



MONTCALM AREA INTERMEDIATE SCHOOL DISTRICT

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Our Vision: MAISD will be an educational partner in building strong communities.

Our Mission: In partnership with its communities, MAISD provides innovative & effective learning opportunities for students, schools and families.

TRAINING PLAN FOR WORK-BASED LEARNING

Type of Placement (check one)

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

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.

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 Standard performance elements as posted at the following link: **MCCTE Navigator:** <http://ctenavigator.org> Go to "Program Tab" and select related Federal Cluster and then select specific CTE program.

For Non-CTE Work-Based Learning, CTE Standard Performance Elements 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

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

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 |