

**TRAINING PLAN FOR
WORK-BASED LEARNING**

[The format of this form is optional and may be adopted or adapted as needed for school district use.]

Type of Placement (check one)

- ☐ NON-CTE PROGRAMS [REGULAR]
- ☐ SPECIAL EDUCATION TRANSITION PROGRAMS
- ☐ CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

Name of Related State-Approved CTE Program: _____

Program Serial Number (PSN) of Related State-Approved CTE Program: _____

Student/Learner Information (*Note: This training plan MUST be attached to the student's training agreement. When attached, only one set of signatures is necessary.*)

Student Last Name: _____ First Name: _____ Middle Initial: _____

District:	School Year:
Building:	Date:
*EDP Relates to Placement: ☐	*Placement Relates to Academic Program: ☐ (Non-CTE Regular Education Placement Only)

*Not Required for Special Education Transitions Students

Performance Elements (Specific Job Skills To Be Learned)

Note: For state-approved career and technical education programs, the training plan MUST BE developed from the related CTE standards and competencies as posted at the following link: [MDE - CTE Instructional Resources, by Career Cluster \(michigan.gov\)](https://www.michigan.gov/mde/0,4615,7-140-2629-540254--,00.html): <https://www.michigan.gov/mde/0,4615,7-140-2629-540254--,00.html> **Select the related Federal Cluster and then select the specific CTE program.**

For Non-CTE Work-Based Learning, CTE standards may be used as listed above or other performance elements as deemed appropriate by the local district. Another site to consider for developing Non-CTE Work-Based Learning performance elements is as follows: <http://online.onetcenter.org/>

If this is an unpaid work-based learning experience, specific, unduplicated skills that the pupil will be learning need to be listed for each 45 hours of placement. Note: Different training experiences can occur at one location. In these instances, the training plan must clearly delineate a separate set of skills every 45 hours (no duplication of tasks).

Following are the performance elements/job skills that contribute to the pupil's progress toward a career objective (attach additional pages as necessary). These performance elements/job skills will be used to assess/evaluate the pupil's progress.

(CTE EXAMPLE):

4	3	2	1	N		Not exposed to task, 1 = Exposed to task, 2 = Accomplishes task with help.
						3 = Accomplishes task to criterion, 4 = Exceeds criteria and/or able to teach task

4	3	2	1	N	I	ACADEMIC FOUNDATIONS
					1	<i>Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary education and career opportunities.</i>
					1.1	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace.
					1.2	Use correct grammar, punctuation and terminology to write and edit documents.

(NON-CTE EXAMPLE):

4	3	2	1	N		Not exposed to task, 1 = Exposed to task, 2 = Accomplishes task with help.
						3 = Accomplishes task to criterion, 4 = Exceeds criteria and/or able to teach task

4	3	2	1	N		
						Receive payment by cash, check, credit cards, vouchers, or automatic debits.
						Issue receipts, refunds, credits, or change due to customers.
						Assist customers by providing information and resolving their complaints.
						Establish or identify prices of goods, services or admission, and tabulate bills using
						calculators, cash registers, or optical price scanners.
						Greet customers entering establishments.
						Answer customers' questions, and provide information on procedures or policies.
						Sell tickets and other items to customers.