STATE APPROVED CTE WORK-BASED LEARNING

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Information for this presentation was obtained from the Michigan OCTE WBL State-Approved CTE Programs Booklet
WELCOME

• Introductions

• Building a Support System

• Work-Based Learning
  • What I Think I Know
  • What I Want to Know
WORK-BASED LEARNING (WBL) in K-12
To prepare a dynamic workforce for the future of Michigan, students need to be exposed to as many career options as early as possible. They may begin learning about careers in elementary school (Career Awareness), experimenting with careers options in middle school (Career Exploration), and then practice readiness for careers while in high school (Career Preparation and Training).
Elementary School = Career Awareness

Middle School = Career Exploration

High School = Career Preparation & Career Training
WBL FOR STATE APPROVED CTE PROGRAMS
The term WORK-BASED LEARNING means sustained interactions with employers or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum, instruction, and CTE Program standards.
5R TEST

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

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

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

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

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

Richness - Can the student experience the depth of knowledge related to an applied skill?
Work-based learning for state-approved CTE programs come in three types. All types can be paid or unpaid, require that an occupationally certified teacher delivers instruction that aligns with state CTE program standards, and must have a Training Agreement and Training Plan.

Type I - On-Site at Employer
Type II - Inside the School District
Type III - Classroom Lab/Clinicals
Commonly referred to as “crossing the threshold,” schools that offer state-approved CTE programs are encouraged to offer students an opportunity to actively engage in Career Preparation or Career Training. When WBL is conducted on-site with an employer, five elements are required:

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

Must include:

• Student learner’s personal information including name, home address, telephone, birth date, emergency contact information, etc.

• School’s name, address, telephone, contact person

• Employer’s name, address, telephone, contact person

• Beginning and ending dates of the agreement

• A list of employer, school, and pupil responsibilities

• Beginning wage, if paid

• Daily hours to be worked including beginning and ending times

• Verification of worker’s compensation and general liability insurance (carrier and policy number)
TRAINING AGREEMENTS

• Signatures of principal/or designee, certificated teacher, coordinator, parent/guardian, and employer. If the training plan and agreement are combined, only one set of signatures is required

• List of job activities that will contribute to student learner’s progress toward career objectives

• A statement of assurance signed by the employer that the pupil will not be discriminated against on the basis of race, color, religion, national origin, sex, age, or disability

• A district statement of assurance of compliance with federal laws relating to nondiscrimination

• Verification of appropriate safety instruction provided by school district and/or employer (must also be verified in training plan)
TRAINING PLANS

Must Include:

• Verification by the certificated teacher that the pupil’s career or educational goals as outlined in their EDP relate to the placement

• A list of performance elements that contribute to the pupil’s progress toward a career objective (http://online.onetcenter.org)

• For unpaid learners, new specific skills (two or more non-duplicated) occurring as a WBL experience during scheduled class time need to be listed for each 45 hours during training

• Employer, school, and student learner responsibilities

• The academic course that generated credit toward a high school diploma. The academic course may be current or previous

• List of activities that will contribute to the student learner’s progress

• Signatures of principal/or designee, certificated teacher, coordinator, parent/guardian, and employer - If the training plan and agreement are combined, only one set of signatures is required
TYPE II – INSIDE THE SCHOOL DISTRICT

Career and technical education programs such as Information Technology, Nursing, Marketing, Education General, Business/Finance, Drafting, and Culinary Arts may be able to provide appropriate WBL within the school district. The school or CTE center may provide work experiences for the student as a normal part of the school district’s daily operation. If the CTE teacher is not supervising the activity, this form of WBL requires the same five elements as an on-site employer experience.
1. A Training Agreement on file at both the school and employer.
2. A Training Plan on file at both the school and employer.
3. Verification of Workers’ Compensation at the work-site.
4. Verification of General Liability Insurance at the work-site.
5. Assure the student is provided instruction in areas of skill attainment and work safety.
TYPE III – CLASSROOM LABS/CLINICALS

The third type of WBL is referred to as a “lab” or “clinical.” This type involves a classroom simulation or an actual work setting. It is typically offered in a CTE center, a daily ‘extended classroom’ at an employer, or in individual school districts that are equipped to offer high level, real-world experiences. A Training Plan and Training Agreement are also required if the student is not being directly supervised by the teacher.
WORK-BASED LEARNING COMPLIANCE
TO BE ELIGIBLE FOR FULL-TIME EQUIVALENCY (FTE)

For Type I and Type II WBL:

• The student may spend no more than ½ of their school day in the work experience.

• Documentation must be completed before count day.

• A WBL coordinator (or the teacher) must conduct a pre-visit to the work-site to assess the safety and appropriateness of the student placement.

• The coordinator/teacher must also:
  1. Conduct on-site monitoring every nine weeks.
  2. Ensure that the student is in compliance with work ethic standards.
  3. Determine the extent to which learning objectives are being met.
  4. Assure the student is provided instruction in areas of skill attainment and work safety.
WBL REQUIREMENTS

• Every student must complete a WBL experience before completing the CTE program (during the delivery of the 12 segments).

• Schools and employers must provide evidence of safety training for all students.

• In cases of WBL challenges, multiple unique experiences may be considered if linked to state standards and sustained employer interactions.

For questions about acceptable WBL experiences that do not fall under Career Preparation or Career Training, please contact one of the Regional/CEPD Administrators: Timia Kendred – kendret@resa.net or Jason Evers – eversj@resa.net

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<thead>
<tr>
<th>Student</th>
<th>2/1/2017 Field Trip</th>
<th>2/15/2017 Apprenticeship</th>
<th>3/2/2017 Volunteer @ Local Business for their Technical Open House</th>
<th>3/5 Job Shadow</th>
<th>4/1 - 4/5 WBL Rotation with Industry Partners</th>
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<tbody>
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<td>Student A</td>
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Descriptions of the activities must be provided.
School restaurants are considered authentic WBL if they are licensed by the State of Michigan, inspected by the health department, and serve the public with regularly scheduled hours.

Work-based learning experiences should be authentic and representative of actual work settings. They should also involve sustained interaction with business professionals.

In some cases, WBL may require the involvement of an end user/customer.

Student leadership opportunities through career and technical student organizations (CTSO) are not adequate to satisfy WBL requirements.

Anything that exceeds one day, and requires a minor to perform responsibilities and duties that the business benefits from, requires the adherence to Youth Employment and the Pupil Accounting Office.

Teacher Certification for CTE work-based learning requires an occupationally endorsed/vocationally certified teacher or coordinator employed by the district. This may come in the form of Annual Authorization (AOA), Credit Track AOA, Contracted Instructors, Occupational Licensure, and Interim Occupational Certificate (IOC).
BREAK
Even though students are participating in work-based learning through their CTE program, schools and employers are required to follow child labor laws.
WBL RULES – YOUTH EMPLOYMENT

• Minors under 18 years of age must obtain a work permit or a written agreement or contract entered into between the employer and the governing school district, public school academy, or nonpublic before starting work.

• A work permit is required even if the minor is home/cyber/virtual/online schooled, does not attend school, or out-of-state resident.

• 16-17-year olds may not work more than 24 hours a week when school is in session.

• Minors working under an executed Work-Based Learning agreement may not work beyond the specified dates and times listed.

• The hours in the written agreement count as part of the 24 hours a week.
• Minors not under an executed WBL training agreement cannot work during school hours.

• Safety instruction must be given before placement.

• A date must be provided of when safety training occurred. Appropriate documentation of safety training must be kept on file.

• A minor shall not be employed in, about, or in connection with an occupation that is hazardous or injurious to the minor's health or personal well-being.
Child Labor Provisions


Sharing of Best Practices
Dismantled Beliefs
New Information
Wonderings
F.Y.I.

**Upcoming Workshops**

Michigan Career Education Conference (Grand Rapids, MI)  1/28-30/17

CTE CIP Self-Review Technical Assistance (WRESA)  2/5/18  8AM – 12:30PM

Math@Work in CTE—Money (WCCC—Taylor)  2/6 & 2/8  4PM—7:30PM

CTE CIP Self-Review Technical Assistance (WRESA)  2/12  11:30AM – 4PM

Math@Work in CTE—Ratios & Proportional Reasoning (WRESA)  2/27 & 3/1  4PM—7:30PM

CTE CIP Self-Review—New Programs (WRESA)  4/23  8AM – 4PM
IMPORTANT TAKEAWAYS

Work-based learning experiences are to:

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