

# The In's and Out's of Placing Students In a Work Environment

MI Career Ed Conference 2019



# WELCOME

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# SUMMARY OF PRESENTATION

Our Goals: Informational, Interactive, Engaging, Beneficial,  
and Impacting

Your Goals:

Focus:

- ✓ What is MCPA
- ✓ Definition of WBL and the WBL Continuum
- ✓ Information and Insight into the Many Options of WBL
- ✓ Opportunities for Students and Benefits of WBL
- ✓ Key Components
- ✓ Documentation Requirements
- ✓ Questions/Discussion
- ✓ Opportunities with MCPA

# Success is in the Smiles



# What Is Michigan Career Placement Association?

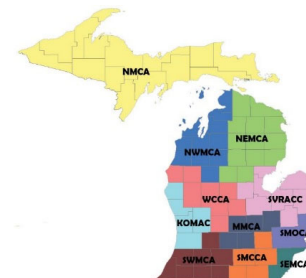
MCPA is a professional organization whose goal is to provide direction and leadership to individuals involved in Work Based Learning.

[www.micareerplacement.org](http://www.micareerplacement.org)



The Michigan Career Placement Association is a professional organization whose goal is to provide direction, placement, and leadership services to all personnel who assist in the placement of all students into work-based learning experiences.

MCPA regional representatives support eleven regions throughout the State of Michigan through association membership.



*Become a member today and be a part of student career preparation for tomorrow!*

# DEFINITION OF WBL AND THE CONTINUUM

# WHAT IS WORK BASED LEARNING? (WBL)

To provide students with a planned program of job training and other employment experiences related to a chosen career.

# WBL Defined and the Continuum

The term “work-based learning” means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.

*Taken from the proposed Carl D. Perkins Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act, July 2016*



# The WBL Continuum

In order to prepare a dynamic workforce for the future of Michigan, students need to be exposed to as many career options as early as possible.

<b>Career Awareness</b>	<b>Career Exploration</b>
Career Preparation	Career Training

# WBL OPTIONS

# Many Options of WBL

- ❖ Field Trips
- ❖ Job Shadows
- ❖ Work Based Learning – Non CTE Programs, Paid/Unpaid
- ❖ Work Based Learning State-Approved CTE Programs, Paid/Unpaid
- ❖ In-District/In-School Placements – Unpaid
- ❖ Minor Employee with Work Permit (Not WBL)

# BENEFITS OF WBL

- ❖ Better prepared for future employment
- ❖ Learn how to prioritize their time
- ❖ Improved attendance and better grades
- ❖ Explore career options and narrow down career choices
- ❖ Develop better problem-solving skills and interpersonal skills
- ❖ Transition from student to professional
- ❖ Better understand real-life issues
- ❖ Students marketability increases after graduation
- ❖ Build a stronger network

# KEY COMPONENTS

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- ❖ Student Grade Level (Non CTE 9-12, CTE 11-12)
- ❖ Certified Teacher (Vocationally Certified for CTE)
- ❖ Pupil Accounting Requirements
  - ❖ Time sheets for attendance
  - ❖ Work-based experience cannot be more than ½ of FTE
  - ❖ Documentation must be completed before Count Day
- ❖ Youth Employment Rules and Regulations
  - ❖ Hazardous Occupations
  - ❖ Wages
  - ❖ Hours Worked
- ❖ EDP/Career Alignment
- ❖ Workers Compensation/General Liability Required
- ❖ Record Retention

## 5 “R’s”

**Readiness** – Is the student ready for WBL? (Safety, maturity, work ethic, knowledge)

**Relationships** – Does the student have the opportunity to interact with an employee/customer/end-user?

**Rigor** – Provide challenge, difficulty and breadth to add value to learning

**Relevance** – Alignment with core academics, state approved program segments, standards, and EDP

**Richness** – Experience the depth of knowledge related to applied skill

# Types of WBL

- ❖ Types of CTE (State Approved CTE Programs)
  - ❖ Paid or Unpaid Capstone
  - ❖ Unpaid Work-Based (Rotations/Clinicals)
  - ❖ Paid or Unpaid In-District
  - ❖ Less-Than-Class-Size (LTCS) Programs
- ❖ Types of Non-CTE
  - ❖ Paid or Unpaid
  - ❖ Paid or Unpaid Students with Disabilities
  - ❖ Unpaid In-District Transition



# Rules of WBL

## ❖ Rules for Placements

- ❖ Pupil Accounting Requirements – PAM and Companion Document
- ❖ Youth Employment Requirements
- ❖ Hazardous Occupations
- ❖ Current Worker's Comp and General Liability Insurances are required (Carrier and Policy Numbers)
- ❖ Safety Instruction
- ❖ Worksite Visits – Prior to placement and Once every 9 weeks (Every 30 days for special education placements)

# DOCUMENTATION REQUIREMENTS

# WORKSITE VISITS

- \* An appropriately certified teacher must visit:
  - \* Prior to placement—Initial Review and Safety Evaluation
  - \* Once every 9 weeks
  - \* Every 30 days for special education students

# TRAINING AGREEMENT

- \* An agreement between district, employer, student, and parent
- \* Must be on file before work-based placement
- \* See PAM and Companion Document
- \* Signatures and Compliance Statement

Non-CTE Program Training Agreement Sample (6/2013) School Year: \_\_\_\_\_

**Work-Based Learning Training Agreement/Non-CTE Programs/  
Special Education Transitions Program**  
(The format of this form is optional and may be adapted or adapted to match the school district use.)

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**Student/ Learner Information**

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Middle Initial: \_\_\_\_\_ Grade (9-12 Only): \_\_\_\_\_  
 Home Address: \_\_\_\_\_ Telephone Number(s): \_\_\_\_\_  
 Birth Date: \_\_\_\_\_ Emergency Contact Information: \_\_\_\_\_  
 Email Address (Optional): \_\_\_\_\_ School: \_\_\_\_\_

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**District Information**

School District Name: \_\_\_\_\_ School Address: \_\_\_\_\_  
 Certificated Teacher/Coordinator: \_\_\_\_\_  
 Telephone: \_\_\_\_\_

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**Employer Information**

Name of Business: \_\_\_\_\_ Supervisor: \_\_\_\_\_  
 Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
 City: \_\_\_\_\_ Zip: \_\_\_\_\_  
 Worker's Disability Carrier: \_\_\_\_\_ Policy No.: \_\_\_\_\_  
 Liability Insurance Carrier: \_\_\_\_\_ Policy No.: \_\_\_\_\_

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**Placement Information**

Type of Placement (check one):  Unpaid  Paid  Unpaid [if this is an unpaid work-based learning experience, specific, unduplicated skills that the pupil will be learning need to be listed on the training plan for each 45 hours of placement]

Job Title: \_\_\_\_\_ Date Employment Begins: \_\_\_\_\_  
 Date Employment Ends: \_\_\_\_\_  
 Date of Safety Training that has been provided by the school or the employer: \_\_\_\_\_

Hours to be worked (cannot exceed 24 hours per week when school is in session for students ages 16 & 17):

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Earliest							
Latest							

Total Classes/Hours Per Day: \_\_\_\_\_ Total WHL Hours Per Day: \_\_\_\_\_ Starting Wage (if paid): \_\_\_\_\_

Student is eligible to receive credit.

Dates of Site Visits (Must minimally be conducted every nine weeks for a student receiving regular education and every 30 days for a student receiving special education/transitions services after the initial visit):  
 Visit 1: Date: \_\_\_\_\_ Initials: \_\_\_\_\_ Date: \_\_\_\_\_ Initials: \_\_\_\_\_ Date: \_\_\_\_\_ Initials: \_\_\_\_\_  
 Visit 2: Date: \_\_\_\_\_ Initials: \_\_\_\_\_ Date: \_\_\_\_\_ Initials: \_\_\_\_\_ Date: \_\_\_\_\_ Initials: \_\_\_\_\_  
 Visit 3: Date: \_\_\_\_\_ Initials: \_\_\_\_\_ Date: \_\_\_\_\_ Initials: \_\_\_\_\_ Date: \_\_\_\_\_ Initials: \_\_\_\_\_

[Note: Site visits must be conducted and documented; however, it is not a mandated training agreement component]

NON-CTE WBL TRAINING AGREEMENT Page 2

# TRAINING PLAN

Training Plan Sample: (6/2013)

## TRAINING PLAN FOR WORK-BASED LEARNING

[The format of this form is optional and may be adopted or adapted as needed for school district use.]

Type of Placement (check one)

- NON-CTE PROGRAMS [REGULAR]  
 SPECIAL EDUCATION TRANSITION PROGRAMS  
 CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS \_\_\_\_\_  
 Name of Related State-Approved CTE Program: \_\_\_\_\_  
 Program Serial Number (PSN) of Related State-Approved CTE Program: \_\_\_\_\_

**Student/Learner Information** (*Note: This training plan MUST be attached to the student's training agreement. When attached, only one set of signatures is necessary.*)

Student Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Middle Initial: \_\_\_\_\_

District:	School Year:
Building:	Date:
*EDP Relates to Placement: <input type="checkbox"/>	*Placement Relates to Academic Program: <input type="checkbox"/> (Non-CTE Regular Education Placement Only)

\*Not Required for Special Education Transitions Students

### Performance Elements (Specific Job Skills To Be Learned)

**Note:** For state-approved career and technical education programs, the training plan MUST BE developed from the related CTE Standard performance elements as posted at the following link: <http://ctenavigator.org>. Go to "Program Tab" and select related Federal Cluster and then select specific CTE program.

For Non-CTE Work-Based Learning, CTE Standard Performance Elements may be used as listed above or other performance elements as deemed appropriate by the local district. Another site to consider for developing Non-CTE Work-Based Learning performance elements is as follows:  
<http://online.onctecenter.org>

If this is an unpaid work-based learning experience, specific, unduplicated skills that the pupil will be learning need to be listed for each 45 hours of placement. *Note:* Different training experiences can occur at one location. In these instances, the training plan must clearly delineate a separate set of skills every 45 hours (no duplication of tasks).

- \* The plan details specific job tasks and outlines the educational program to be learned by the trainee
- \* Specific unduplicated skills need to be listed for each 45 hours of unpaid placement
- \* CTE segments/standards and Non-CTE performance elements shall be used to assess the student's progress
- \* Keep on File---7 years beyond graduation

# SAFETY



- \* Safety instruction must be given before placement
- \* Schools must “provide evidence” of pertinent/relevant safety training
- \* A date must be provided of when safety training occurred

# PUPIL ACCOUNTING

- \* PAM Updates to Section 5P
- \* Considerations
- \* Companion Document

CTE  
TRAC  
REQUIREMENTS  
Section C10



[http://mccte.org/cip\\_sell\\_review/program/3501](http://mccte.org/cip_sell_review/program/3501)

the program curriculum and reflect current industry standards and technology as reviewed and approved by the program advisory committee. **Add Evidence ?**

One member also sits on the District Reproductive Health Advisory Committee. **Add Evidence ?**

**C10 - Implementation of Program Standards/Course Content Admin**  
 Directions: Curriculum is based on and reflects:

Yes	No	Criteria (All must be checked to meet criteria)	Evidence
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CIP Specific Gap Analysis (Curriculum Alignment to National and State CTE Program Standards) <a href="http://mcctenavigator.org/resources">http://mcctenavigator.org/resources</a>	<input checked="" type="checkbox"/> 2014_Health_Sciences_Gap_Analysis.pdf <b>Add Evidence ?</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Syllabi for all courses in the program (includes course descriptions)	<input checked="" type="checkbox"/> 2014_CNA_Syllabus.docx <input checked="" type="checkbox"/> 2014-15_Health_Sciences_II_Course_Syllabus.docx <input checked="" type="checkbox"/> 2014-15_Health_Sciences_I_Course_Syllabus.docx <b>Add Evidence ?</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Program Delivery Model (segmenting document) <a href="http://www.pdstechnology.com/Portals/4/PTD/Files/CTEIS/UserDocs/44530/4453_InstructionalDesignForm.pdf">http://www.pdstechnology.com/Portals/4/PTD/Files/CTEIS/UserDocs/44530/4453_InstructionalDesignForm.pdf</a>	<input checked="" type="checkbox"/> Health_CTEIS_Delivery_Model_2013-14.docx <b>Add Evidence ?</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Includes CIP specific safety training	<input checked="" type="checkbox"/> CHC_Orientation_Agenda_14-15.doc <input checked="" type="checkbox"/> safety_checklist_bignell.docx <input checked="" type="checkbox"/> 2014_Safety_Checklist_CNA.docx <b>Add Evidence ?</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CTE program provides work-based learning experiences for each student related to program area  Work Based Learning Guide: <a href="http://www.michigan.gov/mde/0,4815,7-140-9530_2020_53968-230470--,00.html">http://www.michigan.gov/mde/0,4815,7-140-9530_2020_53968-230470--,00.html</a>	<input checked="" type="checkbox"/> Health_Practicum_rotations_14-15.pdf <input checked="" type="checkbox"/> Health_Academy_rotations_14-15.pdf <input checked="" type="checkbox"/> 2014_Workbased_Learning_coversheet.docx <input checked="" type="checkbox"/> Work_Based_Learning_2014-2015_CNA.xlsx <b>Add Evidence ?</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CTE Program provides student leadership development opportunities	<input checked="" type="checkbox"/> 2013-2014_HOUSA_Youth_Club_Participation_Chart.pdf <input checked="" type="checkbox"/> 2014_Youth_Club_Participation_Chart.pdf <b>Add Evidence ?</b>

**C13 - Strategies to eliminate barriers to program access**  
 Directions: Program employs strategies to eliminate barriers to program access (all must be checked):

Yes	No	Criteria	Evidence
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Program Facilities: Room(s) and lab(s) are accessible for all students (including disabled individuals).	<input checked="" type="checkbox"/> 2014_Health_Academy_Safety_Checklist_Access_Survey.pdf <b>Add Evidence ?</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Classroom environment: curriculum and materials are free of bias	<input checked="" type="checkbox"/> Health_Sciences_Brochure.docx <b>Add Evidence ?</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Program recruitment strategies, Application Policy/Procedures are fair to all students	<input checked="" type="checkbox"/> Health_Practicum_application_2014-15.pdf <input checked="" type="checkbox"/> Health_Academy_application_2014-15.pdf <b>Add Evidence ?</b>

Communications Log (0)

Evidence is based on CTE program and district policies

# HELPFUL RESOURCES

\*Work Based Learning Guide for Risk Management

[http://www.michigan.gov/mde/0,4615,7-140-6530\\_2629\\_53968-220470--,00.html](http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968-220470--,00.html)

\*Coordinator Handbook

\*[https://www.michigan.gov/documents/mde/10a\\_-\\_Revised\\_School\\_Coordinator\\_Handbook\\_553845\\_7.pdf](https://www.michigan.gov/documents/mde/10a_-_Revised_School_Coordinator_Handbook_553845_7.pdf)

\*Michigan Career Placement Association

<http://www.micareerplacement.org>

\*Michigan Pupil Accounting Manual

[https://www.michigan.gov/documents/mde/2018-19\\_Pupil\\_Accounting\\_Manual\\_628112\\_7.pdf](https://www.michigan.gov/documents/mde/2018-19_Pupil_Accounting_Manual_628112_7.pdf)

\* Michigan Transition Services Association

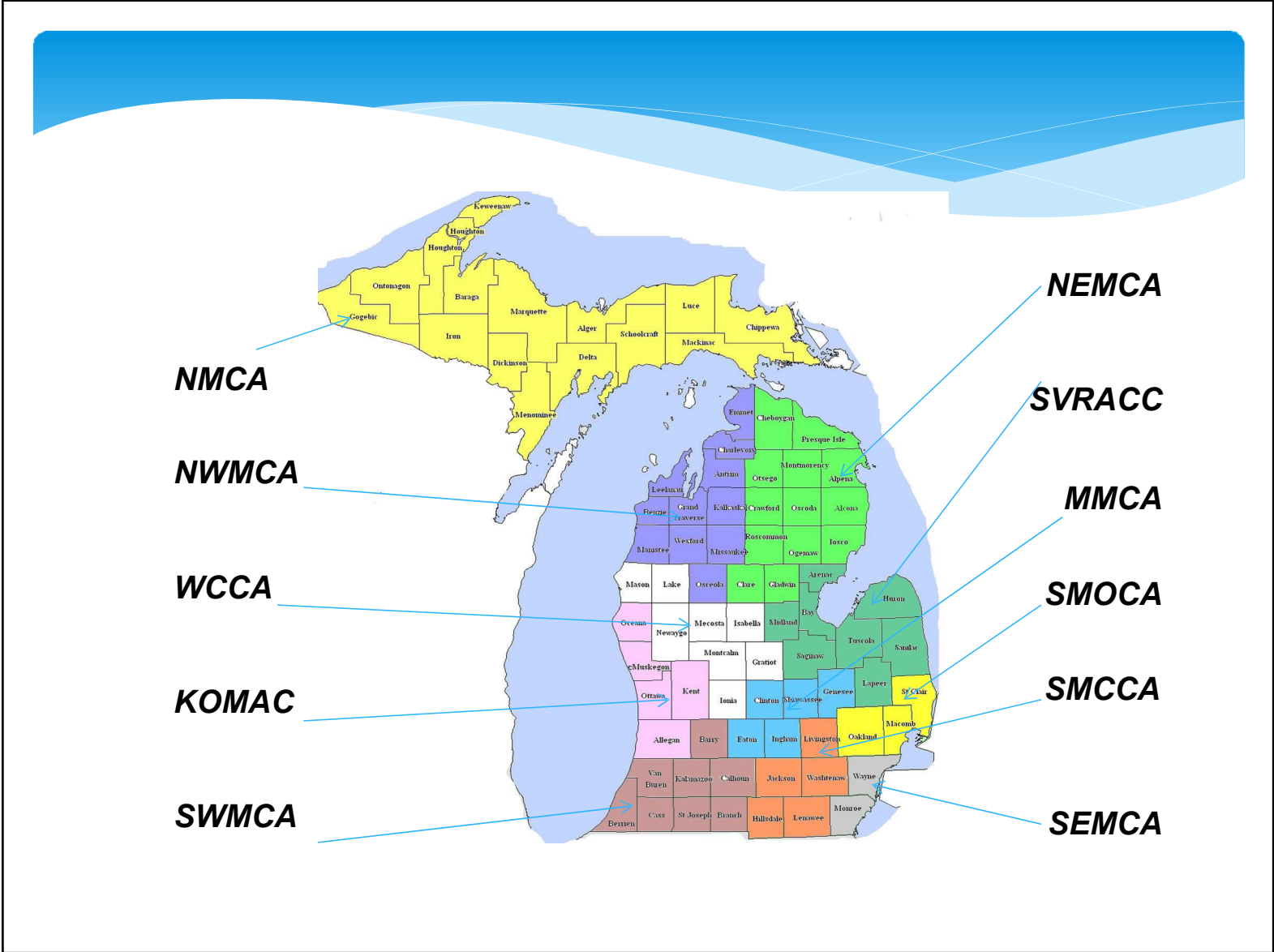
<http://www.michigantsa.com/>

# NEXT STEPS

- \* Reference the documents and websites provided
- \* Get to know your local auditor
- \* Get involved and become a member of MCPA
- \* Attend the October 2019 MCPA Conference

# BENEFITS OF MCPA

- \* Professional Development
  - \* Fall 2019 MCPA Conference
- \* Communication
  - \* Website
  - \* Networking
  - \* Regional meetings
  - \* State updates
  - \* Ask the board a question
- \* Resources
  - \* Website – sample forms and documents



QUESTIONS?