

QUICK GUIDE TO CTE WORK-BASED LEARNING

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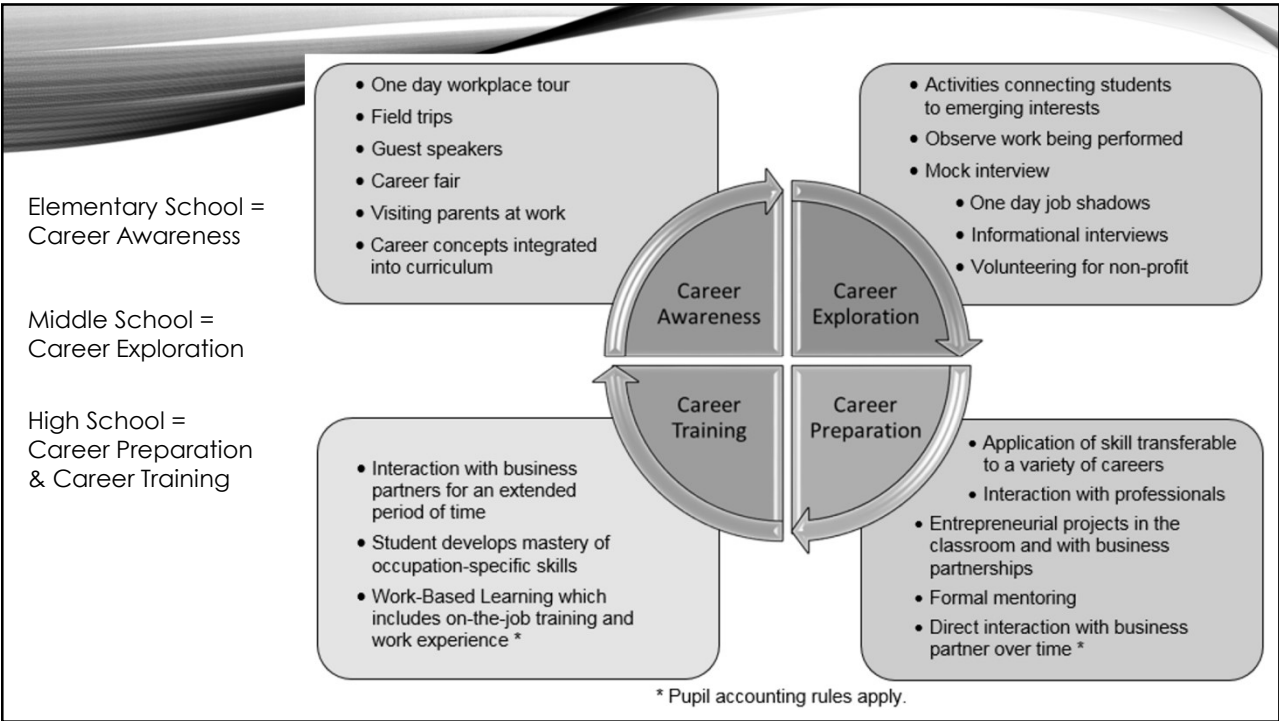
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Michigan OCTE WBL State-Approved CTE Programs Booklet

PURPOSE OF WBL

To prepare a dynamic workforce for the future of Michigan, students need to be exposed to as many career options as early as possible. They may begin learning about careers in elementary school (Career Awareness), experimenting with careers options in middle school (Career Exploration), and then practice readiness for careers while in high school (Career Preparation and Training).

WBL ACTIVITY

How well do I understand WBL activities?



WORK-BASED LEARNING DEFINITION

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

5R TEST

Does your High School Career and Technical Education (CTE) Work-Based Learning (WBL) placement meet the 5R test?

Readiness - Has the CTE teacher determined if the student is ready for a WBL placement (e.g., safety training, maturity level, work ethic knowledge)?

Relationships - Does the student have an opportunity to interact with an employee who works in the industry/field and/or a customer/end-user?

Rigor - Does the experience possess the level of challenge, difficulty, and breadth to add value to student learning?

Relevance - Does the WBL experience include alignment with core academics, state-approved program segments, standards, and the student's educational development plan (EDP)?

Richness - Can the student experience the depth of knowledge related to an applied skill?

3 TYPES OF CTE WBL LOCATIONS

Work-based learning for state-approved CTE programs falls within three location types. All types can be paid or unpaid, require that an occupationally certified teacher delivers instruction that aligns with state CTE program standards, and must have a Training Agreement and Training Plan.

Location Type I -On-Site at Employer

Location Type II -Inside the School District

Location Type III -Classroom Lab/Clinicals

LOCATION TYPE I - ON-SITE AT EMPLOYER

Commonly referred to as "crossing the threshold," schools that offer state-approved CTE programs are encouraged to offer students an opportunity to actively engage in Career Preparation or Career Training. When WBL is conducted on-site with an employer, five elements are required:

1. A Training Agreement on file at both the school and employer.
2. A Training Plan on file at both the school and employer.
3. Verification of Workers' Compensation at the work-site.
4. Verification of General Liability Insurance at the work-site.
5. Assure the student is provided instruction in areas of skill attainment and work safety.

LOCATION TYPE II – INSIDE THE SCHOOL DISTRICT

Career and technical education programs such as Information Technology, Nursing, Marketing, Education General, Business/Finance, Drafting, and Culinary Arts may be able to provide appropriate WBL within the school district. The school or CTE center may provide work experiences for the student as a normal part of the school district's daily operation. If the CTE teacher is not supervising the activity, this form of WBL requires the same five elements as an on-site employer experience.

LOCATION TYPE III – CLASSROOM LABS/CLINICALS

The third location type of WBL is referred to as a "lab" or "clinical." This type involves a classroom simulation or an actual work setting. It is typically offered in a CTE center, a daily 'extended classroom' at an employer, or in individual school districts that are equipped to offer high level, real-world experiences. A Training Plan and Training Agreement are also required if the student is not being directly supervised by the teacher.

TRAINING AGREEMENTS

[HTTPS://WWW.MICHIGAN.GOV/DOCUMENTS/MDE/8B - SAMPLE CTE WBL TRAINING AGREEMENT 553459 7.PDF](https://www.michigan.gov/documents/mde/8b_-_sample_cte_wbl_training_agreement_553459_7.pdf)

MUST INCLUDE:

- Student learner's personal information including 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
- A list of employer, school, and pupil responsibilities
- Beginning wage, if paid
- Daily hours to be worked including beginning and ending times
- Verification of worker's compensation and general liability insurance (carrier and policy number)
- Signatures of principal/or designee, certificated teacher, coordinator, parent/guardian, and employer. If the training plan and agreement are combined, only one set of signatures is required
- List of job activities that will contribute to student learner's progress toward career objectives
- A statement of assurance signed by the employer that the pupil will not be discriminated against on the basis of race, color, religion, national origin, sex, age, or disability
- A district statement of assurance of compliance with federal laws relating to nondiscrimination
- Verification of appropriate safety instruction provided by school district and/or employer (must also be verified in training plan)

TRAINING PLANS

[HTTPS://WWW.MICHIGAN.GOV/DOCUMENTS/MDE/8D - SAMPLE WBL TRAINING PLAN 553464 7.PDF](https://www.michigan.gov/documents/mde/8d_-_sample_wbl_training_plan_553464_7.pdf)

MUST INCLUDE:

- Verification by the certificated teacher that the pupil's career or educational goals as outlined in their EDP relate to the placement
- A list of performance elements that contribute to the pupil's progress toward a career objective (<http://online.onetcenter.org>)
- For unpaid learners, new specific skills (two or more non-duplicated) occurring as a WBL experience during scheduled class time need to be listed for each 45 hours during training
- Employer, school, and student learner responsibilities
- The academic course that generated credit toward a high school diploma. The academic course may be current or previous
- List of activities that will contribute to the student learner's progress
- Signatures of principal/or designee, certificated teacher, coordinator, parent/guardian, and employer -If the training plan and agreement are combined, only one set of signatures is required

WBL REQUIREMENTS

- Under Perkins V, every CTE concentrator must complete a WBL experience.
- Schools and employers must provide evidence of safety training for all students.
- In cases of WBL challenges, multiple unique experiences maybe considered if linked to state standards and sustained employer interactions.

WBL Experience: Type I – Career Awareness Type II – Career Exploration Type III – Career Preparation Type IV – Career Training	I	III	II	II	III
STUDENT	Field Trip 2/1/2020	Pre-Apprenticeship Start—1/5/2020	Volunteer @ Local Business 3/2/2020	Job Shadow 3/5/2020	WBL Rotation with Advisory Partners 4/1—4/5/2020
Student A	X			X	X
Student B		X			X
Student C		X			X
Student D	X				X
Student E			X		X

WBL REQUIREMENTS

- Work-based learning experiences should be authentic and representative of actual work settings. They should also involve sustained interaction with business professionals.
- In some cases, WBL may require the involvement of an end user/customer.
- Student leadership opportunities through career and technical student organizations (CTSO) are not adequate to satisfy WBL requirements.
- Anything that exceeds one day, and requires a minor to perform responsibilities and duties that the business benefits from, requires the adherence to Youth Employment and the Pupil Accounting Office
- 16-17-year olds may not work more than 24 hours a week when school is in session. The hours in a WBL written agreement count as part of the 24 hours a week.
- Minors working under an executed Work-Based Learning agreement may not work beyond the specified dates and times listed.
- Teacher Certification for CTE work-based learning monitoring requires an occupationally endorsed/vocationally certified teacher or coordinator employed by the district.
(This includes Annual CTE Authorization (ACA))

EXAMPLES OF WBL

All must include employer and/or business/industry representative sustained interactions.

- Students provide design and marketing services for area small businesses and nonprofits.
- Students complete school repairs with district maintenance staff.
- Students job shadow at an Office Depot with the ability to complete design tasks in the printing department.
- Students job shadow at a local Dealership and return to school to complete applicable tasks/projects observed. The tasks/projects must include employer/business/industry interaction.
- School-Based Enterprises (SBE), such as the operation of a school store or restaurant. Students are responsible for most aspects, including purchasing or creating products, marketing goods, managing finances, and scheduling.

SHARE YOUR PROGRAM'S

WBL ACTIVITIES

Questions



IMPORTANT TAKEAWAYS

Work-based learning experiences are to:

- be authentic and representative of actual work settings.
- involve sustained interaction with business professionals.
- involve students completing a task.
- align to program standards.

Be sure to work with pupil accounting within your district/
school to ensure compliance.



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