



Work-Based Learning

Manual

Michigan Department of Education
Office of Career and Technical Education

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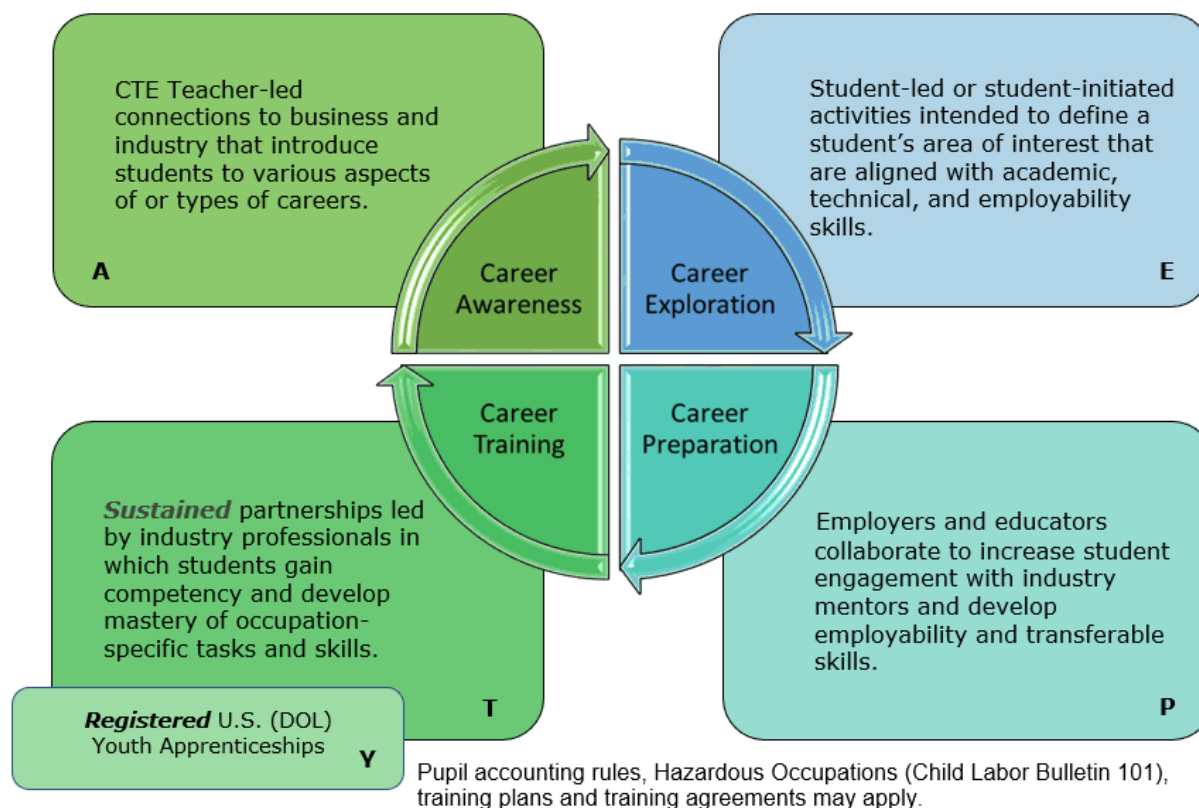
WORK-BASED LEARNING CONTINUUM

For Secondary State-Approved CTE Programs

Introduction

Quality CTE Work-Based Learning (WBL) is demonstrated by a full continuum of experiences progressing in quality and intensity that is accessible to every student at some point during their program of study. To prepare a dynamic workforce for the future of Michigan, students need to be exposed to as many career options as early as possible. Career and technical education (CTE) students refine their career goals through coursework consistent with their career interest area, contextual learning, and career preparation while meeting academic and technical standards. The goal of WBL experiences for CTE student learners is to provide more advanced real-world experiences that help students link their educational decisions to career options.

WORK-BASED LEARNING CONTINUUM



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.

Career and technical education WBL experiences can be offered in five different categories, varying in rigor and intensity. Career and technical education students, classified as student learners who receive specialized training in their area of related workplace placement, are able to participate in specific training opportunities that are not allowable for non-CTE students.

Benefits of CTE WBL Experiences

Benefits of WBL experiences for CTE students also include:

- Opportunity to practice career-ready skills and receive feedback from industry professionals
- Ability to practice and learn technical skills through on-the-job training that compliments the CTE program, including specific task categories that provide hazardous occupation for student learners (see Limited Exemption, below)
- Alignment to or granting of college credit
- Completion of credential or licensing requirements
- Attainment of an industry-recognized credential
- Completion of hours granted in apprenticeship program

Important Definitions

Hazardous Occupation Orders (HOs) – A non-agricultural occupation which has been declared by the Secretary of Labor as particularly hazardous, or detrimental to the health and well-being, of persons under the age of 18.

Limited Exemption – Exemptions permitted for student learners 16- and 17-years of age in one or more of the hazardous occupations. Specific instructions and exemptions for the 17 HOs can be found in the [Child Labor 101 Bulletin](#).

Monitor – The activity of monitoring the student’s placement; the credentials of whom are defined in rule.

Site Supervisor or Mentor – The training station supervisor (employer) that will be supervising and teaching the student at the placement site. Some placements may have a site supervisor who is in a leadership position and a department mentor, which is the industry professional who is working alongside the student learner.

Site Visits – A visit to the student’s worksite for the purpose of checking attendance and student progress, and to assess the placement in terms of health, safety and welfare of the student; visits must occur every nine weeks but may be required more often depending on the student’s progress and needs; the visit must be conducted by a vocationally certified professional and should take place while the student is at the worksite.

State-Approved CTE Program – A CTE program that prepares a student to earn a wage, has completed a Michigan new program application under a federal U. S.

Department of Education CIP code number and descriptor, includes the four required components (classroom, leadership, laboratory experiences and WBL instruction) and has been granted a Program Serial Number (PSN). Additional information can be found in the [CTE Administrator Manual](#).

Student Learner – A student enrolled in a course of study and training in a cooperative vocational training program under a recognized state education authority (i.e., a state-approved CTE program).

Teacher of Record – The teacher who holds a valid Michigan teaching certificate and is endorsed in the CIP area, and is responsible for providing instruction, determining the instructional needs, diagnosing learning needs, assessing student learning, prescribing activities and reporting outcomes, and evaluating the effects of instruction and support strategies.

Other Reference Materials

[Work-Based Learning Manual \(Managing Your Risk\) Resource Page](#)

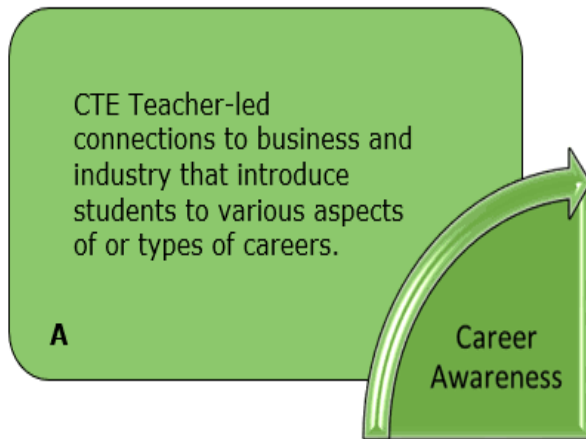
[Pupil Accounting Manual](#)

[Work-Based Learning Experiences Program Requirements \(Companion Document\)](#)

Note: This guide is only intended for CTE WBL experiences. Non-CTE and special education WBL experiences may have additional or different guidelines. Teachers offering those experiences should refer to the appropriate department for additional information.

Career Awareness

Definition



Career Awareness Work-Based Learning activities are connections to business and industry that introduce students to various aspects of or types of careers. The CTE student learner interaction with employers or community partners exposes the student to jobs and the tasks associated with those jobs that are related to their career cluster or program. Career awareness activities are typically organized and led by the teacher and allow groups of students to participate in the experience at the same time.

Some examples of career awareness activities include:

Career Fair – School-based activity to provide broad career exposure to various business and industry cluster-related careers

Field Trip – Business and industry cluster-related tour (i.e., Construction Career Day, Ag Expo, Auto Show, Manufacturing Day, Energy Career Week)

Connection to Competencies and Standards

Career awareness experiences provide an opportunity for teachers to highlight the connection between careers and the academic, technical, and professional skills that students are learning in the classroom. The teacher should collaborate with the industry partner to discuss which areas are most appropriate to highlight during the experience or which best fit the instruction that is happening in the classroom during that period of time. Intentional planning will help provide an experience that is the most meaningful and relevant for students in making connections back to their learning.

Academic Standards – Career awareness experiences should highlight the academic skills necessary to perform the job. Industry partners can demonstrate which academic skills are used in their role or in a specific job process. The teacher can make connections back to the skills students are learning in the CTE and academic classrooms.

Cluster and Pathway Standards – Experiences in the career awareness category may focus on the overall plan of study or the essential knowledge and skills for a career cluster or pathway. More information can be found by visiting the [Career Clusters | Advance CTE \(careertech.org\)](https://careertech.org) web page.

Technical Standards – During a career awareness experience, students should be able to see or discuss cluster, pathway or CIP-specific technical skills that are relevant to the job with the employer or industry partner. Teachers can help students make connections back to the skills they are learning in the program or to foundational skills that they have already learned. In some instances, the industry partner may be able to allow the student to observe a skill or try it out in a safe setting, such as through a practice demonstration during a career fair or on a virtual simulator.

Career Ready Practices – Career awareness experiences are a good opportunity to help students practice career ready skills by using real world interactions. The teacher should prepare students by drawing attention to the skills that will be necessary during the experience, and the employer or community partner should highlight which practices are used on the job.

Roles and Responsibilities

A successful WBL experience is one in which each participant – the teacher, the business and industry partner, and the student – is aware of and executes their role and responsibilities.

CTE Instructor

- ✓ Research, identify, and plan activities that assist students in identifying potential interest areas and making career choices
- ✓ Work with business and industry to facilitate meaningful CIP specific interactions with students focused on all aspects of industry
- ✓ Coordinate events, travel, industry participation, and student involvement

Business and Industry Partner

- ✓ Provide meaningful CIP specific information and career choice exposure (or should we say “CIP-specific and career information”?)
- ✓ Attend coordinated events and represent business and industry

Student

- ✓ Attend, engage with, and synthesize CIP and career specific event information to narrow potential career choices

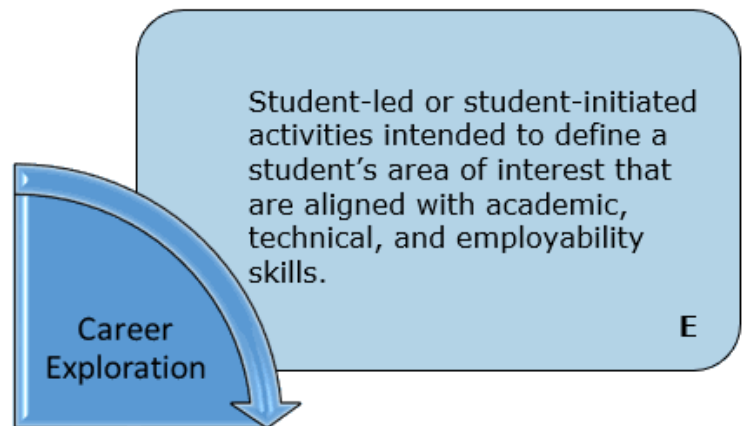
Documentation Recommended

- Parental permission forms
- Local requirements - Attendance record, transportation request forms
- Activity behavior expectations for students
- Student reflection
- CTEIS data record
- CIP Self-Review C05 description

Career Exploration

Definition

Career exploration Work-Based Learning activities are interactions with business and industry that focus on defining a student's area of interest within a career cluster or pathway. They include closer examination of the academic and technical skills required, as well as career ready practices, to allow the student to determine the compatibility of the occupation with their own career goals. Oftentimes, these activities are more amenable to small groups or individual students and can be initiated or led by the student learner.



Some examples of career exploration activities include:

Informational Interview – Interview with business and industry cluster-related professional where the student interviews the professional about their job or aspects of the industry in which they work.

Job Shadow – Business and industry cluster-related experience where the student follows and observes an employee on a work site for a limited amount of time to become more familiar with the duties, expectations, and physical setting of that occupation of the occupation.

Virtual Interactions – Engagement with business and industry partners through guided virtual simulations and tours.

Connection to Competencies and Standards

Career exploration experiences provide an opportunity for students to form their own connections between the academic, technical, and professional skills that they are learning in the classroom and their future career goals. Although these experiences may be initiated and led by the student, the teacher should engage and collaborate with the industry partner to discuss which areas are most appropriate to highlight during the experience or which best fit the instruction that is happening in the classroom during that period of time. Intentional planning will help provide an experience that is the most meaningful and relevant for students in making connections back to their learning.

Academic Standards – Career exploration experiences should highlight the academic skills necessary to perform the job. Industry partners can demonstrate which academic skills are used in their role or in a specific job process. The teacher should assist the student in making connections back to the CTE and academic

classrooms, as well as assist the student in planning for which skills need to be learned in the future.

Cluster and Pathway Standards – Experiences in the career exploration category may focus on the overall plan of study but should also include the essential knowledge and skills for a career cluster or pathway. More information can be found by visiting the [Career Clusters | Advance CTE \(careertech.org\)](http://careertech.org) web page. Teachers should assist students in aligning what they have learned with their aptitudes, interests, and abilities.

Technical Standards – During a career exploration experience, students should be able to see and discuss cluster, pathway or CIP-specific technical skills that are relevant to the job with the employer or industry partner. Teachers can help students make connections back to the skills they are learning in the program or to foundational skills that they have already learned.

Career Ready Practices – Career exploration experiences are an opportunity for students to practice career ready skills by using real world interactions. The teacher should prepare students by drawing attention to the skills that will be necessary during the experience, and the employer or community partner should highlight which practices are used on the job. The teacher should provide feedback to the student on their use of these skills by seeking input from the business partner.

Roles and Responsibilities

A successful WBL experience is one in which each participant – the teacher, the business and industry partner, and the student – is aware of and executes their role and responsibilities.

CTE Instructor

- ✓ Assess validity and relevance, monitor participation, and evaluate student outcomes of the event
- ✓ Work with business and industry to assess student's CIP specific event interactions
- ✓ Prepare student for professional interactions with industry partners and for career exploration activity

Business and Industry

- ✓ Provide a safe and secure learning event for the student to explore career options or all aspects of industry
- ✓ Provide meaningful CIP specific information and guidance to enhance career selection.
- ✓ Partner with instructor to provide feedback on student's CIP specific event interactions

Student

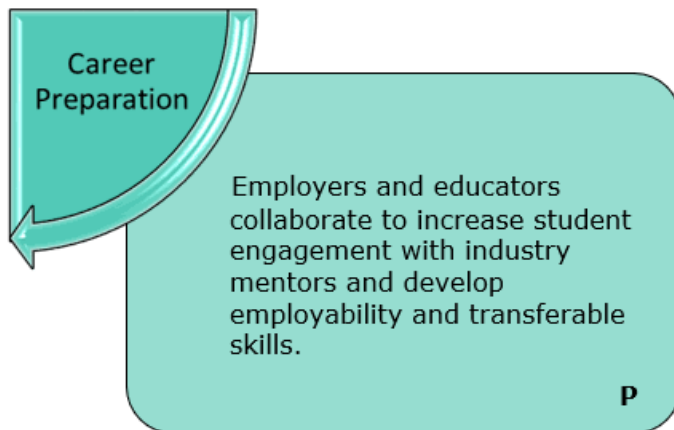
- ✓ Research, identify, and plan activities that identify potential interest areas and delineate career choices
- ✓ Work with business and industry to facilitate meaningful CIP specific interactions focused on one or all aspects of career
- ✓ Coordinate events, travel, industry participation, and instructor involvement
- ✓ Reflect on experience, link to personal career goals, and connect to talent portfolio

Documentation Recommended

- Parental permission forms
- Local requirements - Attendance record (or employer verification of attendance), transportation request forms (if needed)
- Activity behavior expectations for students
- Student reflection
- CTEIS data record
- CIP Self-Review C05 description

Career Preparation

Definition



Career preparation Work-Based Learning activities are collaborative activities with business and industry that focus on guided, in-depth and sustained real-world situational experiences. They may focus on various aspects of an industry, specific skill sets, or career ready practices and transferable skills. Student learners may engage with industry partners in one-to-one or small group settings. Some examples of career preparation activities include:

Entrepreneurial Project - Collaboration with business and industry cluster-related professionals in the classroom or in the field that allows the student to practice or implement technical and entrepreneurial skills.

School-Based Enterprise - That serves the public and is guided by business and industry cluster-related professionals and professional standards and assists students in understanding and practicing all aspects of developing and running a business enterprise.

Formal Mentoring Relationship - Interaction with business and industry cluster-related professional over a specific period of time to support student learning, which may also include formal or informal feedback on technical skill demonstration and career ready practices.

Connection to Competencies and Standards

Career preparation experiences provide deeper and more sustained interactions with industry partners and an opportunity for students to receive feedback and coaching from business professionals to help build both their technical and employability skills. Although these experiences may be individual or small group opportunities, the program teacher should plan each opportunity to ensure they are matching students with business partners who can provide a high level of expertise in the selected area and can best assist the student in learning the skills necessary to meet their career goals. The teacher should also help the student reflect upon the experience and lessons learned and assist them in forming new goals related to their experience.

Academic Standards – Career preparation experiences should help students practice the academic standards they have learned that are utilized as part of a specific job or task. The teacher should help prepare the student for the work-based learning experience by reviewing those academic standards and skills prior to the experience

and reinforcing them or assisting with questions and challenges related to those standards during student reflection. This connection may be strengthened through collaboration or externship experiences between the teacher and industry partner.

Cluster and Pathway Standards - Experiences in the career preparation category may focus on the overall plan of study but should also include the essential knowledge and skills for a career cluster or pathway. More information can be found by visiting the [Career Clusters | Advance CTE \(careertech.org\)](http://careertech.org) web page. Teachers should identify the specific standards or skills that students will be learning as a part of the experience and assist students in aligning what they have learned in the classroom and lab with the tasks they will be practicing.

Technical Standards – During a career preparation experience, students should be able to learn, demonstrate and practice cluster, pathway or CIP-specific technical skills that are relevant to the job or project with the employer or industry partner. Teachers can help prepare students by building skill development, ensuring students are ready to learn or practice the standards that are part of the preparation experience, and by continuing to make connections back to the skills the students are learning in the program or to foundational skills that they have already learned.

Career Ready Practices – Career preparation experiences are an opportunity for students to practice career ready skills by using real world interactions. The teacher should prepare students by drawing attention to the skills that will be necessary during the experience, and the employer or community partner should highlight which practices are used on the job or as a part of the task. The teacher should provide feedback to the student on their use of these skills by seeking input from the business partner.

Roles and Responsibilities

A successful WBL experience is one in which each participant – the teacher, the business and industry partner, and the student – is aware of and executes their role and responsibilities.

CTE Instructor

- ✓ Inspect and evaluate the learning/working environment to ensure it is safe and secure for the student
- ✓ Work in partnership with business and industry to increase CIP specific opportunities to engage with an industry mentor to develop transferable skills, personal management, and employability skills
- ✓ Prepare student(s) for professional interactions with industry partners and for career preparation activity
- ✓ Work with business and industry to facilitate positive student CIP specific interactions
- ✓ Help student connect classroom instruction to work-based learning event or demonstration and instruction from industry partner

- ✓ Assess validity, monitor participation, and evaluate student outcomes of the events
- ✓ Work with business and industry to assess student's CIP specific event interactions

Business and Industry

- ✓ Provide a safe and secure learning/working environment/event for the student to learn and practice technical skills and career ready practices
- ✓ Provide meaningful CIP specific information, and guidance that will help student to facilitate career selection
- ✓ Provide skill practice feedback to student
- ✓ Partner with instructor to facilitate student's CIP specific event interactions
- ✓ Communicate with instructor to provide evaluation, assessment and feedback of the student's technical and employability skills
- ✓ Provide constructive feedback to student, including areas for continued growth or continued practice and areas of effective performance

Student

- ✓ Act in a responsible and respectful manner during the learning/working event
- ✓ Research, identify, and prepare for events that provide direct experience in career interest areas
- ✓ Demonstrate active engagement during career preparation activities to facilitate meaningful CIP specific interactions
- ✓ Coordinate, schedule and report the planning and execution of the events with the instructor and business and industry partner for events initiated by the learner
- ✓ Reflect upon CIP and career specific information to narrow and define potential career choices

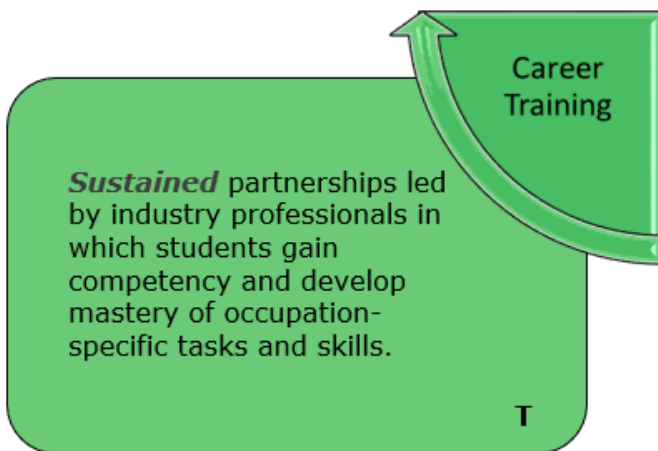
Documentation Recommended

- Parental permission forms for off-site experiences
- Local requirements - Attendance record (or employer verification of attendance), transportation request forms (if needed)
- Activity behavior expectations for students
- Training plan/training agreement for experiences in which the instructor is not present or supervising

- Documentation of student learning or skill practice
- Formative assessment of technical skill and/or career ready practices
- Student reflection
- CTEIS data record
- CIP Self-Review C05 description

Career Training

Definition



Career training Work-Based Learning activities are collaborative activities with business and industry that focus on student/learner competency and occupational skill mastery. They will focus on various aspects of an industry related cluster, specific tasks monitored and coordinated through the program's sustained industry partnerships. Student learners will engage with industry partners in one-to-one or small group settings.

Career training activities include:

Practicum - Includes on-the-job training in the specialized field of study at a work site; designed to give students supervised practical application and work experience of previously studied content and skills, in the specific business and industry cluster-related work site (i.e., clinical rotations, internships, business ownership or student entrepreneurial work sites, etc.) which may be paid or unpaid work experiences.

Connection to Competencies and Standards

Career training experiences provide students opportunities to explore careers via sustained workplace interactions with industry partners. Students have opportunities to experience the world of work and to develop useful skills and attitudes. Through the student's successful demonstration of work-place skills, and academic competencies needed to be successful motivation to learn academic subject matter will be increased. One of the major purposes of the practicum is the opportunity to explore one or more careers. While placed at a work site, they most likely will not be there long enough to gain a great deal of skill at any one position. Practicum is longer than job shadowing and can be paid or un-paid. Paid practicum allows students to focus on specific tasks and skills placing a student performing comprehensive and increasing complex tasks for a longer period of time without the restrictions of 45 hours before adjusting the [training plan](#).

Academic Standards – Career training experiences must help students practice the academic standards they have learned that are utilized as part of a specific job or task. The teacher can help the industry partner by reviewing those academic standards and skills with the student and reinforcing concepts and skills or assisting with questions and challenges related to those standards during student reflection. Industry specific skill implementation may be strengthened through collaboration or externship experiences between the teacher and industry partner.

Cluster and Pathway Standards - Experiences in the career training category must focus on the overall plan of study also including the essential knowledge and skills for a career cluster or pathway. More information can be found by visiting the [Career Clusters | Advance CTE \(careertech.org\)](http://careertech.org) web page. Teachers must identify the specific standards or skills that students will be demonstrating as a part of the experience and assist students and industry partners in documenting the tasks they will be practicing.

Technical Standards – During the career training experience, students must be able to demonstrate and practice cluster, pathway or CIP-specific technical skills that are relevant to the job or project with the employer or industry partner. Teachers will continue to guide students by building skill development, ensuring students are ready to learn or practice the standards that are part of the training experience, and through the 40 minutes per week of classroom instruction to make connections back to the fundamental skills the student has learned in the program.

Career Ready Practices – Career training experiences are the opportunity for students to demonstrate career ready skills through real world interactions. The teacher must coach students by drawing attention to the skills that have been necessary during the experience. The employer or community partner will evaluate the student on the successful demonstration of industry practices and standards utilized during the experience as part of the practicum. The teacher summarizes the student’s performance with assistance from the industry partner, seeking to improve execution.

Roles and Responsibilities

A successful WBL experience is one in which each participant – the teacher, the business and industry partner, and the student – is aware of and executes their role and responsibilities.

CTE Instructor and/or WBL Coordinator

- ✓ Inspect and evaluate the learning/working environment to ensure it is safe and secure for the student
- ✓ Work in partnership with business and industry to develop mastery level CIP-specific engagement events for the student to develop competency in occupational specific transferable skills and tasks while increasing personal management and employability skills
- ✓ Assess validity, monitor participation, and evaluate student outcomes of the experiences a minimum of once every nine weeks
- ✓ Work with business and industry to facilitate and assess student CIP-specific experiences
- ✓ Help student connect classroom instruction to work-based learning at the worksite with the industry partner
- ✓ Work with the student to evaluate experiential value and confirm career pathway selection

- ✓ Develop [Training Plan](#) and [Training Agreement](#), which must be in place before the WBL placement begins

Business and Industry

- ✓ Provide a safe and secure learning/working environment for the student to demonstrate skills and verify career pathway instruction
- ✓ Provide meaningful CIP specific information, and guidance to confirm career direction selection
- ✓ Partner with instructor to facilitate student's CIP-specific experiential interactions and assess skills
- ✓ Collaborate with student to evaluate experiential skill and value to confirm pathway selection
- ✓ Provide on-going informal feedback to the student throughout the placement and formal feedback during each nine-week evaluation period

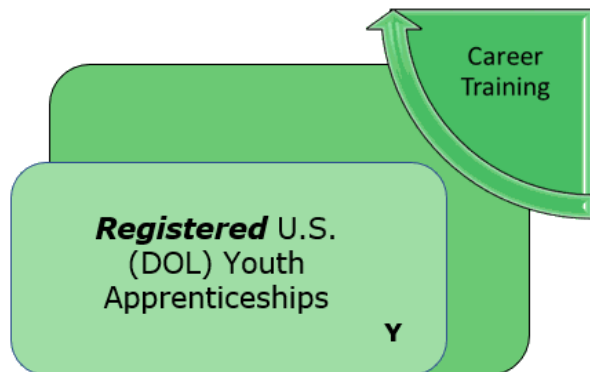
Student

- ✓ Act in a responsible and respectful manner during the learning/working event
- ✓ Attend, engage with, and analyze CIP and career specific experience information to confirm career choice
- ✓ Research, identify, and prepare for experiences that provide direct experience validating career choices
- ✓ Work with business and industry to engage in meaningful CIP-specific interactions
- ✓ Demonstrate time management and communication of work-based learning experiences i.e., time management and reporting
- ✓ Collaborate with instructor and industry partner to evaluate training experience and personal performance to solidify career pathway selection
- ✓ Accurate and consistent completion of weekly [timecards](#)

Documentation Recommended

- Parental permission forms for off-site experiences
- Local requirements - Attendance record (or employer verification of attendance), transportation request forms (if needed)
- Activity behavior expectations for students
- Training plan/training agreement for experiences in which the instructor is not present or supervising
- Documentation of student learning or skill practice
- Formative assessment of technical skill and/or career ready practices
- Student reflection
- CTEIS data record
- CIP Self-Review C05 description

United States Department of Labor (USDOL) Registered Youth Apprenticeship (RYA)



Definition

The USDOL RYA Work-Based Learning experience is a collaborative venture with business and industry that focuses on student learner competency and occupational skill mastery within a credentialed apprenticeship program with qualified employers.

Students learn various aspects of an industry's workforce skills specific to the business or cluster area through the program's sustained industry partnerships. Due to extended placement at a work site, students have time to focus on specialized tasks and gain skills within a specific trade. Registered Youth Apprenticeship has an extended placement time frame and is paid. Students are directly supervised by an expert in their field. The 45-hour job specific rule does not apply.

Youth Apprenticeship activities include:

Registered Youth Apprenticeship – Includes a training program registered with the USDOL and specific to the business and industry cluster area Connection to Competencies and Standards

Connection to Competencies and Standards

Registered Youth Apprenticeship experiences provide apprentices opportunities to develop foundational career skills via sustained workplace interactions with industry partners. Apprentices have opportunities to experience the world of work and to develop useful skills and attitudes. Through the apprentice's successful demonstration of work-place skills and academic competencies needed to be successful, motivation to learn academic subject matter is often increased.

Academic Standards – Registered Youth Apprenticeship experiences help apprentices utilize the academic standards they have learned, applying them as part of a specific job or task. The teacher can assist the industry partner by revisiting those academic standards and skills with the apprentice and reinforcing concepts and skills or assisting with questions and challenges related to those standards during apprentice reflection. Industry-specific skill implementation may be strengthened through collaboration or externship experiences between the teacher and industry partner.

Cluster and Pathway Standards - Registered Youth Apprenticeship experiences must focus on the overall plan of study, including the essential knowledge and skills for a career cluster or pathway, and be registered with the USDOL. More information can be found by visiting the [Career Clusters | Advance CTE \(careertech.org\)](https://careertech.org) web page

and the [USDOL Express Interest site](#). Employers, with the teacher's assistance, must identify the specific standards or skills that apprentices will be demonstrating as a part of the experience and assist apprentices and industry partners in documenting the tasks they will be practicing. Utilizing the USDOL Express Interest form will connect employers and students to an apprenticeship representative contact who can provide assistance.

Technical Standards – During Registered Youth Apprenticeship experiences, apprentices must be able to perform cluster, pathway or CIP-specific technical skills that are relevant to the job or project with the employer. Additionally, the USDOL Office of Apprenticeship Work Process Schedule form must be completed documenting time and tasks. Teachers will continue to guide apprentices by steering skill development, monitoring student learning and practice of the standards that are part of the apprenticeship experience, and through the 40 minutes per week of individual instruction to make connections back to the fundamental competencies the apprentice learned in the program.

Career Ready Practices – Registered Youth Apprenticeship experiences are the building blocks for apprentices to begin their career through real world interactions. The teacher must mentor apprentices by having them examine the connectivity between training and the skills necessary to be successful in their chosen field and maximizing safety awareness. The industry partner evaluates the apprentice's performance with assistance from the teacher, utilizing the USDOL RYA Work Process Schedule form. The industry partner and teacher will counsel the apprentice on current performance ratings and effective means of improvement.

Roles and Responsibilities

A successful WBL experience is one in which each participant – the teacher, the business and industry partner, and the apprentice – is aware of and executes their role and responsibilities.

CTE Instructor

- ✓ Inspect and evaluate the learning/working environment to ensure it is safe and secure for the apprentice
- ✓ Work in partnership with business and industry to administer mastery level CIP-specific industry placed events for the apprentice to reach mastery level in occupational specific transferable skills and tasks while demonstrating personal management and employability skills
- ✓ Assess validity, monitor participation, and evaluate apprentice outcomes of the experiences
- ✓ Work with business and industry to facilitate and assess apprentice CIP-specific experiences and complete the USDOL Office of Apprenticeship Work Process Schedule form
- ✓ Facilitate apprentice's connection between classroom instruction and work-based learning at the worksite with the industry partner

- ✓ Work with the apprentice to evaluate experiential value and validate career pathway selection

Business and Industry

- ✓ Provide a safe and secure learning/working environment for the apprentice to demonstrate skills and verify career pathway instruction
- ✓ Provide meaningful CIP specific information, and guidance to confirm career direction selection
- ✓ Partner with instructor to facilitate apprentice's CIP-specific experiential interactions and assess skills
- ✓ Collaborate with apprentice to evaluate experiential skill and value to confirm pathway selection

Apprentice

- ✓ Act in a responsible and respectful manner during the learning/working event
- ✓ Attend, engage with, and analyze CIP and career specific experience information to confirm career choice
- ✓ Research, identify, and prepare for experiences that provide direct workplace engagement validating career choices
- ✓ Work with business and industry to contribute to meaningful CIP-specific interactions
- ✓ Demonstrate time management and communication of work-based learning experiences i.e., time management and reporting
- ✓ Collaborate with instructor and industry partner to evaluate training experience and personal performance to solidify career pathway selection

Documentation Recommended

- Parental permission forms for off-site experiences
- Local requirements - Attendance record (or employer verification of attendance), transportation request forms (if needed)
- Activity behavior expectations for apprentices
- Training plan/training agreement for experiences in which the instructor is not present or supervising
- Documentation of apprentice learning or skill practice
- Formative assessment of technical skill and/or career ready practices
- Apprentice reflection
- CTEIS data record
- CIP Self-Review C05 description
- USDOL RYA registration
- USDOL Office of Apprenticeship Work Process Schedule form

Best Practices

The [Framework on Registered Apprenticeship](https://wdr.doleta.gov/directives/corr_doc.cfm?docn=4799) (RA) for High School Students provides guidance from the U.S. Departments of Labor (USDOL) and Education (ED) to the public workforce and education systems on the components of a high-quality RA program for high school students. The purpose of this framework is to provide recommendations on key elements of RA programs for high school students and to encourage greater use of RA and pre-apprenticeship programs for in-school youth at least 16 years old, enrolled in secondary schools.
https://wdr.doleta.gov/directives/corr_doc.cfm?docn=4799

Placement Guidance

Career and technical education career training WBL placements are categorized into three types: paid placements, unpaid placements, and in-district placements (paid or unpaid).

Paid Placements

A student in a paid placement becomes an employee of the business in which they are placed and is afforded all the rights and privileges of an employee. The placement must be related to the CTE program in which the student is enrolled.

Paid placements must still meet WBL requirements, such as the completion of a training plan and training agreement, and youth employment policies and rules, and the student must continue to attend their CTE class for no less than 40 minutes each week. Refer to the [Pupil Accounting Manual](#) (Requirements for Counting in Membership section) and [Work-Based Learning Experiences Program Requirements](#) companion document for additional information.

Students in paid placements are *not* required to adjust their training plan every 45 hours to avoid duplication of tasks.

Unpaid Placements

Sustained, unpaid WBL placements typically occur during the scheduled classroom time, unless a special exception is documented. Unpaid CTE WBL placements may be in-district or off-site with a business/industry partner. The training cannot be for more than 45 hours per specific training experience; learning experiences must be documented in the training plan. Different training experiences may occur at one location if there are multiple training plans with no duplication of tasks and an agreement that clearly defines separate training experiences every 45 hours.

More information regarding unpaid placements and examples of unpaid WBL experiences can be found in the [Work-Based Learning Experiences Program Requirements](#) companion document.

In-District Placement

In-district placements are an opportunity for CTE students to gain work experience and build skills in placements within their own local district. Placements may occur in a variety of settings; teachers/coordinators seeking examples of placement opportunities can visit the Pupil Accounting Manual [Work-Based Learning Experiences Program Requirement](#) companion guide for CTE Instructional Program (CIP)-specific ideas.

To place a student in an in-district placement, the following criteria must be met:

- ✓ Student must be enrolled in the state-approved CTE program; in-district placement is not allowed for non-CTE students.
- ✓ Student must attend the CTE program for 40 minutes per week, either in-person or online.
- ✓ The In-District Placement Form is used in lieu of a training agreement. The form can be found at [MDE - Work Based Learning Manual \(Managing Your Risk\) \(michigan.gov\)](#).

In-District Example 1

The student completed an Education General training program in their junior year. The student would like to work in one of their local district elementary classrooms assisting the teacher with small groups and supporting students while continuing to observe instruction, learn about classroom management and lesson planning, and be supported by a mentor teacher.

Implementation steps of this in-district placement include:

1. Enroll student in the 13.0000 CTE program with an advanced coursework instructional design (Perkins Course Competency Z) with appropriately certified CTE teacher.
2. Develop student schedule, including 40 minutes of instruction each week with the 13.0000 Education General CTE teacher (teacher of record). Refer to section 5-P in the [Pupil Accounting Manual](#) for guidance on minimum and maximum number of hours in placement.
3. Develop a training plan that includes a rotation of placement or training plan objectives every 45 hours; collaborate with placement mentor teacher (site supervisor).
4. Assign site supervisor (mentor teacher).
5. Assign site visits to 13.0000 Education General CTE teacher or CTE-certified WBL coordinator (monitor).
6. Complete [In-District Placement Form](#).

In-District Example 2

The district bus garage has partnered with the CTE program to assist in providing sustained, on-going WBL experiences for a small number of students. Student A has successfully attained concentrator status in a 47.0613 Medium/Heavy Truck Technician program and is eager to participate in the WBL opportunity.

Implementation steps of this in-district placement include:

1. Enroll student in the 47.0613 CTE program with the appropriately certified CTE teacher.

2. Identify the instructional design for the student or group of students who will be participating. If the design is different than that of the students who are not participating in the WBL experience, a new course section should be created.
3. Assign site supervisor who will be overseeing and training the student at the bus garage.
4. Develop a training plan that includes the competencies gained or practiced at the placement site; collaborate with the site supervisor. A rotation of placement or training plan objectives is required every 45 hours for longer placements.
5. Develop student schedule, including 40 minutes of instruction each week with the 47.0613 Medium/Heavy Truck Technician CTE teacher (teacher of record). Refer to section 5-P in the [Pupil Accounting Manual](#) for guidance on minimum and maximum number of hours in placement.
6. Assign site visits to 47.0613 Medium/Heavy Truck Technician CTE teacher or CTE-certified WBL coordinator.
7. Complete [In-District Placement Form](#).

Documentation

There are multiple types of documentation that may be recommended or required for WBL experiences; requirements depend on the category of the WBL experience, how it is being used as a part of the student's schedule, and who is requesting the information. This section of the guide will assist administrators, teachers, and WBL coordinators in understanding which types of documentation are required for each type of experience and purpose.

WBL Documentation required by OCTE

State-approved CTE programs are required to provide two types of WBL records: qualitative, program-level data and quantitative, student-level data.

Qualitative Program-level Data

State-approved CTE programs must document the WBL opportunities provided within the program in the CIP Self-Review, section C05. Teachers must include a description of the experience offered and place the experience in the appropriate category. This information is uploaded into the MDE-CTE Portal for each PSN (Program Serial Number). A template is provided on the [OCTE website](#).

https://www.michigan.gov/mde/0,4615,7-140-2629_53968-536164--,00.html

Programs must also include an example of a program-specific training plan and training agreement, when applicable, in the CIP Self-Review. Examples of a completed C05 template and a CIP specific training plan and training agreement can be found in the appendices of this guide.

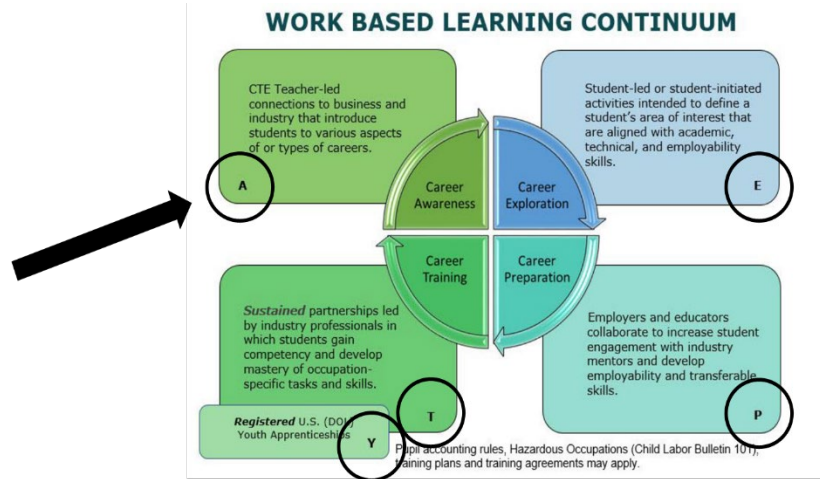
Programs that fail to include the required elements may be subject to an improvement plan or Technical Review, Assistance and Compliance (TRAC) finding.

Quantitative Student-level Data

Each teacher in a state-approved CTE program must record the WBL experiences, by category, of every student in the class and submit the record in CTEIS prior to the end of the school year. Each operating agency may determine what program or tool is used to collect the information from the teacher prior to submission.

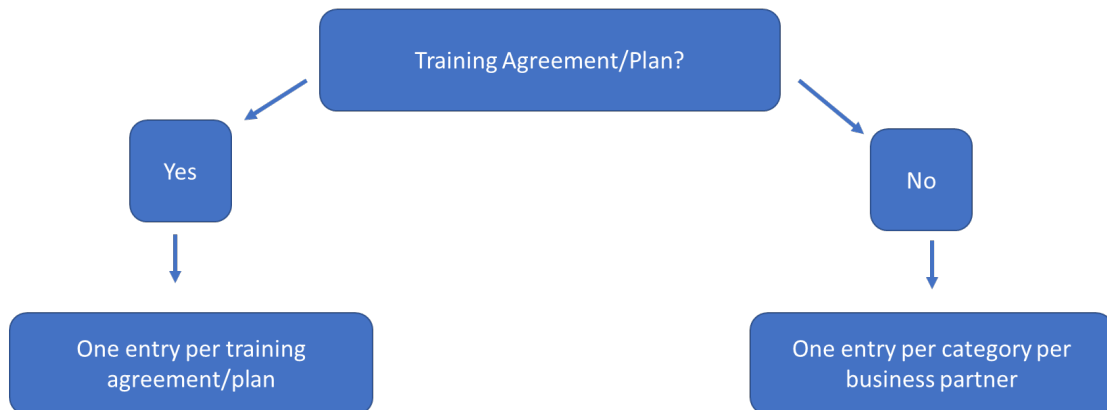
The teacher should use the following guidance when determining how to categorize and record a student's WBL activity:

The CTE teacher determines into which category the work-based learning experience fits and will use that category code, circled in black on the right, to code the activity.



Because some activities are repeated over multiple days or multiple times, the teacher should use the recording guideline chart to determine how often to record an experience that is a multi-day event.

Recording Guidelines



Videos with more information on how to submit this information into CTEIS for data entry personnel can be found on the CTEIS training page at [Introduction to Work Based Learning \(cteis.com\)](http://support.cteis.com/Training/Training-Videos/Work-Based-Learning-Training-Videos/Introduction-to-Work-Based-Learning). <http://support.cteis.com/Training/Training-Videos/Work-Based-Learning-Training-Videos/Introduction-to-Work-Based-Learning>

Administrators may share CTEIS WBL reports with teachers, which may provide valuable information for advisory committee meetings, program promotional materials, and points of pride to share with stakeholders.

WBL Documentation Required by District

Prior to Placement

Items Required	Description	Responsible Party
Training Plan	Document that contains performance elements and specific job skills to be learned; may be combined with the training agreement	Teacher or Coordinator, in collaboration with industry partner
Training Agreement	Contract or agreement containing contact information, hours to be worked, and other placement details	Teacher or Coordinator
Workers' Compensation	Employer must provide proof of workers' compensation insurance and documentation To verify workers' compensation coverage, access the Current Workers' Compensation Insurance Coverage Lookup .	Industry Partner
Liability Insurance	Employer must provide proof of liability insurance and documentation for training plan	Industry Partner
Jobsite Safety Inspection	Inspection occurring prior to student placement to assess the safety of the workplace; refer to MIOSHA Self-Inspection Checklist or the Sample WBL Safety Checklist for the Workplace for samples; teachers may also provide a CIP-specific safety checklist	Teacher or Coordinator, in partnership with employer

During Placement

Items Required	Description	Responsible Party
Student Timecard	A record of student attendance that includes the date and hours of participation; signed by the student and industry partner and submitted to the teacher/coordinator; sample included here	Student

Student CTE Attendance	Record of attendance in CTE class or attendance in meeting with CTE teacher (in-person or virtual) for a minimum of 40 minutes each week, as required by pupil accounting and WBL rules	CTE Teacher
Certified CTE Teacher/Coordinator Visit Record	Record of site visits conducted every nine weeks by the teacher/ coordinator as specified in the Pupil Accounting Manual ; may be recorded on the training agreement	Teacher or Coordinator
*Student Reflection	Written reflection of learning or self-evaluation of performance conducted on a regular basis	Student
Worksite Supervisor Evaluation	Evaluation of student performance as related to training plan targets and career readiness skills; conducted on a regular basis and shared with the student and program instructor	Industry Partner

After Placement

Items Required	Description	Responsible Party
*Student Reflection	Written reflection of learning and evaluation of placement experience	Student
*Employer Evaluation	Overall evaluation of student performance as related to training plan targets and career readiness skills	Industry Partner
*Employer Reflection	Written reflection of work-based learning experience from industry partner perspective; may include notes for the teacher of changes that should occur in subsequent years	Industry Partner
Completed Training Agreement	Final, completed agreement with all site visit dates recorded; must be filed and kept according to record retention guidelines; may be requested by district or county pupil accounting auditor	Teacher or Coordinator

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**These items are not required, but are highly recommended as part of a high-quality, comprehensive work-based learning program.*

Record Retention

Work-based learning records should be kept in accordance with the requirements outlined in the [Records Retention and Disposal Schedule for Michigan Public Schools](#).

Developing Your Continuum

The Work-Based Learning Continuum Guide is designed to be cyclical, like a wheel, where students can start at any point and may cycle back through all parts of the continuum many times during their CTE career. The goal of the continuum is to create robust experiences that assist students in developing a clear picture of the types of careers they may be most interested in pursuing and to assist them in gaining real-world skills and work experiences.

Taking Inventory

Teachers should begin by evaluating current WBL opportunities in their program using current data, such as the WBL data reports available in CTEIS or the program-level review of WBL opportunities in C05 of the CIP Self-Review and engage in reflection.

Reflective questions may include:

- Are there opportunities for WBL in each category of the continuum?
- Are there enough opportunities for each student to experience all categories during the program?
- Are all students participating in a WBL experience? More than one?
- Which WBL categories have several experiences in which students can participate and which have no current opportunities available?
- Are there current business and industry partners that are offering multiple opportunities for students? Are there partners that are not currently participating in any WBL interactions with the program?

After analyzing the current status of WBL, the teacher should work with the advisory committee, industry partners, and WBL coordinator and/or the CTE administrator to develop goals to increase opportunities. Each goal should include:

- Type of WBL opportunity or experience
- An action plan and timeline
- Identification of resources and budget

How to Grow Student Opportunities

Using the Program Advisory Committee

Advisory committee members are a valuable asset in the development of WBL experiences for students. They can not only provide opportunities for students in their industry-related business but can also identify other potential WBL opportunities for students in the program.

Leveraging Current Partnerships

Another way to increase WBL opportunities is to work closely with suppliers of the needed materials which are purchased to help with instruction in the classroom and laboratory portions of the program. These partners have a vested interest in creating experiences for students in your CTE program.

Developing New Relationships

Work-based learning experiences are a great way for programs to build additional connections in the community. By taking part in WBL in the many businesses in your area the students are really promoting the program to the community. What better way to show the community what students have learned than by students demonstrating the skills in a real life setting.

Student-led Opportunities

There may be times when students find their own WBL experiences. They may start their own business or enterprise, or simply find employment in the related industry. The key for this to be a good WBL situation is that supervision and or training must accompany any WBL experience. Students who start their own business may seem to have surpassed the need for training and supervision; however, the reality is that mentorship and training is not only helpful for the student but can also be very rewarding for the industry mentor.

Teacher Externships

Learning about current technology and advancements in industry, as well as how current jobs connect to CTE academic and technical coursework, can open doors to new partnerships and WBL opportunities. Teachers are encouraged to participate in externships with business and industry partners. While this is considered a professional learning experience for teachers, it benefits both parties; employers learn more about the CTE program standards and the teacher gains an understanding of how those standards are used on the job. This connection can lead to the development of richer and more rigorous lessons for students and deeper partnerships between the employer and the CTE program. Teachers can use these experiences to begin exploring ways of creating connections between the employer and one or more students in a program.

Elevating Lab Experiences

In some Career Technical Education programs, the laboratory experiences may feel very similar to a WBL experience for the students in the program. The biggest difference is interaction with the business and industry partners and potentially even the public. By engaging students in laboratory-based business enterprises, which have mentorship and guidance by industry partners and includes a connection with the public, the program has elevated a laboratory experience at school into valuable work-based learning experience for students. Below are three examples of elevating a laboratory experience to a WBL opportunity:

	Lab Experience	WBL Experience
School Store	Students learn about all aspects of and run a school store, which is open to the public. The teacher facilitates the experience.	Students engage with a business mentor who assists them in learning about certain aspects of marketing and guides them in their set up of the school store. The business mentor provides feedback and facilitates specific aspects of the project.
Automotive Lab	Students run an automotive lab under the direct supervision of their instructor. Students determine vehicle needs, the staff order the parts, and students repair customer vehicles.	The local parts store owner works with students in the tool crib to teach inventory management and ordering. Students working on customer vehicles report their needs to the tool crib student supervisor, who puts their skills into practice, contacting the parts store and placing orders. Students are responsible for billing and coding; the parts store owner gives feedback and coaching.
Agriscience SAE	Students actively raise plants and animals for sale to the public utilizing school laboratory facilities under the direct supervision of the instructor.	Students engage with an agribusiness mentor who assists them in learning about certain aspects of livestock and or horticultural production and provide technical support for enterprises being run by the students.

Work-Based Learning Coordinators for CTE

Role of the Work-Based Learning Teacher/Coordinator

Career and technical education WBL placements may be facilitated and managed by either the CTE program instructor or a WBL coordinator. The role of the coordinator is to act as a liaison between the student, teacher, and employer and assist with placement, coordination, and maintenance of WBL experiences, including:

- Location of prospective partners and training stations
- Evaluation of potential worksites
- Providing detailed program information for the purpose of orientation to employers
- Awareness and oversight of child labor laws and hazardous occupation rules
- Observation of safety conditions on the job
- Confirmation of worker's compensation insurance coverage and general liability insurance coverage of the worksite
- Preparation of training agreements
- Development of training plans
- Collaboration with employer and teacher for instructional needs of the student learner
- Observation of student learner at worksites
- Collection and maintenance of teacher/coordinator records
- Liaison for student learner work/school issues
- Collection of student learner wage and hour records
- Development and implementation of visitation plan

The certificated teacher/coordinator should be familiar with the rules and regulations related to WBL experiences. It is also important that the teacher/coordinator have a thorough understanding of applicable child labor laws and risk management practices including prohibited hazardous occupations, safety, workers' compensation, nondiscrimination, equal opportunity, and sexual harassment. Statewide WBL workshops are offered annually by the [Michigan Career Placement Association](#). For information on upcoming workshops, visit the MCPA website at www.micareerplacement.org.

The release time available to the certified staff member responsible for coordination of WBL programs should accommodate 15 minutes per week per student learner to ensure proper coordination.

Required Credentials

Coordinators or teachers who monitor CTE WBL must be vocationally certified. Vocational certification includes a [standard or professional CTE certificate](#) or an [Annual Career Authorization](#) in any state-approved CTE CIP area.

Program Enrollment

The student must be enrolled in a related state-approved CTE program during the WBL experience to qualify for the hazardous occupation exemptions and specific

site placements only afforded to CTE student learners. For example, a student placed in a machine tool facility with a training plan that includes milling, turning, and grinding must be concurrently enrolled in a related CTE program, such as 58.0501 Machine Tool Technology/Machinist. Work-based learning students who have completed all segments or competencies of the CTE program may be enrolled in advanced coursework in the related CIP.

Work-based learning coordinators cannot be the teacher of record for the CTE student WBL class unless the teacher/coordinator holds vocational certification in the same CIP as the student placement. More information about CIP specific endorsements can be found in the [Secondary Career and Technical Education \(CTE\) Program Classification of Instructional Program \(CIP\) Codes](#) guide.

Conducting Site Visits

A regular visitation plan, calling for at least one visit every nine (9) weeks to the site by the certified teacher/coordinator, after first visiting the employer to establish the training station, must be developed with each employer. Visits must be performed by the certified coordinator signing the training agreement or the certified instructor from the related class. These visitations are to check the student's attendance, evaluate the student's progress, and to evaluate the site in terms of health, safety, and welfare of the student.

One essential coordination visit would be for evaluation, which would include a review of the attendance, training plan, identification and rating of competencies achieved, and an evaluation of work traits and employability skills attained. The related vocationally-certified course instructor, if different from the vocationally-certified coordinator, is encouraged to participate in the worksite visits. The student should be present when the workstation is visited. To meet state guidelines for instructional time, no portion of any coordination task or supervision of students on the job may be assigned to non-certified staff.

Visitations by the certificated teacher are to monitor the progress of the pupil's skill attainment, determine if the pupil is eligible to receive school credit, verify the pupil's attendance, and evaluate the site in terms of health, safety, and welfare of the pupil. When training sites are licensed, the coordinator must check and note the expiration date of the license. If the license expires during the training period, there should be a check to find if the license has been renewed and is current. More visits may be required depending upon the student learner's progress and needs, the supervisor's experience in working with student learners, and other factors.

Coordination and Retention of Records

The certified teacher/coordinator maintains a file on each student learner. The file includes a training agreement, training plan, student learner enrollment form, student learner weekly wage and hour reports (hours worked per week need to be verified by the employer/supervisor or coordinator), documented safety training received, evaluations, an anecdotal log of worksite visits by the coordinator, and any other required documentation by the local district.

The current [Records Retention and Disposal Schedule for Michigan Public Schools](#) suggests that student records related to employment of minors (including work permits and work/school training agreements and contracts) be kept until graduation (or expected graduation) of the student plus seven years.