



Work-Based Learning Manual

2022-2023 Edition

Michigan Department of Education

Mission: Every learner in Michigan's public schools will have an inspiring, engaging, and caring learning environment that fosters creative and critical thinkers who believe in their ability to positively influence Michigan and the world beyond.

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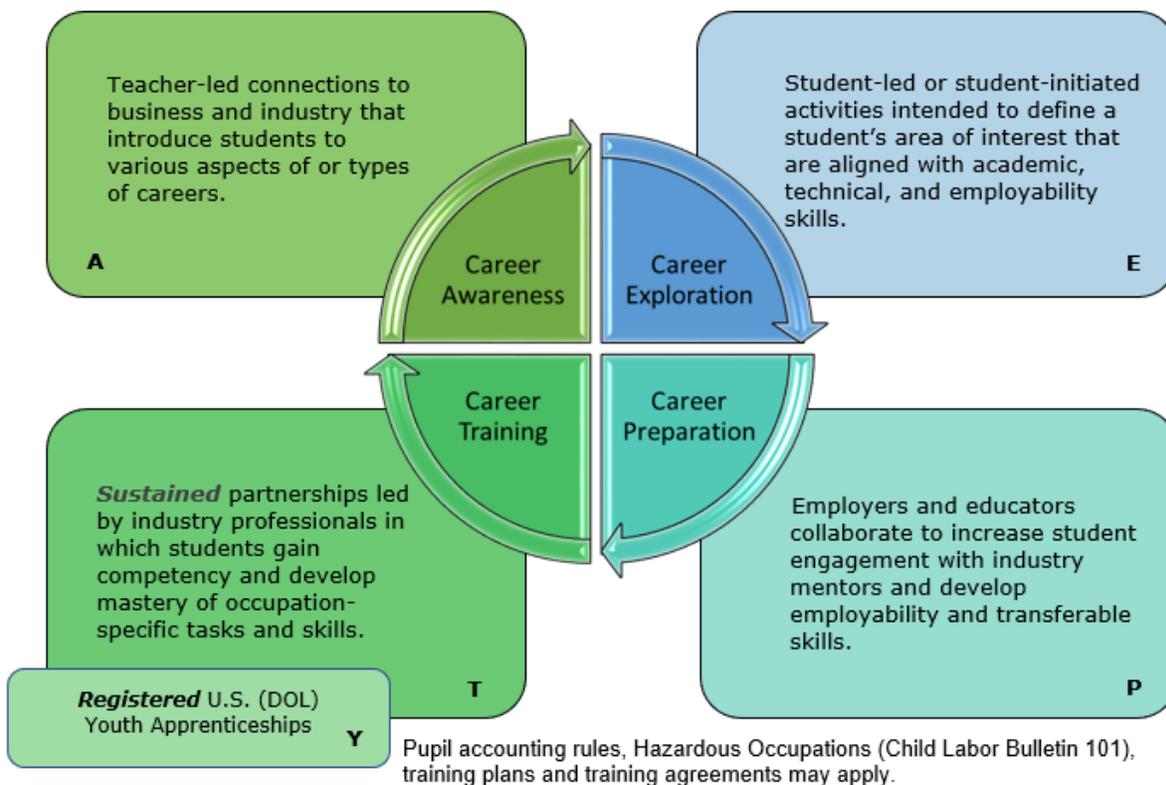
WORK-BASED LEARNING CONTINUUM

For Secondary State-Approved CTE Programs

Introduction

Quality 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. 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 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 standards.

Developing A WBL 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 academic 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 or district using current data, such as that gathered through a self-assessment of the implementation of the Michigan Career Development Model (MCDM) targets and strategies. Career and Technical Education (CTE) teachers may use data included in the WBL data reports available in the Career and Technical Education Information System (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? Multiple experiences?
- 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 school or CTE administrator to develop goals to increase opportunities. Each goal should include:

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

How to Grow Student Opportunities

Eliminate Barriers

To eliminate barriers and increase equity and access, or in response to new ways of work as demonstrated in industry, districts may be able to offer rich virtual WBL experiences to students to aid in their career awareness, exploration, and planning. While the examples provided in each section of this manual is not exhaustive, it is intended to be used as a resource and to generate ideas of ways to incorporate WBL into remote learning opportunities. *Note: CTE programs may not be able to use all of the virtual examples listed in this manual to fulfill CTE CIP Self-Review WBL requirements.*

Using the School Improvement or CTE 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

Teachers can cultivate WBL opportunities through collaboration with current community partners such as the Chamber of Commerce, business associations, and community foundations. 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, project-based learning activities, or laboratory portions of the program or course. These partners have a vested interest in creating experiences for students in the 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 the local area the students are really promoting their courses or programs to the local 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 an industry related to their career interest. The key to developing this experience into a viable WBL opportunity is the partnership with the employer, along with the inclusion of the supervision and training that 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 secondary 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 academic course or 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 academic or program teacher. Teachers can use these experiences to begin exploring ways of creating connections between the employer and one or more students in a course/program.

Elevating CTE Lab Experiences

In some CTE programs, the laboratory experiences may feel very similar to a WBL experience for the students in the program. The difference between a laboratory experience and a WBL experience is the interaction with the business and industry partners. 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:

| WBL Opportunities | 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 teacher. 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 Supervised Agricultural Experience (SAE) | Students actively raise plants and animals for sale to the public utilizing school laboratory facilities under the direct supervision of the teacher. | 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. |

Michigan Career Development Model (MCDM) Linkages

WBL experiences can enhance career development for all students. The grade bands and targets within the model align to WBL categories most appropriate for each age-group, although students at every age and grade level may move through the WBL continuum as they dive deeper into their own career development interests and focus on specific careers. Information in this WBL manual has been primarily designed for high school students. For more detailed information about WBL experiences at other grade levels, consult the [Michigan Career Development Model](#) resources.

Career Awareness in Elementary Grades

During the early grade levels students become familiar with careers through learning that connects classroom instruction to future work. Career Awareness strategies, such as industry guests and field trips, introduce students to various types of careers and link those careers back to classroom subject matter and personal interests.

Career Exploration in Middle School

Career Exploration activities are an integrated collection of assessments, skill sets, and services intended to define students' areas of interest and are aligned with core academic, technical, and employability skills. In middle school students explore and investigate Michigan's 17 Career Clusters to discover which pathway and careers best align with their interests through embedded classroom lessons and more specific and/or personalized activities, such as job shadows and informational interviews. Students participating in WBL experiences must be provided with extensive training and support from teachers to prepare for the experience, to reflect after the experience, and to connect what they learned back to the classroom.

Career Preparation in High School

During Career Preparation, high school students refine their career goals and participate in coursework designed to provide the necessary educational preparation needed to be productive citizens in a global society. Various career preparation activities provide advanced/real-world experiences that help students link their career options and educational decisions. WBL in high school is more extensive and rigorous as students develop their career pathway and prepare for postsecondary training and the workforce.

Connections to Prior Learning

Academic Connections

WBL experiences provide an opportunity for students to gain an understanding of the connection between careers and the skills they 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, which best fit the instruction that is happening in the classroom during that period of time, or which are most relevant to the student's career goal. Intentional planning will help provide an experience that is the most meaningful and relevant for students in making connections back to their learning.

Industry-specific Skills

In addition to the connection to academic content, WBL experiences may focus on the essential knowledge and skills for a career cluster or pathway. Teachers should assist students in aligning what they have learned with their aptitudes, interests, and abilities. More information can be found by visiting the [Career Clusters | Advance CTE \(careertech.org\)](https://careertech.org) web page or within the Michigan Career Development Model framework and resources.

During a WBL experience, students should be able to see or discuss specific technical skills that are relevant to the job with the employer or industry partner. 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.

Employability Skills

WBL experiences are a good opportunity to help students practice career ready or employability 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. Students may also seek input from the WBL industry partner on their use and application of these skills.

Documentation Recommended

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 recommended for each type of experience and purpose. Teachers are advised to check with the administrator and review local board policy for specific documentation requirements.

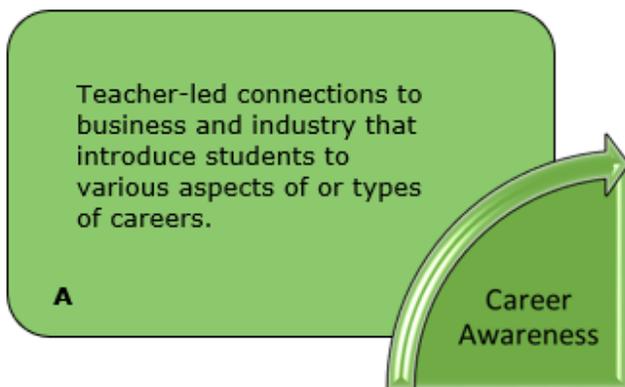
Detailed information regarding additional required documentation for Career Training experiences can be found in the [Career Training](#) section.

| Types of Documentation | Career Awareness | Career Exploration | Career Preparation |
|---|------------------|--------------------|--------------------|
| Parental permission form | ✓ | ✓ | ✓ |
| Attendance record | ✓ | ✓ | ✓ |
| Transportation request | ✓ | | |
| Activity behavior expectations for students | ✓ | ✓ | ✓ |
| Training Plan* | | | ✓ |
| Training Agreement* | | | ✓ |
| Documentation of student learning or skill practice | | | ✓ |
| Formative assessment of skill | | | ✓ |
| Student reflection | ✓ | ✓ | ✓ |
| Industry partner evaluation form | | ✓ | ✓ |
| CTEIS data record** | ✓ | ✓ | ✓ |
| CIP Self-Review C05 description** | ✓ | ✓ | ✓ |

**Required for experiences in which the teacher is not present or supervising*

***Specific to CTE programs only*

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 student 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.

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.

Career Awareness (A)

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)

Some examples of career awareness activities include:

Career Fair

- Line up several different professionals to speak about their careers, specific to the career cluster. Provide talking points or an outline so that similar aspects are covered. Presentations can be pre-taped or scheduled for live events over the course of several days. (Live events will allow students to ask the speaker questions. Pre-taped events could be set up so that students can submit questions prior to or after the event to get more information.) Students may: compare and contrast aspects of each career type; do more research on the career after the presentation using the internet or career exploration software; choose a professional to interact with and ask more questions; write a research paper; etc.
- Use career exploration software to introduce students to multiple businesses with pre-fair research and post-fair comparison.

Field Trip

- Schedule a field trip with an industry professional that all students can attend. Prepare the students in advance by brainstorming and selecting questions that students can ask of the professional.
- Ask students to find an industry professional that might take them on a virtual field trip using a virtual conferencing application; students should report back on what they learned to the whole class or prepare a short report summarizing what they learned in the career field.
- Find an online virtual field trip experience that is already available and assign to students; follow up with a reflection or assignment.
- Using virtual reality goggles, allows students to virtually explore a workplace. Follow up with an interview session with an employee from that workplace or career field.
- Using a virtual platform, schedule a virtual field trip with an industry professional that all students can watch; students should be able to participate in two-way interactions with the industry professional during or after the experience.

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.

Teacher

- 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 interactions with students focused on all aspects of industry.
- Coordinate events, travel, industry participation, and student involvement.

Business and Industry

- Provide meaningful information and career choice exposure.
- Attend coordinated events and represent business and industry.

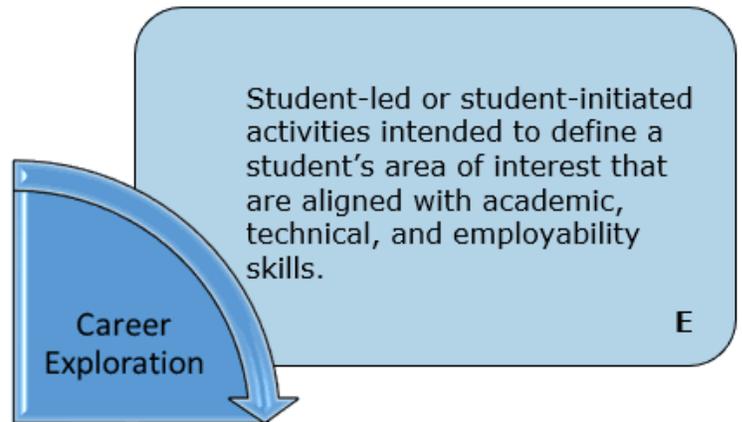
Student

- Attend, engage with, and synthesize career specific event information to narrow potential career choices.
- Reflect upon and evaluate the experience, including its impact on personal goals.

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.



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.

Career Exploration (E)

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.

Some examples of career exploration activities include:

Informational Interview

- Students pick from a list of volunteers or seek their own industry contact to interview. The teacher may provide or approve the list of interview questions. Students ask the industry professional questions about the profession and specific job; students follow up with a report for the teacher/class and a thank-you to the industry professional.
- Students conduct several interviews with various individuals and compare jobs or work environments. The teacher may also provide a specific focus for each interview; multiple interviews may be conducted by breaking topics into smaller chunks.

Job Shadow

- Using video streaming, an industry professional allows the student to see what a typical day is like in the industry and view all aspects of the job. The professional utilizes real-time student interactions to answer questions and have dialogue.

For example, a cosmetologist may connect with a student to show them what happens when the cosmetologist first arrives at work and is preparing for clients; checks in and allows the student to watch a portion of a service; checks in again and talks about scheduling, mixing chemicals, etc.; shows the unglamorous work in the dispensary; and connects a final time to discuss close-out procedures and preparation for the next day. A time for questions and answers might also be provided when the industry professional is not on the clock or with a client.

- Student is allowed to job shadow in the field if precautions and protocols are followed; this will be at the employer and school's discretion.

Virtual Interactions

- Students watch a service given by or job performed by the industry professional and ask questions after the conclusion of the service/job.
- Classes conference call with industry professionals and receive guidance and instruction around a topic area within the program.
- Industry professionals may teach or demonstrate a service or skill. (Example: knife skills in Culinary Arts) The industry professional should be encouraged to highlight safety procedures and practices as well as specific skills being demonstrated.

- Industry professionals may assist students or classes with leadership skills, resume building, interviewing skills, job seeking advice, employability skills, entrepreneurship instruction, etc.

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.

Teacher

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

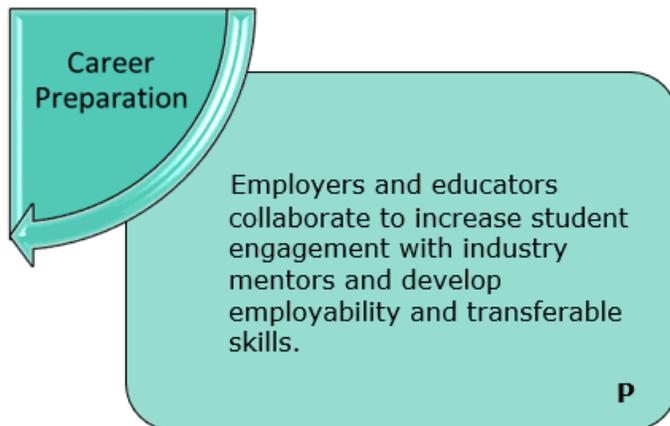
Business and Industry

- Provide a safe and secure learning event for the student to explore career options or all aspects of industry.
- Provide meaningful information and guidance to enhance career selection.
- Partner with teacher to provide feedback on student’s 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 interactions focused on one or all aspects of career.
- Coordinate events, travel, industry participation, and teacher involvement.
- Reflect on experience, link to personal career goals, and connect to talent portfolio.

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 employability and transferable skills. Students may engage with industry partners in one-to-one or small group settings.

To maximize the outcomes of career preparation activities, the 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.

Career Preparation (P)

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 – A business that serves the public, is guided by business and industry cluster-related professionals, addresses 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.

Some examples of career preparation activities include:

Entrepreneurial Project

- The business partner enlists a student or the class to help create or complete a work project that can be done remotely (for example – web design, CAD drawing) with virtual interaction and guidance from the employer. Student and employer collaborate via conference call or remote platform to complete the project.
- Students develop a plan, in conjunction with a business and industry partner, that utilizes skills and safety procedures to complete product deliverables to customers for sale or donation within industry quality standards.
- Students operate their own enterprise and work in cooperation with the course/program teacher and industry partner, who provide guidance and mentoring.
- CTE examples of student business ownership include raising livestock such as chickens, pigs, sheep and cattle, or raising plants in a garden, farm or greenhouse setting. Other entrepreneurship projects might include farmers markets or placement on farms. Students and teachers can arrange video conferences to stay updated and record keeping can be accomplished using the Ag Experience Tracker (AET) system used in all Agriscience, Food and Natural Resources Education (AFNRE) programs in Michigan.

School-Based Enterprise (SBE)

- The class takes their SBE to a remote virtual platform. Students collaborate with industry mentors to learn about virtual business set up, marketing, and selling. The mentor helps teach related concepts and facilitates problem-solving.
- School stores create an online webstore working with industry professionals (web developers, vendors, and entrepreneurs) to sell merchandise online and continue to run the operation.

Formal Mentoring Relationship

- The student and employee agree to work together in a formal mentoring relationship. Specific goals and outcomes are defined.

The mentor may assist the student in solving an identified problem. For example, the marketing student may be asked to develop multiple ideas for a virtual ad campaign for the business. The student will meet with the employee mentor to understand the product, the desired target audience, the resources available to implement the proposed plan and any other key factors to consider in creating the plan. The student and employee mentor will meet on a weekly basis so the student can ask questions, share ideas, request feedback, and continually make appropriate adjustments to meet the needs of the company.

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.

Teacher

- 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 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 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 event interactions.

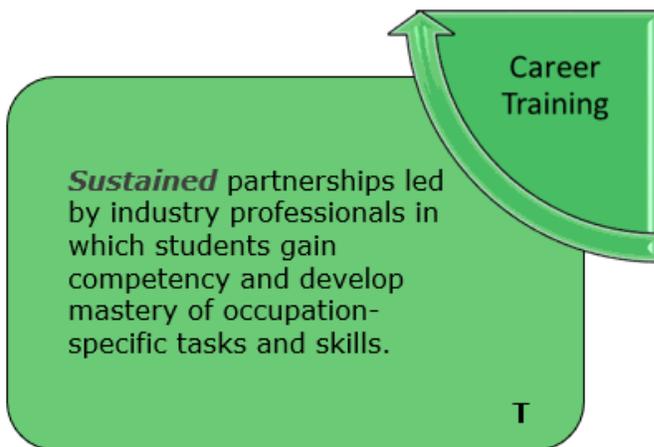
Business and Industry

- Provide a safe and secure learning/working environment/event for the student to learn and practice technical skills and career ready practices.
- Provide meaningful information, and guidance that will help student to facilitate career selection.
- Provide skill practice feedback to student.
- Partner with teacher to facilitate student's event interactions.
- Communicate with teacher 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 interactions.
- Coordinate, schedule and report the planning and execution of the events with the teacher and business and industry partner for events initiated by the learner.
- Reflect upon career specific information to narrow and define potential career choices.

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. These experiences focus on various aspects of an industry-related cluster and specific tasks monitored and coordinated through sustained industry partnerships. Student learners will engage with industry

partners in one-to-one or small group settings. Students placed at a work site should receive practice or training in a variety of skills and learning experiences. A career training practicum is longer than a job shadow and can be paid or un-paid.

A paid practicum allows students to focus on specific tasks and skills, allowing them the opportunity to perform comprehensive and increasingly complex tasks for a longer period of time without the restrictions of adjustment to the [training plan](#) every 45 hours.

Career Training (T)

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.

Career Training Considerations

Developing and participating in career training experiences require careful planning, documentation, and communication; these opportunities require even more scrutiny, diligent planning, and communication when WBL becomes virtual.

Work-Based Learning personnel should continue to refer to the [WBL Managing Your Risk webpage resources](#), [Pupil Accounting Manual Section 5-P](#) and the [Child Labor Bulletin 101](#) regarding minors and labor laws for all WBL career training experiences.

The following is an example of considerations that may need heightened amounts of attention to develop and execute a career training WBL experience in a virtual environment.

| Considerations | District | Employer | Student |
|-----------------------------------|--|---|---|
| Safety Considerations | <ul style="list-style-type: none"> • Conduct workplace safety inspection that includes virtual safety measures to protect the student and other workers. • Assure the student has the prerequisite knowledge and skills to be successful in the WBL placement. | <ul style="list-style-type: none"> • Provide safety training, including virtual safety and training on company computer and internet protocols. | <ul style="list-style-type: none"> • Participate in required safety training, both prior to working and as an ongoing work assignment. • Become familiar with and follow all safety protocols for both industry and employer/placement. |
| Equipment, Supplies and Materials | <ul style="list-style-type: none"> • Provide student with computer, internet capability, the employer's software, and security/firewall software, <i>before</i> the student begins the placement. | <ul style="list-style-type: none"> • Collaborate with district IT personnel and provide district with software necessary for student to participate in WBL virtual experience. | <ul style="list-style-type: none"> • Follow usage, care and safety protocols for equipment and software provided by school and employer. |
| Required Documentation | <ul style="list-style-type: none"> • Assure training plans and training agreements are complete, signed, and copies are provided to the WBL coordinator and business partner. | <ul style="list-style-type: none"> • Assign supervisor. • Develop training plan, in conjunction with district WBL coordinator and program teacher. | <ul style="list-style-type: none"> • Secure employment and complete all employment paperwork. • Provide employer contact information to teacher or WBL coordinator. • Complete required WBL paperwork. |

In virtual learning situations, districts must continue to adhere to the two-way interaction requirements found in PA 147-149. All other requirements of the [Pupil Accounting Manual](#) Section 5-P would continue to apply. The district must consider how the placement would (or might) change during the school year with changes in student schedules or delivery methods. Will the experience remain virtual? If so, does the experience lend itself to a virtual environment?

Some examples of career training experiences include:

- Collaborate with the employer on a project in real time.
- Students work virtually in a business or organization to develop resources and materials for the employer that can be used by the employer or clients; these should be done in collaboration with the employer and under the guidance of a supervisor.

Examples include Teacher Academy students working with students in small groups on reading skills in Google Meets, Graphic Design student(s) creating deliverables for a business, or Computer Science student(s) working on website development.

- Participate in industry rotations, in which the student cycles through supervised work in specific jobs and interaction with professionals in various departments or job roles, such as clinical rotations in a healthcare setting.

Other virtual WBL suggestions related directly to specific CIPs can be found by contacting the cluster teacher association or [CTE program consultant](#).

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.

Teacher and/or WBL Coordinator

- Develop [Training Plan](#) and [Training Agreement](#), which must be in place before the WBL placement begins.
- 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 engagement events for the student to develop competency in occupational specific transferable skills and tasks while increasing personal management and employability skills.

- Guide student by building skill development, ensuring student is ready to learn or practice standards that are part of the training experience.
- Help student connect classroom instruction to Work-Based Learning at the worksite with the industry partner; coach student by drawing attention to the skills that have been necessary during the experience.
- Review academic standards and skills with the student; reinforce concepts and skills, or assist with questions and challenges related to standards, during student reflection.
- Work with business and industry to facilitate and assess student experiences.
- Work with the student to evaluate experiential value and confirm career pathway selection.
- Assess validity, monitor participation, and evaluate student outcomes of the experiences a minimum of once every nine weeks.
- Summarize student performance, with assistance from the industry partner, seeking to improve execution.

Business and Industry

- Provide a safe and secure learning/working environment for the student to demonstrate skills and verify career pathway instruction.
- Provide meaningful information, and guidance to confirm career direction selection.
- Partner with teacher to facilitate student's experiential interactions and assess skills.
- Collaborate with student to assess 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.
- Formally evaluate the student on the successful demonstration of industry practices and standards utilized during the experience.

Student

- Act in a responsible and respectful manner during the learning/working event.
- Attend, engage with, and analyze 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 interactions.
- Demonstrate time management and communication of Work-Based Learning experiences (i.e., time management and reporting).
- Collaborate with teacher and industry partner to evaluate training experience and personal performance to solidify career pathway selection.
- Complete weekly [timecards](#) both accurately and consistently

Specific Academic Connections

One of the major purposes of the practicum is the opportunity for the student to learn and demonstrate the work-place skills and academic competencies needed to be successful in the industry or job. Through the student's successful demonstration of these skills in career training placements, motivation to learn academic subject matter is increased.

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 on the training agreement. These standards may include:

- Essential knowledge and skills for a career cluster or pathway.
- Job-specific technical skills that are relevant to the career, job or project.
- Academic standards utilized as part of a specific job or task.

Placement Guidance

WBL career training 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.

Non-CTE Paid Placements

Students in paid placements should be working in a placement related to the career goals outlined in their Education Development Plan (EDP). Each student must have a training plan(s) and agreement. For more information, refer to the [Pupil Accounting Manual, section 5-P](#).

CTE Paid Placements

For the CTE student, the placement must be related to the CTE program in which the student is enrolled.

CTE WBL paid placements must still meet WBL requirements, such as the completion of a training plan and training agreement, and the student must continue to attend their CTE class for a minimum of 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 WBL placement 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 students to gain work experience and build their skills utilizing placements within their own local district. In-district placements are reserved for students concurrently enrolled in a CTE program or who are participating in a transition program. 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.

Documentation for Career Training Experiences

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 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

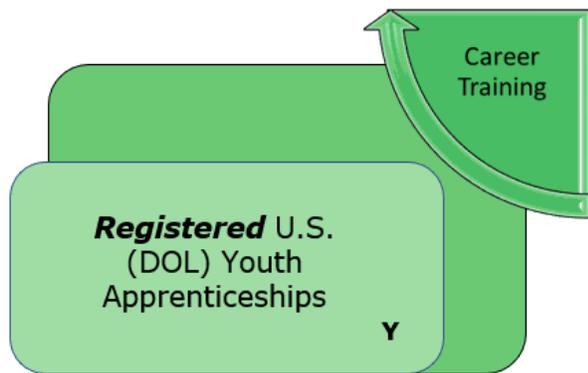
| Items Required | Description | Responsible Party |
|--|---|------------------------|
| Student Timecard | A record of student attendance that includes the date and hours of participation; signed by the student and industry partner and submitted to the teacher/coordinator; sample included here . | Student |
| Student Attendance | Record of attendance in WBL placement. For CTE only: 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 . | Teacher |
| Certified 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 teacher. | 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 |

**These items are not required, but are highly recommended as part of a high-quality, comprehensive Work-Based Learning program.*

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



Definition

The USDOL YRA 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.

A Youth Registered Apprenticeship combines on-the-job training (provided by an employer in a business, industry, or related organization considered essential to the economy of a local area, region, or state) with job-related academic instruction in a curriculum aligned with a national skills standard for a specific pathway. Due to extended placement as paid employment at a work site, students have time to focus on specialized tasks and gain skills within a specific occupation. Students are directly mentored by an expert in their field. The 45-hour job specific rule does not apply. The minimum age for a YRA is 16.

More information can be found by visiting the [Career Clusters | Advance CTE \(careertech.org\)](#) web page and [Labor and Economic Opportunity Youth Registered Apprenticeship](#) page completing the [Employer Resource Request Form](#).

Youth Apprenticeship activities include:

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

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.

Teacher

- 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 CTE program 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 CTE program specific experiences and help 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 CTE program specific information, and guidance to confirm career direction selection.
- Partner with teacher to facilitate apprentice's CTE program 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 CTE program 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 CTE program specific interactions.
- Demonstrate time management and communication of Work-Based Learning experiences (i.e., time management and reporting).
- Collaborate with teacher and industry partner to evaluate training experience and personal performance to solidify career pathway selection.

Documentation Required

In addition to the recommended documentation for a WBL experience and the required documents for a career training experience, a YRA also requires the following:

- USDOL YRA registration
- USDOL Office of Apprenticeship Work Process Schedule form

For more information, refer to the [Labor and Economic Opportunity Youth Registered Apprenticeship](#) webpage.

Best Practices

The [Framework on Registered Apprenticeship](#) (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.

CTE WBL Guidance

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.
- 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.

CTE WBL 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.

The WBL coordinator 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.

CTE In-District Placement

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 only allowed for CTE students or students receiving special education services under a transition services plan.
- 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 Tool Kit \(Managing Your Risk\) \(michigan.gov\)](#).

CTE 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](#).

CTE 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. The student 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. Complete [In-District Placement Form](#).

WBL Documentation required for CTE State-Approved Programs

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](#).

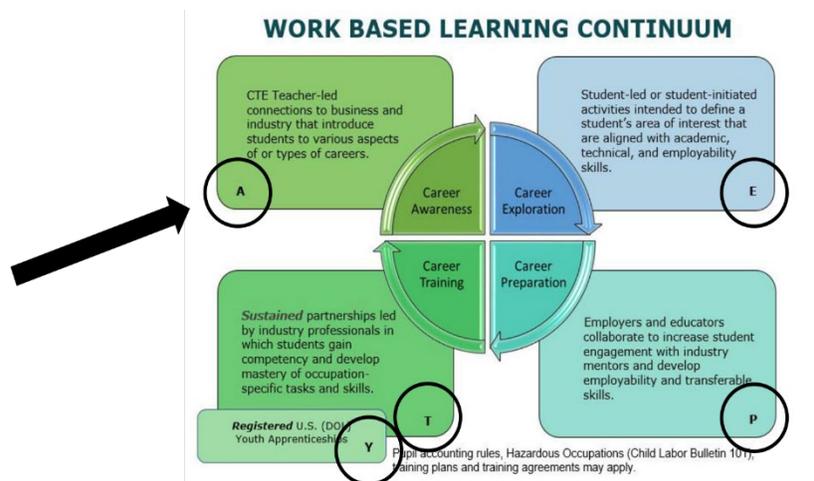
Programs must also include an example of a program-specific training plan and training agreement, when applicable, in the [CIP Self-Review](#). Programs that fail to include the required elements may be subject to an improvement plan or Technical Review, Assistance and Compliance (TRAC) finding.

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 will 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://cteis.com).

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.

Students with an IEP

For students with an individualized education program (IEP) an intermediate school district (ISD), local school district, Public School Academy (PSA), or combination of such agencies in cooperation with public or private entities shall provide or contract for the provision of transition services. Transition services are outlined in a student's IEP and shall be assigned to special education teachers to supervise. Professional special education personnel, a transition coordinator, or both, shall coordinate transition services in accordance with Michigan Administrative Rules for Special Education Rules (MARSE) R340-1733(h). Those transition services may include CTE or non-CTE WBL. Transition services must be included in the IEP for a student at the age of 16 or earlier if the IEP Team determines it appropriate. Transition services must be addressed in each subsequent IEP.

For students with an IEP who participate in worksite-based learning, a written agreement/plan is required and shall be signed by the student, parent, school, and worksite representative. MARSE R340.1733(I) requires the agreement shall set forth all of the following information:

- (i) Expectations and standards of attainment.
- (ii) Job activities.
- (iii) Time and duration of the program.
- (iv) Wages to be paid to the student, if applicable.
- (v) Related instruction, if applicable.

The superintendent of the school district shall designate a staff member to visit the student's worksite at least once every 30 calendar days 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.

WBL for students with an IEP and the PAM

The worksite-based learning opportunities described in [section 5-L](#) of the PAM describe certain transition services provided to students with an IEP which can generate pupil membership counts. These worksite-based learning opportunities are aligned with R 340-1733(h) and (i). The worksite-based learning is a service listed in the student's IEP and is likely developed specifically for the individual student.

[Section 5-P](#) of the PAM describes a planned program of job training with a contract with different signatories and conditions than above. These Work-Based Learning opportunities are only available to students in grades 9-12, which is narrower than those who might receive transition services in their IEP. These opportunities, job training, and employment opportunities are available to all students.

Work-Based Learning Coordinators

Role of the Work-Based Learning Teacher/Coordinator

WBL placements may be facilitated and managed by either the WBL Coordinator or the CTE program teacher. 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](https://micareerplacement.org/). For information on upcoming workshops, visit the MCPA website at <https://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 for CTE WBL Coordination

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.

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 teacher 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 teacher, 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.

WBL Contact Information

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Important Definitions

Career Ready Practices – A CTE competency framework for the developmental experiences necessary to becoming career ready, which includes knowledge, skills and dispositions. These experiences can be “practiced” using many different approaches in a variety of settings and refined throughout the full continuum of learning through school, college, and the workforce. These practices are often referred to as “employability skills.”

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 Tool Kit \(Managing Your Risk\) Resource Page](#)

[Pupil Accounting Manual](#)

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