home country
- Must be enrolled in credit-bearing courses
- If enrolled for a partial year – FTE proration must occur
- Cannot participate in Dual Enrollment
- NEW UPDATE – F1 students CAN also be claimed for FTE

Audit Expectations:

- MSDS Coding
- Enrollment and participation
- Tuition Status
- Documentation of visa eligibility



Experiential Learning 6A

Description:

A course combining classroom instruction with a direct experience component where pupils apply learned career-related skills in a real-world school setting.

Program Requirements:

- Grades 9-12
- Must issue grade & credit
- Limit one course per semester
- Course cannot be used for DE eligibility
- Must align with EDP
- Attendance tracked
- Teacher of Record's primary responsibility during period is the EL course

Audit Expectation:

- Course syllabus & curriculum
- Attendance records
- Evidence of career-skill instruction
- Grading and transcript credit
- EDP



Peer to Peer 6B

Description:

- Elective course where students support peers with IEPs
- Structured, supervised, credit-bearing program
- Benefits both LINK and supported students

Program Requirements:

- Grading and attendance tracking
- Structured models



Audit Expectations:

- Course syllabus
- Grading criteria
- Evidence of structured activities
- Teacher coordination documentation
- Certified Peer-to-Peer teacher provided lesson plans and grading criteria
- Student participation evidence

Future Proud Michigan Educator Explore Program 6C

Description:

The Future Proud Michigan Educator (Future PME) Explore Program is a Michigan Department of Education initiative designed to help students in grades 6–12 explore the teaching profession through classroom instruction and hands-on clinical experiences. Programs use MDE curriculum and aim to increase interest in education careers, promote positive views of teaching, ensure equity and flexibility, and reduce barriers to becoming educators.

- Career exploration for teaching profession
- Combines instruction & clinical classroom experience

Program & Audit Expectations:

- Certified teacher
- Clinical experiences (no employee replacement)
- Attendance for instruction + Clinical time
- Access to technology



Questions?

Key Takeaways

- PAM is the foundation for all POP III programs
- FTE depends on instruction + documentation
- Audit readiness = CA60 documents + schedules + attendance + teacher cert – then add on additional POPIII requirements
- Every model has unique compliance rules
- When in doubt: document everything!!



