

# CAREER READINESS



# CONFERENCE

## WELCOME

**HR in Action: Designing Strong Work-Based Learning**

# CAREER READINESS



# CONFERENCE



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# **HR in Action: Designing Strong Work-Based Learning**

## **Talent Pipeline Development**

**Presenters: Ryan Graham / Kent ISD**

**Karrie Brown / West Michigan Works!**

# **MDE / Career Tech Education**

- **“Real Life, Real Learning”**
- **Career and/or College ready upon graduation.**
- **Work-Based Learning Opportunities**



# Kent Career Tech Center

REAL LIFE. REAL LEARNING.

a program of **Kent ISD**



**Ottawa Area ISD<sup>®</sup>**  
Learn. Serve. Lead.





CAREER TECH CENTER

Future. Focused.



**Allegan  
Area ESA**

# Montcalm Area Career Center

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**MECOSTA - OSCEOLA**  
INTERMEDIATE SCHOOL DISTRICT

**CAREER CENTER OFFICE**

# Real World Experience & Job Training



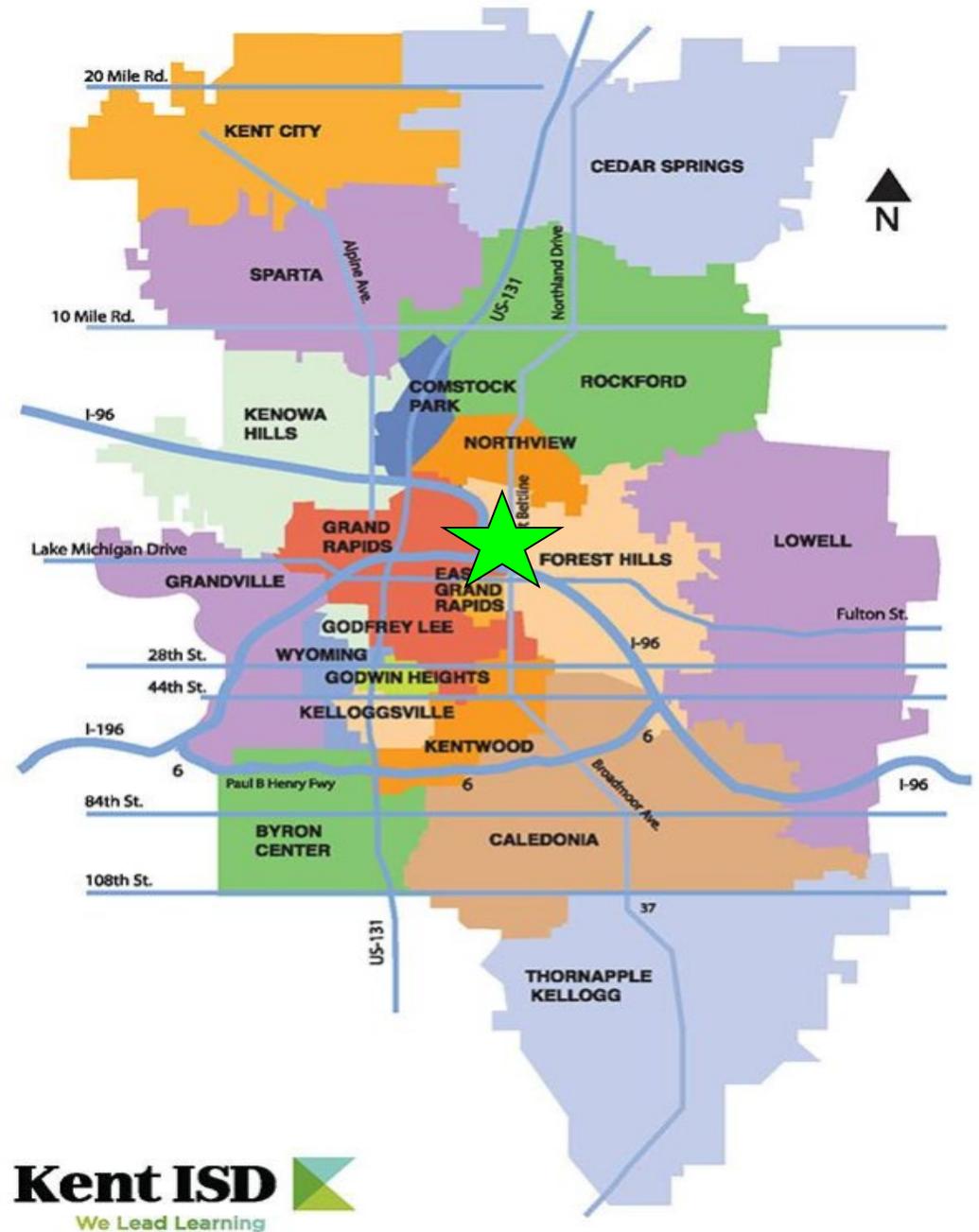
We aim for students to be:

- Career and/or College ready upon graduation.
- Prepared to use skills to earn more money while in college.

**Over 75% of KCTC graduates go to college or work in a related career of study.**

# Who do we serve?

- Kent ISD serves Kent County students.
- KCTC serves High School Juniors and Seniors
  - Public School Districts
  - Private School Districts
  - Charter and Home School Students
- 2,700+ Students on campus



# Business & Industry Connections @ ISD and School



**Network for success - NOW!**

250+ company, colleges, and non-profit members:

- Consult with instructors
- Interact with students
- Evaluate student progress on industry and state standards
- Hire students

# Workforce Challenge

- Growing demand for skilled trades in Michigan.
- Aging workforce creating significant replacement needs.
- Michigan faces a skilled workforce gap.
- 54% of jobs require education beyond high school but less than a 4-year degree.
- Work-based learning builds early talent pipelines.
- Pipeline Development

**GROWTH**

**OPPORTUNITY**

# Why Business & Industry Should Engage Students

- Early exposure builds interest in careers students can see!
- Students learn modern technology and production systems.
- Creates sustainable workforce pipeline.

CTE Source:

Michigan CTE Participation

- Over 100,000 students participate in CTE programs
- Roughly half of high school students take a CTE course

# Recruiting vs Pipeline Development

- Traditional recruiting is expensive and competitive.
- Student pipeline programs create future employees already familiar with company culture.



# Work-Based Learning Models

- Career Awareness – tours, speakers.
- Career Exploration – job shadows.
- Career Preparation – mentorship.
- Career Training – internships and apprenticeships.



WORK-BASED LEARNING

# WAYS TO ENGAGE STUDENTS

- Guest Speaker
  - In-person and Zoom
- Curriculum Connections
  - Real life problem solving
- Employability Skills in classrooms
  - Mock interviews
  - Resume coaching & review
  - Presentations
    - Teamwork
    - Communication
    - Problem solving





**KEEP  
CALM  
AND  
BE  
YOURSELF**

**IT WILL NEVER BE  
AS AWKWARD AS A  
MIDDLE SCHOOL  
DANCE**



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# Goal of WBL in Michigan

The goal of Work-Based Learning experiences is to provide real-world experiences that help students link their educational decisions to career options.

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, firsthand engagement with the tasks required of a given career field, that are aligned to curriculum, instruction, and standards.



## **Benefits for Students:**

- Understand the connection between school, work, and their goals for the future
- Deepen knowledge of work and career opportunities available
- Gain insights into “real life” of the work world
- Formulate realistic career goals
- Connecting to role models or mentors in the industry

## Benefit to Employers

- Showcases great opportunities in manufacturing by increasing visibility in the community.
- Informs students about careers in their industry or line of work
- Strengthens and promotes involvement in education.
- Morale boost for many company cultures and their employees
- “Fountain of Youth”

# WORK-BASED LEARNING



## Kent Career Tech Center

a program of **Kent ISD**

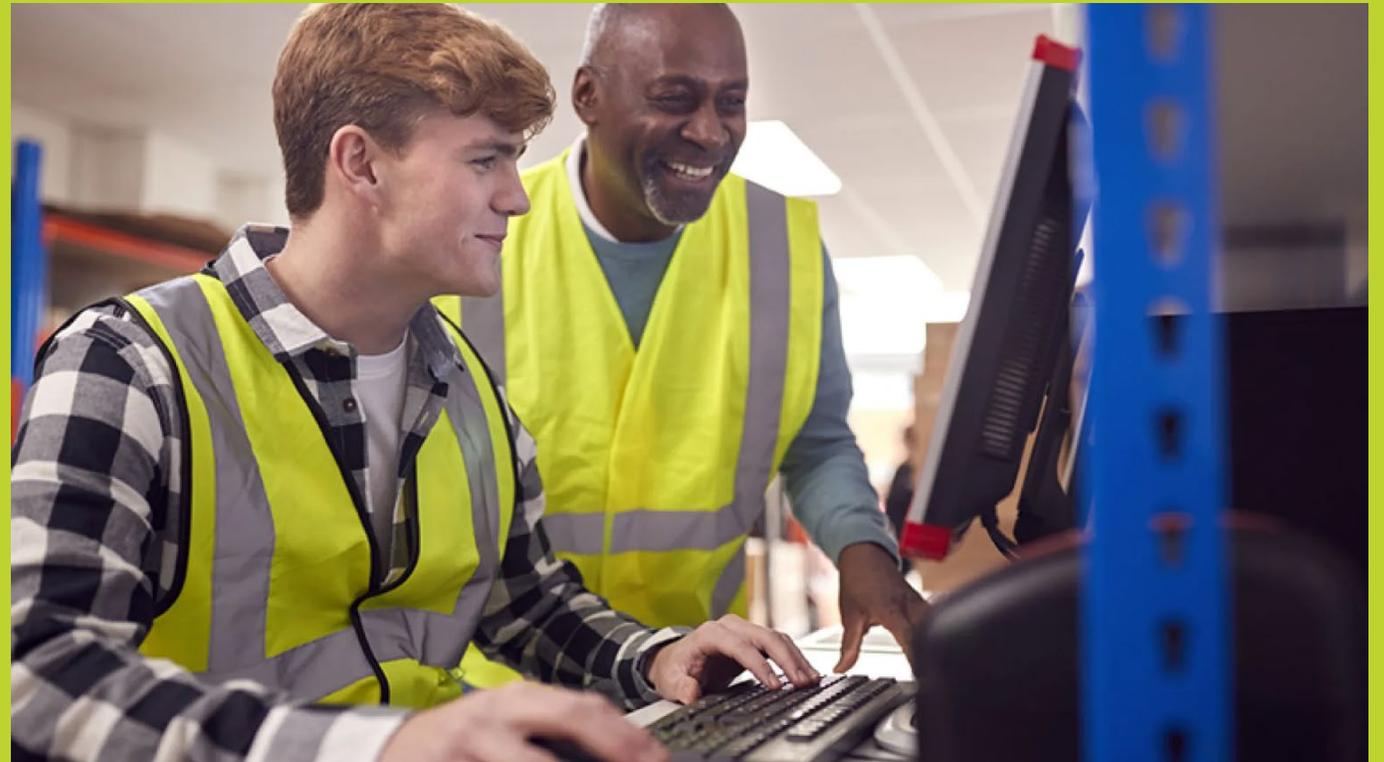


### WBL Baseline Criteria

- 80% C+E Grade
- 90% Attendance
- 2.0 (74%) KCTC GPA

# On the Job Training Work-Based Learning Models

- Job Shadows
- Summer Internships
- CTE Co-op Placements
- Youth Apprenticeships



# Hazardous Occupation Considerations

- Federal law identifies 17 hazardous occupations.
- Examples: heavy machinery operation, mining, roofing, demolition.



# Student Learner Hazardous Occupations Exception(s)

Students may perform limited tasks if:

- Training agreement exists
- Tasks are supervised
- Safety instruction is provided



## Employment Standards for 16- and 17-Year-Olds in Nonagricultural Employment

### The Hazardous Occupations Orders (HOs) for Nonagricultural Employment

These Orders are published in Subpart E of Part 570 of Title 29 of the Code of Federal Regulations.

The FLSA 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 HOs 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.*

# Employer Requirements

- Training agreement with school.
- Workplace mentor assigned.
- Safe work environment.
- Compliance with youth labor laws.



# Who?



Large Health Organizations:

Corewell / Trinity / UofM HW / Quest / Meijer Pharmacy

Auto / Diesel Groups:

Fox, Betten, AIS, LaFontaine

Manufactures:

Royal Technologies, NN Inc, Bradford & White, Magna Mirrors



### Training Agreement

Paid Work Experience     Unpaid Work Experience

STUDENT INFORMATION			
First Name: _____		Last Name: _____	
Street Address: _____		City: _____	State: MI    Zip: _____
Date of Birth: _____	Age: _____	Emergency Contact Name: _____	
Student Cell Phone: _____		Emergency Contact Phone: _____	
Student Email: _____		Emergency Contact Relationship: _____	
Sending District: _____		Sending School: _____	Grade: _____

PROGRAM INFORMATION		
CTE Program: _____	Instructor: _____	Session: _____
CIP #: _____	PSN #: _____	Safety Training on/or Before Date(s): _____

EMPLOYER INFORMATION	
Company: _____	Contact: _____
Street Address: _____	City: _____    State: MI    Zip: _____
Phone: _____	Email: _____
Worker's Comp Carrier: See ACORD	Liability Carrier: See ACORD
Workers Comp Policy #: See ACORD	Liability Policy #: See ACORD

EMPLOYMENT INFORMATION	
Job Title: _____	Date Employment Begins: _____
Starting Wage: _____	Date Employment Ends: _____

SCHEDULE INFORMATION							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Start Time	_____	_____	_____	_____	_____	_____	_____
End Time	_____	_____	_____	_____	_____	_____	_____

### Training Plan

REQUIREMENTS
<ul style="list-style-type: none"> <li>Student is enrolled in a related school training program</li> <li>Student is employed under a written agreement which provides:               <ul style="list-style-type: none"> <li>That work in the occupations declared particularly hazardous be incidental to the training</li> <li>That such work shall be intermittent and for short periods of time and under direct and close supervision of a qualified person</li> <li>Safety instructions are to be provided by school and employer with on-the-job training</li> <li>A written progressive work process schedule</li> <li>Signatures of student, parent, employer and WBL</li> <li>Agreement must be kept on file by WBL and employer</li> <li>EDP Relates to Placement and Placement relates to CTE Program</li> <li>If a student is suspended (LEA/KCTC) they may not attend WBL during the suspension and must notify the employer of suspension.</li> </ul> </li> </ul>

SUMMARY OR PERFORMANCE ELEMENTS/JOB SKILLS
<p>In order for this training agreement to be valid, a related training plan for the student must be outlined below with specific performance elements/job skills the student will be learning.</p> <p>_____</p>

**Paid Work Experience**  
Eligible work hours for students under the age of 18:

- 6:00 am to 10:30 pm when school is in session
- 6:00am to 11:30pm when school is not in session

Work hours cannot exceed 24 hours per week (with the exception of summer)

**Unpaid Work Experience**

- Specific, unduplicated skills the student will be learning must be listed on the training plan for each 45-hour placement.
- Students are not entitled to a job or wage
- Limit of 45 hours per specific career experience unless training new training goals are added
- Work hours cannot exceed 24 hours per week for students under the age of 18

### Initial Site Visit

INITIAL VISIT INFORMATION	
Date of Visit: _____	MIOSHA Safety Check Complete: <input type="checkbox"/> YES <input type="checkbox"/> NO

THE HAZARDOUS OCCUPATIONS ORDERS FOR NONAGRICULTURAL OCCUPATIONS UNDER THE FAIR LABOR STANDARDS ACT \*\* Hazardous Occupations Orders Nos. HO5, HO8, HO10, HO12, HO14, HO16, and HO17 contain exemptions for 16 and 17-year-old student learners and apprentices provided they are employed under the following conditions. This exemption for employment may be revoked if reasonable precautions have not been observed. The above exemptions apply only if the student learner/apprentice is supervised under the above provision.



**INITIAL WORKPLACE SAFETY CHECK**



Company Information	
Company:	Date of Initial Visit:
Contact:	

Safety Processes		
Does the company have a safety manual?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
The company has a drug policy (e.g. does drug testing):	<input type="checkbox"/> Yes	<input type="checkbox"/> No
The company does a background check on driving or criminal background	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Location of MIOSHA posters, LARA posters and other safety and health related material:		

Observations	YES	Action Needed
The company has good housekeeping (e.g. good lighting, clean, adequate aisle size minimum of scrap, materials & tools lying about).	<input type="checkbox"/>	<input type="checkbox"/>
The company has good air quality (absence of visible mist, dust, smoke, or offensive odors)	<input type="checkbox"/>	<input type="checkbox"/>
Noise levels are low enough so that you do not have to shout to be heard 5 feet from another person (or hearing protection is being worn).	<input type="checkbox"/>	<input type="checkbox"/>
There is guarding on machinery so that blades, points, belts, gears and other moving parts are open only for purposes of getting the material (part) to the point of operation.	<input type="checkbox"/>	<input type="checkbox"/>
Equipment which is being worked on is turned off and locked out (look for lockable disconnects on breaker boxes at the machine or on the walls).	<input type="checkbox"/>	<input type="checkbox"/>
Employees are wearing personal protective equipment (PPE = safety glasses, gloves, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Employees appear knowledgeable, comfortable with their work environment and the hazards posed by the work	<input type="checkbox"/>	<input type="checkbox"/>
Management has a sense of pride in their work operations. They want to show you their workplace. They speak of safety in the same way they speak of quality.	<input type="checkbox"/>	<input type="checkbox"/>

WBL Coordinator Signature: \_\_\_\_\_

## Follow Up Site Visits

9-WEEK FOLLOW UP VISIT 1	Date:
Employer Comments	WBL Coordinator Comments

WBL Coordinator Signature \_\_\_\_\_ Date \_\_\_\_\_

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

9-WEEK FOLLOW UP VISIT 2	Date:
Employer Comments	WBL Coordinator Comments

WBL Coordinator Signature \_\_\_\_\_ Date \_\_\_\_\_

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

9-WEEK FOLLOW UP VISIT 3	Date:
Employer Comments	WBL Coordinator Comments

WBL Coordinator Signature \_\_\_\_\_ Date \_\_\_\_\_

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



Student Name: \_\_\_\_\_ Week Of: \_\_\_\_\_

**Instructions:**

1. Use all spaces: "X" out all unused spaces, use "H" for Holiday and "A" for Absent
2. Sign all changes with initials and full name
3. Time sheets are due to your Work-Based Learning Coordinator the following Wednesday.

DAY of the WEEK	DATE	TIME IN	TIME OUT	HOURS
SUN				
MON				
TUE				
WED				
THUR				
FRI				
SAT				

TOTAL HOURS: \_\_\_\_\_

WORK PERFORMANCE - Circle one number per behavior		
Grading Scale Definitions <ul style="list-style-type: none"> <li><b>4 – Advanced:</b> Exceeds industry standards for entry-level employment. Able to teach/mentor other students in learning tasks.</li> <li><b>3 - Proficient (Goal):</b> Meets industry standards for entry-level employment (job ready). Able to perform task independently.</li> <li><b>2 – Developing:</b> Needs more practice to meet industry standards for entry-level employment. Needs some assistance with task.</li> <li><b>1 – Beginning:</b> Not progressing toward industry standards for entry-level employment. More training is required for entry-level employment opportunities.</li> </ul>		
Indicator	Indicator Description	Score (4,3,2,1)
Responsibility	The student follows directions, listens while others speak, and is on task	
Respect	The student uses appropriate language and tone	
Initiative	The student seeks opportunities to learn more, is resourceful in problem solving, and asks for assistance when needed	
Human Safety	The student is aware of self and others - both emotionally and physically	
Property Safety	The student practices safety procedures in equipment and respects site property	
Professional	The student dresses appropriately for position, consistency arrives on-time and prepared, and is self-motivated to complete work to industry standards	

As the participant, I certify I have worked the above stated hours, times, and dates

As the supervisor, I certify the participant has worked the above stated hours, times, and dates

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

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

# Mentorship Best Practices

- Assign experienced mentors.
- Provide structured learning plans.
- Expose students to multiple departments.



# Insurance and Liability

- Workers compensation typically covers paid placements.

## Order of insurances

- Workers Comp
- Personal Insurance
- School Insurance Liability coverage

- Schools provide liability coverage for educational programs and/or non-paid experiences.

## Order of Insurances

- School Insurance
- Personal Insurance
- Company Insurance



# Building a Long-Term Talent Pipeline

Student Internship →

Apprenticeship →

Skilled Trades Career →

Leadership Roles →

- Build Long term talent Pipeline
- Reduce Recruiting Cost
- Increase retention
- Strengthen community partnerships



# How Can HR Teams Start

- Partner with schools and career centers
- Identify safe roles
- Create short and long term mentorship opportunities
- Start with short experiences



# Panel Questions

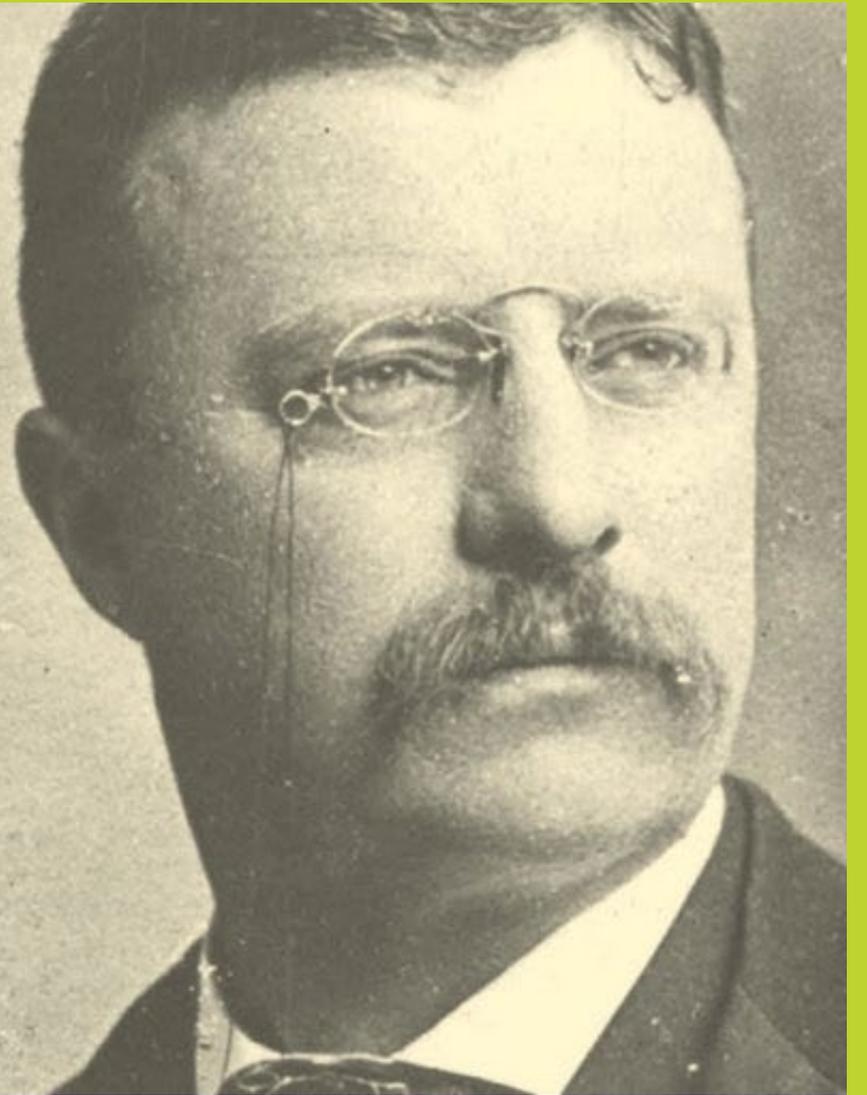
- What roles worked best for student placements?
- How did mentors support students?
- What impact did students have on company culture?
- What advice would you give other companies?





**DO WHAT YOU  
CAN, WITH WHAT  
YOU HAVE, WHERE  
YOU ARE.**

**THEODORE ROOSEVELT**



# LAUNCH:

- The future workforce is sitting in today's classrooms.
- The workforce pipeline starts before graduation.
- Employers who engage students early shape future talent!



Thank  
you!