

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



# Welcome



**Irene Mayfield**

President

Michigan Career Placement Association

WBL Coordinator – Kalamazoo RESA

[irene.Mayfield@kresa.org](mailto:irene.Mayfield@kresa.org)

# SUMMARY OF PRESENTATION

- 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



# What Is Michigan Career Placement Association?



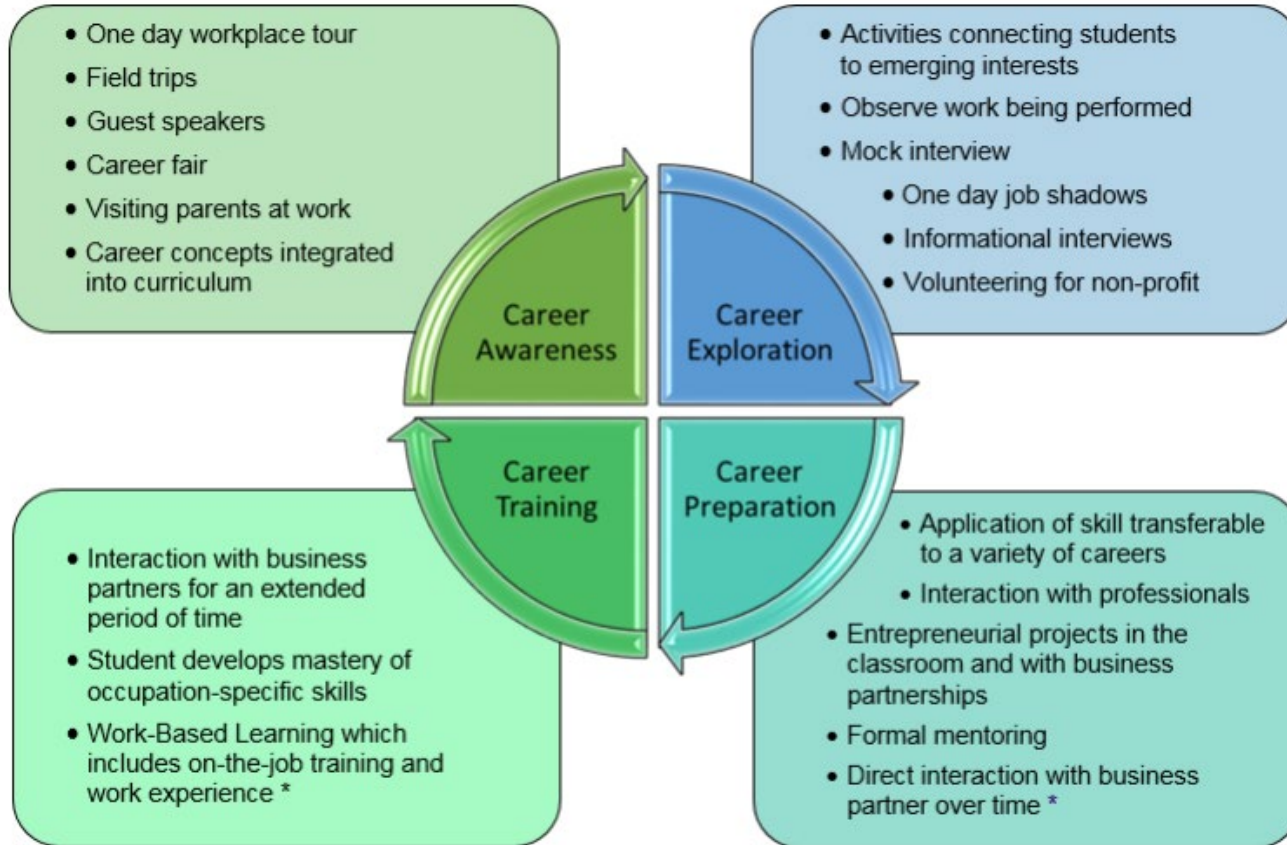
“MCPA is a professional organization whose goal is to provide direction and leadership to individuals involved in Work Based Learning.”

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

The 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.

## WHAT IS WORK BASED LEARNING? (WBL)

# WBL Continuum



\* Pupil accounting rules apply.



# Work-Based Learning Not Counted Toward Pupil Membership

## Career Awareness

- Field Trips
- Guest Speakers
- Career Fair

## Career Exploration

- Job Shadows
- Informational Interviews

# Types of WBL (Career Training and Preparation)

*Pupil Accounting Rules Apply*

## Types of CTE (State Approved CTE Programs)

- Paid or Unpaid Capstone
- Unpaid (Rotations/Clinicals)
- Paid or Unpaid In-District  
(Only certain CIP Codes)
- Less-Than-Class-Size (LTCS)  
Programs

## Work Based Learning – Non CTE

- Paid or Unpaid

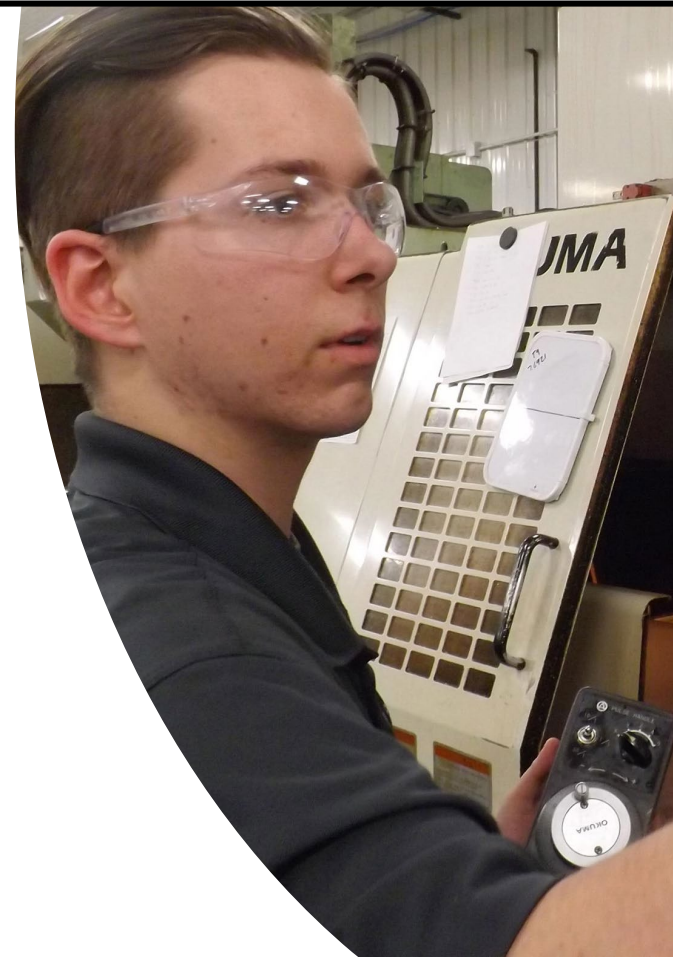
## Special Education Programs

- Paid or Unpaid for Pupils  
with Disabilities
- Unpaid In-District  
Placement/Transition  
Services (With IEP)



# 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

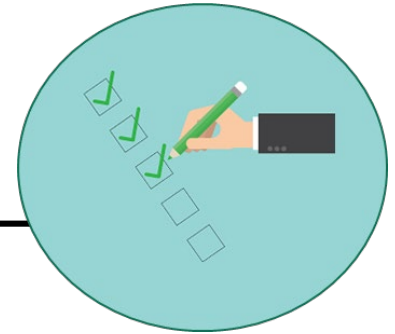
---



- Student Grade Level (Non CTE 9-12, CTE 11-12, Special Education 9-Transition)
- Certified Teacher (Vocationally Certified for CTE) (Special Education certified teacher or district appointed staff)
- 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
  - Special Education (Must align to Post Secondary Vision)
- 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

# Rules of WBL

## Rules for Placements:

- Pupil Accounting Requirements – 2019-20 Manual and Companion Document
- Michigan Youth Employment Requirements
- Federal 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)
- Timecard Documentation

The image shows two forms. The top form is an ACORD Certificate of Liability Insurance, which includes fields for policyholder information, coverages, and policy details. The bottom form is a 'SAMPLE - Student Time Card' for work-based learning placements, featuring a table for tracking time in and out by day of the week, and signature lines for the student and employer.

**SAMPLE - Student Time Card**  
The format of this form is optional and may be adopted or adapted as needed for school district use.

**Weekly Student Time Card for Work-Based Learning Placements**

The student must complete a time-card and obtain employer's signature.

Student Name: \_\_\_\_\_

Employer Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Day of Week	Date	Time In	Time Out	Time In	Time Out	Total Hours Per Day
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday (if applicable)						
Sunday (if applicable)						

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Employer Signature \_\_\_\_\_ Date \_\_\_\_\_

Student: In this space list the date(s) you were absent for the week and your reason(s):  
\_\_\_\_\_  
\_\_\_\_\_

Employer Comment(s):  
\_\_\_\_\_  
\_\_\_\_\_



# 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 Pupil Accounting  
Manual and Companion  
Document

**Work-Based Education Training Agreement and Training Plan  
Paid & Unpaid Trainees**

**Student/Learner Information**

Name: \_\_\_\_\_ Home Phone: \_\_\_\_\_  
 Address: \_\_\_\_\_ School District: \_\_\_\_\_  
 City: \_\_\_\_\_ Zip: \_\_\_\_\_ School Building: \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Emergency contact: \_\_\_\_\_  
 Date(s) of safety instruction: \_\_\_\_\_ Number of credit hours to be granted: \_\_\_\_\_  
 Concurrent, related academic course\*: \_\_\_\_\_

\*For a student in a state-approved CTE program, the above verification must be made by a vocationally-certificated teacher or coordinator.

Type of Placement (check one):

**Non-CTE Work-Based**  **CTE Work-Based Learning (Program Serial Number \_\_\_\_\_)**

Paid or Unpaid Work-Based  Paid or Capstone  In-District (gr. 11&12 only)  
 Special Education Work-Based  Unpaid  Less-Than-Class-Size

**Employer Information (Complete for external placements only – Paid or Unpaid)**

Name of Firm: \_\_\_\_\_ Supervisor: \_\_\_\_\_  
 Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
 City: \_\_\_\_\_ Zip: \_\_\_\_\_  
 Worker's Disability Carrier: \_\_\_\_\_ Policy No. \_\_\_\_\_  
 Liability Insurance Carrier: \_\_\_\_\_ Policy No. \_\_\_\_\_  
 Job Title: \_\_\_\_\_ Date Employment Begins: \_\_\_\_\_ Ends: \_\_\_\_\_

Hours to be worked:

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Earliest							
Latest							

Avg. Hrs. Per Day\*: \_\_\_\_\_ Max Hrs. Per Week\*\*: \_\_\_\_\_ Starting Wage: \_\_\_\_\_

\*Cannot compute to more than 1/2 of the pupil's FTE.  
 \*\*Work and school hours cannot exceed 48 hours per week for students under age 18

**Unpaid Employment Information (Complete for in-district placements only)**

IMPORTANT: **IN-DISTRICT** placements MUST be directly related to one of the following:

State-Approved CTE work-based (Name of related CTE Program: \_\_\_\_\_) PSN from above: \_\_\_\_\_  
 Postsecondary career and employment goals and objectives in the pupil's transition service plan developed for special education services.  
 A copy of the pupil's transition services plan must be attached and relate directly to placement. Failure to do so will result in lost FTE.

Position/Assignment: \_\_\_\_\_ Supervisor: \_\_\_\_\_  
 Beginning Date: \_\_\_\_\_ Ending Date: \_\_\_\_\_

This assignment is: (check one)

for the marking period  for the semester  for the school year

Hours to be worked (must occur during scheduled classroom time):

Mon	Tue	Wed	Thu	Fri

**Education Goals:**

Education/Career Goal(s): \_\_\_\_\_

List the education goals related to this placement that align with the student's career pathway contained in the student's educational development plan. For unpaid work-based experiences, specific, unduplicated skills must be listed for each 45 hours of placement.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*Attach copy of the EDP or IEP.

**Training Plan (Specific Job Tasks To Be Learned At The Worksite)**

For state-approved CTE programs, the training plan must be developed from the related OCTP performance elements as posted on the attached link: [http://www.michigan.gov/mdcd/0,1607,7-122-1680\\_2629\\_2733-145785--,00.html](http://www.michigan.gov/mdcd/0,1607,7-122-1680_2629_2733-145785--,00.html).

**Student Responsibilities (Local district determines responsibilities)**

- |   |   |
|---|---|
| 1. Complete work assignments in a timely manner.        | 6. Abide by all policies and procedures of the program, school district, and the school building. |
| 2. Complete activity log sheets on a regular basis.     | 7. Maintain good attendance in school.  |
| 3. Complete work hours verification on a regular basis. | 8. Maintain grades in all subject areas.  |
| 4. Be in assigned location on days and times scheduled. | 9. Bring assignment/work problems to attention of your assigned teacher/supervisor.               |
| 5. Follow school's health and safety work rules.        |   |

**Program Guidelines (Local district determines guidelines)**

- The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in school where curriculum is followed and students are under the continued and direct supervision of representatives of the school or business.
- The training is for the benefit of the students.
- The trainees or students do not displace regular employees, but work under their close observation.
- The employer who provides the training derives no immediate advantage from the activities of the trainees or students; and on occasion, operations may actually be impeded.
- The trainees or students are not necessarily entitled to a job at the conclusion of the training period, and
- The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.
- The district-certificated teacher/coordinator makes at least one on-site visit, every nine weeks, to the employer.
- The employment of the student learner will conform to all federal, state and local laws and regulations, including those that prohibit discrimination against any applicant or employee because of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability.

**Safety Procedures and Training**

As a school district, we will provide basic work place safety instruction. As part of that instruction, we ask that the student learner use the following safety devices (safety glasses, face mask, vinyl gloves, safety boots) when requested by their supervisor or when warranted by MI-OSHA. This training will include instruction on blood borne pathogens, safe work habits, and fire safety. The student's and coordinator's initials attest that training has been provided and received. Date \_\_\_\_\_ Student initials: \_\_\_\_\_ Coordinator initials: \_\_\_\_\_

\_\_\_\_\_  
Student's Signature Date

\_\_\_\_\_  
Parent's Signature Date

\_\_\_\_\_  
Certificated Teacher's Signature Date

\_\_\_\_\_  
Principal or Designee Signature Date

\_\_\_\_\_  
Employer's Printed Name and Signature Date

**NOTICE OF NONDISCRIMINATION:** It is the policy of the \_\_\_\_\_ school district not to discriminate on the basis of race, color, national origin, gender, age, disability, height, weight or marital status in its programs, services or activities. The following person has

# TRAINING AGREEMENT

Aligns with Education/Career Goal

Documents safety training date

Signatures and Compliance Statement



# TRAINING PLAN

## SAMPLE – Training Plan

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

### TRAINING PLAN FOR WORK-BASED LEARNING

Type of Placement (check one)

- NON-CTE PROGRAMS [REGULAR]
- SPECIAL EDUCATION TRANSITION PROGRAMS
- CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

#### 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.

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

District: \_\_\_\_\_ School Year: \_\_\_\_\_

Building: \_\_\_\_\_ Date: \_\_\_\_\_

- \*EDP Relates to Placement
- \*Placement Relates to Academic Program (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: **MCCTE Navigator:** <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.onetcenter.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
- Special Education - copy of transition plan must be attached

# 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
- Sample Safety Checklist:

- [https://www.michigan.gov/documents/mde/8f\\_-\\_Sample\\_WBL\\_Safety\\_Checklist\\_for\\_Workplace\\_553467\\_7.pdf](https://www.michigan.gov/documents/mde/8f_-_Sample_WBL_Safety_Checklist_for_Workplace_553467_7.pdf)



**SAMPLE – Safety Checklist for Inspecting the Workplace**  
The format of this form is optional and may be adopted or adapted as needed for school district use. The following is a sample safety checklist for inspecting the workplace for CTE Work-Based Learning experiences. The checklist identifies easily observable and common workplace hazards. Refer to Section 3, MIOSHA/Safety for further information.

**Safety Checklist for Inspecting the Workplace for CTE WBL Experiences.**

	Self-Inspection Checklist	
	OK	Action Needed
1) Ask if the company has had a visit from a MIOSHA (Michigan Occupational, Safety and Health Act) inspector in the last 5 years.	<input type="checkbox"/>	<input type="checkbox"/>
a) If so, ask if they were cited for a workplace safety violation and for what types of violations	<input type="checkbox"/>	<input type="checkbox"/>
b) In addition, ask what the company has done to become compliant with the regulations	<input type="checkbox"/>	<input type="checkbox"/>
c) Lastly, ask the company if they would be willing to sign a written statement that they have disclosed all information pertaining to an inspection to you	<input type="checkbox"/>	<input type="checkbox"/>
2) Ask to see the company's most current MIOSHA Log 200. This is a state mandated form that must be filled out and lists all recordable workplace injuries including death and serious dismemberment. Review the log and inquire about the type of workplace injuries they have had during the last five years.	<input type="checkbox"/>	<input type="checkbox"/>
3) Ask to see:		
a) The company's safety manual	<input type="checkbox"/>	<input type="checkbox"/>
b) Written health and safety programs	<input type="checkbox"/>	<input type="checkbox"/>
c) Rules on work practices	<input type="checkbox"/>	<input type="checkbox"/>
4) Observe the presence of MIOSHA posters and other safety and health related material posted prominently around the workplace.	<input type="checkbox"/>	<input type="checkbox"/>
5) Observe the company's commitment to good housekeeping by noticing the presence of good lighting, spill control, adequate aisle size and minimum scrap, tools, and materials left unattended in a disorganized fashion.	<input type="checkbox"/>	<input type="checkbox"/>
6) Observe the air quality by noticing the absence of visible mist, dust, smoke, or offensive odors.	<input type="checkbox"/>	<input type="checkbox"/>

# PUPIL ACCOUNTING

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

## 5-P: WORK-BASED LEARNING EXPERIENCES, APPRENTICESHIPS, AND INTERNSHIPS

Work-based learning experiences (WBLE), apprenticeships, and internships provide pupils with a planned program of job training and other employment experiences related to a chosen career. Depending on the type of learning experience, the pupil might be engaged for one hour, one day, one semester, or even one year in length. The learning experience may be paid or unpaid and can be an in-school or out-of-school placement.

The learning experience is coordinated by the district through a contract (training agreement) with an employer or career training institution. It is an educational experience that relates to both school instruction (training plan) and supervised work (employer) that is monitored by a professional employee of the district.

Section 1279h of the Revised School Code (MCL 380.1279h) ensures that eligible pupils interested pursuing an experience under this section are supported by the district.

### REQUIREMENTS FOR COUNTING IN MEMBERSHIP

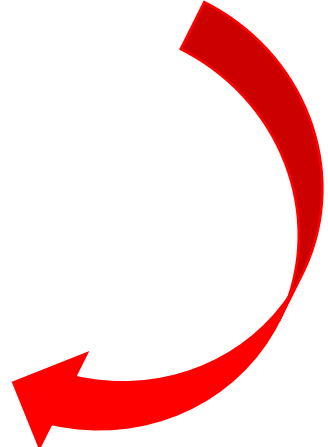
All of the following requirements must be met for pupils claimed in membership under this section:

- 1) The pupil must meet pupil membership eligibility requirements pursuant to Section 6(4) or 6(6) of the State School Aid Act (MCL 388.1606(4) or MCL 388.1606(6)) and any other applicable statute.
- 2) The pupil shall be registered, enrolled, and participating in the course(s) pursuant to Section 6(4), Section 6(8) and Section 6a of the State School Aid Act (MCL 388.1606(4), MCL 388.1606(8), and MCL 388.1606a).
- 3) The experience is monitored by a certified teacher, or an individual working under a valid substitute permit, authorization, or approval issued by the Department, who is appropriate for the grade level.
- 4) The pupil is enrolled in grades 9-12.
- 5) If the pupil engages in an internship or work experience qualifying for credit under this section that is determined to be academically appropriate by the board or board of directors, or its designee, and if the pupil's parent or legal guardian grants permission, the board or board of directors, or its designee, shall ensure that the pupil is excused from at least 1 period of instructional time during each day that the pupil attends the internship or work experience, as determined appropriate by the board or board of directors, or its designee. If the experience causes the pupil to receive less than the number of instructional hours required to be considered full-time, the membership shall not be prorated.
- 6) The experience is periodically visited by a professional employee of the district. The superintendent of the district shall designate a staff member to visit the pupil's worksite for the duration of the program to check attendance and student progress and assess the placement in terms of health, safety, and welfare of the student. Visitations must occur every 9-weeks for a general education pupil, or at least once every 30 calendar days for a special education pupil.
- 7) The board or board of directors, or its designee, shall exercise oversight of the pupil's internship or work experience as necessary to ensure that the pupil meets the requirements under this section.
- 8) The pupil is eligible to receive credit toward a high school diploma for the experience.
- 9) The pupil attends the internship or work experience at least 4 hours per week for the same number of weeks as are necessary to earn credit in a traditional course in that school district or public school academy. The board or board of directors, or its designee, shall not require a pupil to attend the

**CIP Self-Review for  
Michigan Secondary Career and Technical Education (CTE) State Approved Programs**

C10	Implementation of Program Standards/Course Content		Admin Verify		
			Yes	No	
Carl D. Perkins, Sec 113(b)(2) (ii) §124(b)(4)(A), §122I(1)(A)(ii) §133, (b)(2)(A)(ii) §134(b)(3)(B);(C) §134(b)(3)(A) § 135(b)(3), (4)(C) Sec 2, (1), (2), (7) Sec. 3 (5) (a)  State Plan II, A (ii)  R 395.231 Rule 1 (c) R 395.241, Rule 11 (a) R395.241, Rule 11 (1)(b) R 395.244, Rule 14 (4)(a)(b) R395.244, Rule 14 (8)(m) R 395.244, Rule 14(8)(j)	Curriculum is based on and reflects:				
	<input type="checkbox"/>	<b>Criteria (All must be checked to meet criteria)</b>  CIP Specific Gap Analysis (Curriculum Alignment to National and State CTE Program Standards) <a href="http://ctenavigator.org/resources">http://ctenavigator.org/resources</a>	<b>Gems Evidence</b>  CIP-Specific Gap Analysis (including plan of improvement if applicable).	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Syllabi for all courses in the program (includes course descriptions)	Syllabi for each program course with course description.		
	<input type="checkbox"/>	Program Delivery Model (segmenting document) <a href="http://www.ptdtechnology.com/Portals/4/PTD/Files/CTEIS/UserDocs/4483D/4483_InstructionalDesignForm.pdf">http://www.ptdtechnology.com/Portals/4/PTD/Files/CTEIS/UserDocs/4483D/4483_InstructionalDesignForm.pdf</a>	Program Segmenting document.		
	<input type="checkbox"/>	Includes CIP-specific safety training	Program student safety record (detailing specific training and date of completion).		
	<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/0,4615,7-140-6530_2629_53968-220470--,00.html">http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968-220470--,00.html</a>	District documentation of Work-Based Learning  WBL placement specific to occupational area.		
	<input type="checkbox"/>	CTE Program provides student leadership development opportunities	Documentation of Student Leadership Opportunities.		

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 Pupil Accounting Manual Companion Document**

<https://www.michigan.gov/statelicensesearch/0,4671,7-180-24786-244560--,00.html>

## **Michigan Transition Services Association**

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



# NEXT STEPS



1. Reference the documents and websites provided
2. Get to know your local auditor/District Pupil Accounting Contact
3. Get involved and become a member of MCPA
4. Attend the October 2020 MCPA Conference

# BENEFITS OF MCPA



## Professional Development

Fall 2020 MCPA Conference



## Communication

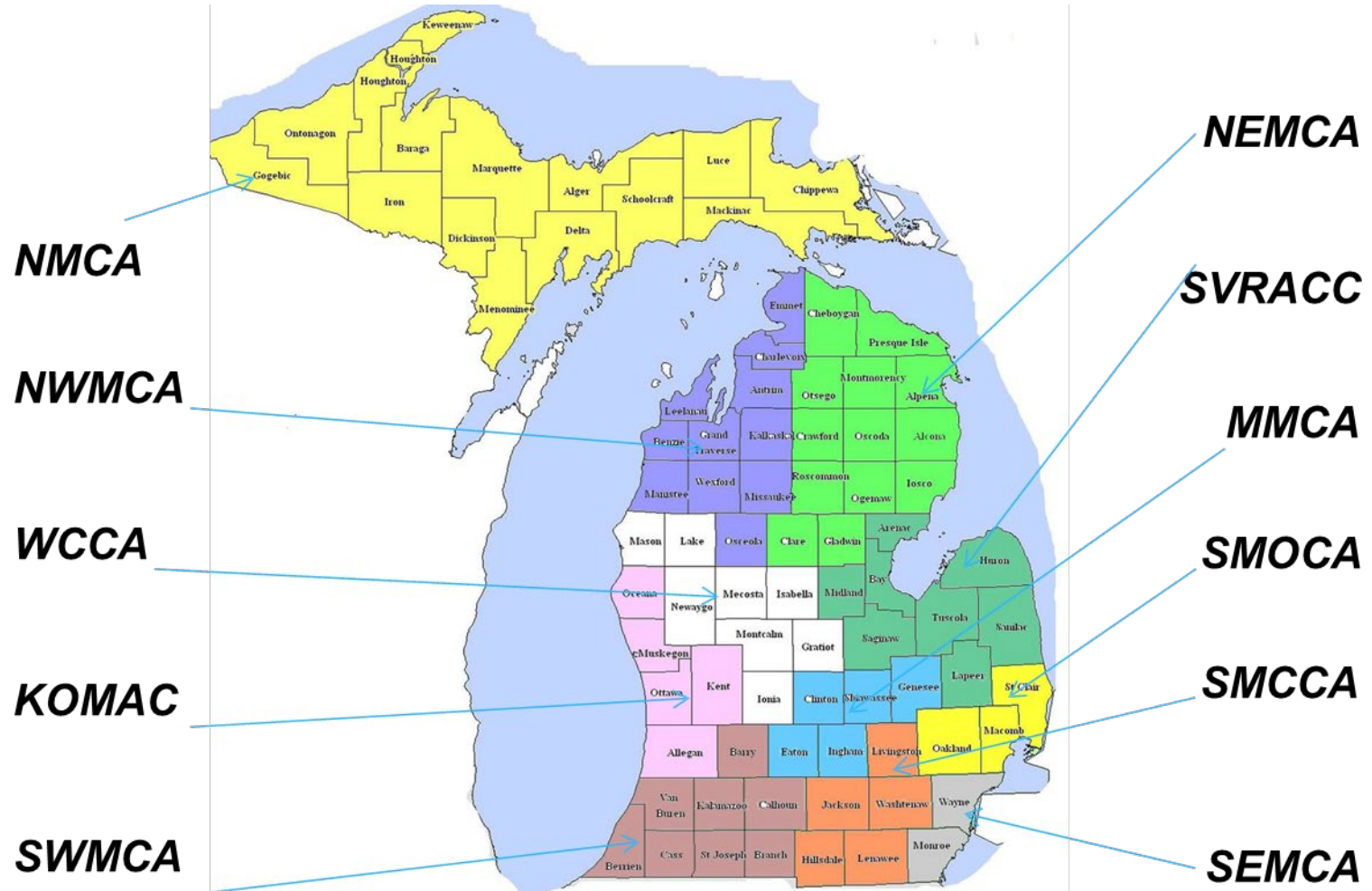
Website  
Networking  
Regional meetings  
State updates  
Ask the board a question



## Resources

Website – sample forms and documents

# MCPA Regions







# QUESTIONS?