



# **Work-Based Learning**

## **(State-Approved CTE Programs)**

A Guide for Schools and Businesses  
working with State-Approved Career and  
Technical Education Programs

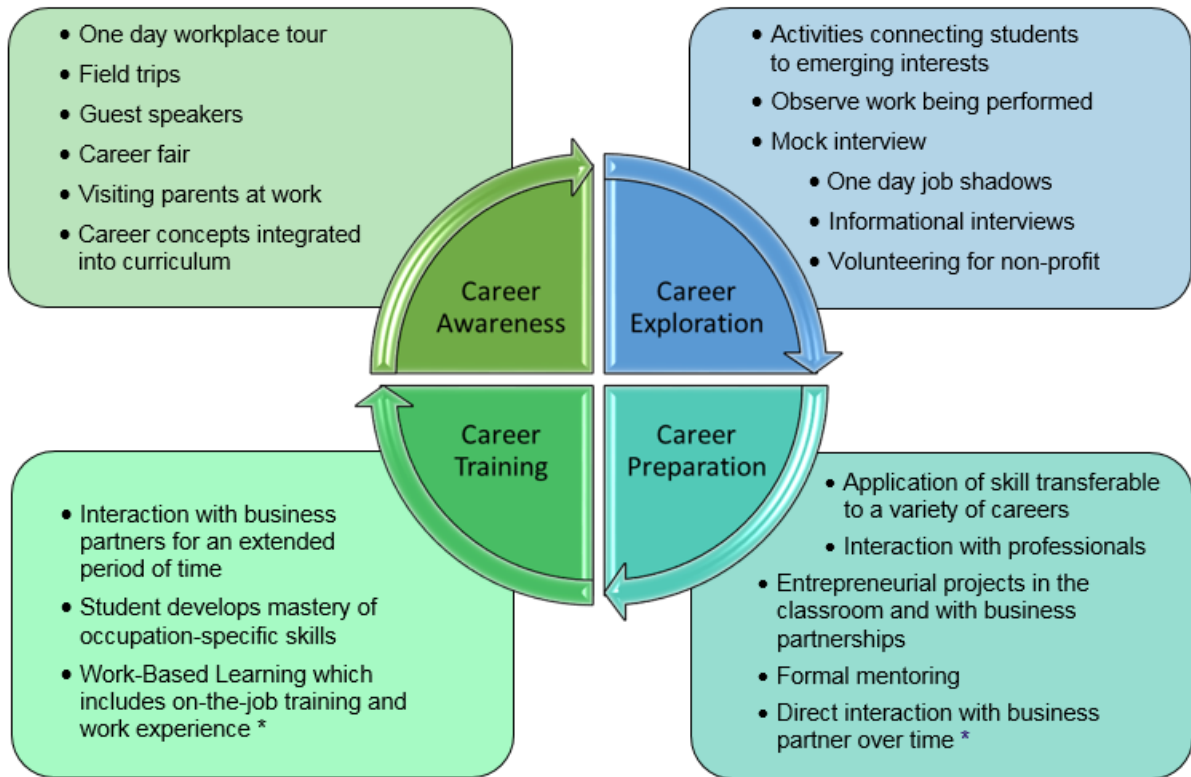
Office of Career and Technical Education  
CAREER READINESS UNIT

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This document was prepared as a working document with general descriptions only; it does not carry the force of legal opinion. It is applicable to Michigan only.

# WORK-BASED LEARNING 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 while in elementary school (**Career Awareness**), experimenting with career options in middle school (**Career Exploration**), and then practice readiness for careers while in high school (**Career Preparation and Training**). Examples of these experiences are illustrated below:



\* Pupil accounting rules apply.

## 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?

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.

## WORK-BASED LEARNING IN STATE-APPROVED CTE PROGRAMS

State-approved CTE programs must offer authentic Career Training and/or Career Preparation activities. Multiple Career Awareness and/or Career Exploration activities may also be considered on a case by case basis if they are linked to state-approved CTE program standards. In either situation, exposure to all aspects of an industry with varying levels of intensity shall be monitored as follows by teachers and administrators who have primary responsibility to assure student safety. Career Education Planning District Administrators and/or Program Consultants from the Office of Career and Technical Education at the Michigan Department of Education, may also monitor program WBL activities and program quality.

- 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 employers.
- 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.
- For questions about specific WBL experiences not listed here, please contact the Office of Career and Technical Education, Program Cluster Consultant.

# WORK-BASED LEARNING FOR STATE-APPROVED CTE PROGRAMS

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**. To be eligible for Full-Time Equivalency (FTE) state school aid for Type I and Type II listed below, the student may spend no more than ½ of their school day in the work experience. 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.

## **TYPE I: ON-SITE AT EMPLOYER**

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

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

## **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 a teacher is not supervising the activity, this form of WBL requires the same five elements as an on-site employer experience.

## **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.

# TRAINING AGREEMENTS AND TRAINING PLANS

## Career Readiness WBL for Middle and High School Students

### 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](#) ([http://www.dleg.state.mi.us/bwuc/wkrcomp/asp/sr\\_bwdc.asp](http://www.dleg.state.mi.us/bwuc/wkrcomp/asp/sr_bwdc.asp)) and general liability insurance (carrier and policy number)
- Signatures of principal/or designee, certificated teacher, coordinator, parent/guardian, and employer. If the training plan and agreement are combined, only one set of signatures is required
- List of job activities that will contribute to student learner's progress toward career objectives
- A statement of assurance signed by the employer that the pupil will not be discriminated against on the basis of race, color, religion, national origin, sex, age, or disability
- A district statement of assurance of compliance with federal laws relating to nondiscrimination
- Verification of appropriate safety instruction provided by school district and/or employer (must also be verified in training plan)

### Training Plans 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

Samples available in Section 8 of the [Work-Based Learning Manual](#) at:  
[http://www.michigan.gov/mde/0,4615,7-140-2629\\_53968-220470--,00.html](http://www.michigan.gov/mde/0,4615,7-140-2629_53968-220470--,00.html)

# HAZARDOUS OCCUPATIONS FOR STUDENTS

The federal Fair Labor Standards Act provides a minimum age of 18 years for any nonagricultural occupations which the Secretary of Labor “shall find and by order declare” to be particularly hazardous for 16- and 17-year-old persons, or detrimental to their health and well-being. This minimum age applies even when the minor is employed by the parent or person standing in place of the parent.

The seventeen hazardous occupations (HO) apply either on an industry basis, specifying the occupations in the industry that are not permitted, or an occupational basis irrespective of the industry in which found. Some of the HOs contain limited exemptions.

- HO 1 Manufacturing and storing of explosives.
- HO 2 Motor-vehicle driving and outside helper on a motor vehicle.
- HO 3 Coal mining.
- HO 4 Occupations in forest fire fighting, forest fire prevention, timber tract operations, forestry service, logging, and sawmilling.
- HO 5\* Power-driven woodworking machines.
- HO 6 Exposure to radioactive substances.
- HO 7 Power-driven hoisting apparatus, including forklifts.
- HO 8\* Power-driven metal-forming, punching, and shearing machines.
- HO 9 Mining, other than coal mining.
- HO 10\* Operating power-driven meat processing equipment, including **meat slicers and other food slicers**, in retail establishments (such as grocery stores, restaurants kitchens and delis) and wholesale establishments, and most occupations in meat and poultry slaughtering, packing, processing, or rendering.
- HO 11 Power-driven bakery machines including vertical dough or batter mixers.
- HO 12\* Power-driven balers, compactors, and paper processing machines.
- HO 13 Manufacturing bricks, tile, and kindred products.
- HO 14\* Power-driven circular saws, bandsaws, chain saws, guillotine shears, wood chippers, and abrasive cutting discs.
- HO 15 Wrecking, demolition, and shipbreaking operations.
- HO 16\* Roofing operations and all work on or about a roof.
- HO 17\* Excavation operations.

\* These HOs provide limited exemptions for 16- and 17-year-olds who are bona-fide student-learners and apprentices.

For complete information see [Child Labor Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act](#).

[https://www.dol.gov/whd/regs/compliance/childlabor101\\_text.htm](https://www.dol.gov/whd/regs/compliance/childlabor101_text.htm)

U. S. Department of Labor, Wage and Hour Division  
Child Labor Bulletin 101, WH-1330

**For more information about  
Work-Based Learning in Michigan visit these websites:**



[Michigan Career Placement Association](http://www.michigancareerplacement.org)

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



**Office of Career and Technical Education**

**MDE - [Instructional Programs - Resources](#)**

[http://www.michigan.gov/mde/0,4615,7-140-6530\\_2629\\_53968---,00.html](http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968---,00.html)



**Michigan  
Workforce Development Agency**  
Department of Talent and Economic Development

[Workforce Development Agency](http://www.michigan.gov/wda)

[www.michigan.gov/wda](http://www.michigan.gov/wda)

[Youth Employment Standards Act \(Work Permits\)](#)

[http://www.michigan.gov/mde/0,4615,7-140-6530\\_2629\\_59590---,00.html](http://www.michigan.gov/mde/0,4615,7-140-6530_2629_59590---,00.html)



[Workers' Compensation Agency](http://www.michigan.gov/wagehour)

**LARA** [www.michigan.gov/wagehour](http://www.michigan.gov/wagehour)

[www.michigan.gov/wca](http://www.michigan.gov/wca)

[Federal Wage and Hour](#)

[www.dol.gov/dol/topic/youthlabor/index.htm](http://www.dol.gov/dol/topic/youthlabor/index.htm)



**UNITED STATES  
DEPARTMENT OF LABOR**



[Michigan Occupational Safety and Health Administration](http://www.michigan.gov/miosha)

[www.michigan.gov/miosha](http://www.michigan.gov/miosha)

[School-to-Registered Apprenticeship](#)

[Jackson.dave@dol.gov](mailto:Jackson.dave@dol.gov)

[MI Bright Future](#)

[MIBrightFuture.org](http://MIBrightFuture.org)

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