**Implementing High-Quality Work-Based Learning (WBL)**

General Overview Script

**Directions:** The following script should be used when presenting the *Implementing High-Quality Work-Based Learning (WBL)* presentation so that the information disseminated throughout the Commonwealth of Virginia is consistent.

| 1 | **Title Slide/Personal Introduction**  The purpose of this presentation is to provide a foundation for Work-Based Learning (WBL) to expose students to High-Quality Work-Based Learning opportunities. This presentation is a resource and includes new guidelines and expectations needed to provide High-Quality WBL experiences. As you refer back to the presentation throughout the school year, please utilize the active links located throughout the presentation. |
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| 2 | **VDOE Updates/Introductions**   * Work-Based Learning Specialist regional assignments are based on the Virginia Superintendent’s Regions. * The Virginia Department of Education (VDOE) is in the process of hiring 5 additional Work-Based Learning (WBL) Specialists by summer 2022. * The purpose of having a total of 8 WBL Specialists will allow for each region to have its own Specialist. |
| 3 | **Session Overview**  **The presentation is divided into 3 sections:**   * Identify what makes a WBL experience high-quality * Why WBL is important   + Identify benefits to students and benefits to the community * Discuss guidelines/tips for HOW to implement High-Quality WBL   + Discuss strategies for building and sustaining business partnerships   + Provide examples of WBL experiences and best practices |
| 4 | Transition Slide\_What is High-Quality WBL? |
| 5 | **Virginia’s Career and Technical Education (CTE) programs include:**  Classroom instruction is the essential component for students to master the academic and technical competencies, attitudes, and work ethic necessary for career success and lifelong learning.  Career and technical student organizations (CTSOs) provide experiences that reinforce and strengthen classroom learning and prepare students for individual responsibility, teamwork, and leadership in their chosen career pathways.  WBL experiences provide opportunities for students to apply and refine knowledge, attitudes, and skills through professionally coordinated and supervised work experience directly related to career goals.  In order for the WBL experience to be considered a High-Quality Work- Based Learning Experience, the following 3 criteria must be met:   * Related to students’ career goals and/or interests * Integrated with instruction * Performed in partnership with local businesses and organizations |
| 6 | **High-Quality WBL Experiences**  High-Quality Work-Based Learning (WBL) is comprised of experiences related to students’ career interests, based on instructional preparation, and undertaken in partnership with local businesses or organizations. The Virginia Department of Education (VDOE) recognizes 12 WBL experiences. These 12 WBL experiences promote the following:   * Career Awareness * Career Exploration * Career Preparation   This diagram identifies the 12 WBL methods practiced in Virginia and the grade levels the experiences can be offered to students. The experiences for students begin with less intense opportunities such as job shadowing, to more intensive opportunities such as cooperative education and youth registered apprenticeship. |
| 7 | Transition Slide\_Why is High-Quality WBL Important? |
| 8 | **Profile of Virginia Graduate**  Participating in WBL helps students achieve the Profile of a Virginia Graduate.  The 3 criteria of High-Quality WBL reinforce the 4 components that make up the Profile of a Virginia Graduate (content knowledge, career planning, workplace skills, and community & civic responsibility).  WBL experiences are   * related to students’ career goals and/or interests (career planning) * integrated with instruction (connected to CTE content knowledge) * performed in partnership with local businesses and organizations (workplace skills, worksite in the community) |
| 9 | **WBL Reinforces Virginia’s 5 Cs**   * All WBL experiences reinforce Virginia’s 5 Cs—critical thinking, collaboration, communication, creative thinking, and citizenship—by allowing students to apply these skills in a real-world business or service-oriented work environment. * This is an example of how Service Learning reinforces the 5 Cs. * The following five step process for Service Learning allows students to achieve the 5 Cs:  1. Investigation/Research reinforces *Critical Thinking* by having students identify and analyze community needs. 2. Planning/Preparation reinforces *Collaboration* by students working with community partners to create a service plan that addresses identified community needs. 3. Action reinforces *Citizenship* by students providing service that enhances social responsibility. 4. Reflection reinforces *Communication Skills,* both verbal and nonverbal skills, by students reflecting on lessons learned through participation in the service learning project. 5. Demonstration/Celebration reinforces *Creative Thinking* by students organizing demonstrations for an important event to reflect on insights and outcomes to the community. |
| 10 | **State Requirements**  WBL allows students to meet graduation requirements. Graduating seniors are required to complete one of the three criteria during their high school career in order to meet graduation requirements:   * complete an Advanced Placement, honors, International Baccalaureate, or dual enrollment course; * complete a high-quality work-based learning experience, as defined by the Board; or * earn a career and technical education credential that has been approved by the Board   WBL also contributes to the College, Career and Civic Readiness Index (CCCRI) for school accreditation:   * WBL success helps to expand/promote CTE programs and will help increase number of students meeting the CCCRI expectations   + Reiterate that school divisions will be evaluated on this criteria beginning in the 2022-2023 school year   ***Stress this information should be shared with administrators, parents, students and business partners.*** |
| 11 | **Student Benefits**  Students’ knowledge, skills, and attitudes are enhanced by participation in supervised, authentic experiences. WBL experiences are valuable because they help students develop careers beyond their secondary and postsecondary education. Students who participate in WBL experiences are often able to continue to work for their placement companies after high school graduation or even after college graduation. Furthermore, employers are increasingly seeking new hires who have WBL experience and can perform well from day one.  Student benefits include:   * Employability and technical skills (understanding how to apply knowledge that’s necessary to complete job requirements) * Social capital (developing the ability to communicate and socialize with individuals on all levels; their peers, all customers, supervisors and top management) * Positive relationships and networking * Workplace environment experiences * Academic excellence and opportunities for advancement * Pathways to careers   Students that participate in WBL are better prepared to transition into the workforce and into higher education. |
| 12 | **Business Partner Benefits**  As a WBL advocate, you must tell the story! This is the beginning of a beautiful relationship, once business partners understand their benefits!  Business partner benefits include:   * Contribute to economic growth (stress how the individual business prepares students to transition into the workforce, therefore increasing the number of individuals employed and decreasing unemployment) * Increase workforce diversity and inclusion (closing the skill gap by providing all students the opportunity to participate in High-Quality experiences) * Enhance educational curriculum (collaborate with educators) * Prepare youth for evolving workforce by providing employment opportunities * Meet current workforce needs * Establish a network with other businesses/employers * Establish a positive reputation, image and identity within the community * Increase customer awareness, which should lead to an increase in the bottom-line |
| 13 | Transition Slide\_How can we implement High-Quality WBL? |
| 14 | **How can we implement High-Quality WBL?**  Use this slide as a checklist to ensure your programs meet high-quality WBL standards:   * (3) criteria from WBL definition   + related to students’ career goals and/or interests   + integrated with instruction   + performed in partnership with local businesses and organizations * Required forms such as training plans and agreements   + Note: Immersion Supervised Agricultural Experiences (SAEs), Clinical Experiences, Youth Registered Apprenticeships and Registered Apprenticeships have additional corresponding documents governed by regulations in their respective areas. Refer to the respective WBL sections in the Virginia WBL Guide for more information. * Labor laws and regulations * Building and sustaining business partnerships * Grade level and hour minimum requirements for WBL experiences * Types and examples of High-Quality WBL * Resources for implementing High-Quality WBL such as the Virginia Work-Based Learning Guide & labor market information |
| 15 | **Training Agreement**  A key component of a quality WBL program is maintaining accurate records for each student's WBL experiences.   * **Training Agreements** provide an outline of a written commitment made by the student, parent/guardian, WBL coordinator/teacher, and employer that outlines the roles and responsibilities of each stakeholder   + **Clinical Affiliation Agreements** are developed by the instructor, but regulated by individual health science state boards   + **Youth Registered Apprenticeship Agreements** are developed by the Virginia Department of Labor and Industry in conjunction with a consultant * Required to be on file for each student for **ALL** WBL experiences   + All WBL experience forms must be retained for each student for 5 years after a student graduates then destroyed. This includes all work experience forms associated with a student’s WBL experience such as time logs and evaluations.   + **Supervised Agricultural Experience (SAE) Agreement** is required for SAE Immersion Placement and Ownership experiences * Provides protection to the WBL coordinator/teacher and school officials against accusations of negligence and liability claims * May be modified as appropriate by each program area or school division, but must include the Virginia Department of Labor and Industry (VDOLI) requirements   + VDOLI language includes the asterisked and italicized items found in the templates provided in the WBL Guide and listed on the next slide |
| 16 | **VDOLI Required Language**  Program areas and school divisions may choose to modify the training agreement; however, the modifications must include the Virginia Department of Labor and Industry language denoted on the respective Training Agreements in the Work-Based Learning Guide with an asterisk and italics shown on this slide. |
| 17 | **Training Plan**  The Training Plan:   * Identifies the classroom instruction and workplace tasks/responsibilities that will be performed during the WBL experience. * Is required for **Internship, Entrepreneurship, Cooperative Education** and **Supervised Agricultural Experience (SAE) - Immersion**   + Apprenticeships may have additional required documents that are governed by regulations in their respective areas. If you have questions about additional required documents for apprenticeships see the WBL Guide page 148. You may also contact your regional Virginia Department of Labor Registered [Apprenticeship consultant](https://www.doli.virginia.gov/apprenticeship/apprenticeship-consultants/). * Is prepared jointly by the WBL coordinator/teacher, employer, and student * Is developed and revised according to the changing needs of the employer * Serves as a record of student progress and documentation for evaluation.   + The Training Plan is used for on-site visits throughout the school year to document student progress |
| 18 | **Federal and State Labor Regulations**  Safety is important in High-Quality WBL.   * All WBL experiences must be in compliance with federal and state child labor laws   + Many employers and students may be engaging in WBL for the first time. It is extremely important that you understand and communicate to your employers and students the child labor and workplace safety regulations that govern your specific students and industry.   + There are both federal and state child labor laws that must be followed. In the cases where both state and federal laws apply but are different, the most protective law applies. * Students are required to obtain all safety and/or OSHA certifications to perform the necessary job functions included within the WBL experience. * The Training Plan should meet all U.S. Department of Labor guidelines for student learner exemptions from Hazardous Occupations   + Once the Training Plan is completed ensure that it complies with guidance regarding **hazardous occupations that are prohibited to all minors under 18**   + Specifically regarding clinical experiences, there may be additional regulations that are outlined by the individual health and medical science state boards * You are not alone in navigating the child labor laws. If you have any questions about child labor regulation contact the Virginia Department of Labor and industry, and they will be able to assist or point you to their federal counterparts. Their contact information and additional resources are provided on the next slide. |
| 19 | **Federal and State Labor Regulations**  If you have a question about federal and/or state labor regulations, contact the state or federal office for assistance using the links here.  We have also included two webinars from the Experience Works Conference. At the end of each webinar is contact information for the federal and state presenters. |
| 20 | **Building and Sustaining Business Partnerships**   * Building and sustaining business partnerships is a critical component of High-Quality WBL and can be challenging. * We have outlined a few challenges and strategies to build and sustain business partnerships. * Challenge:   + Lack of communication and effective engagement from businesses. For example, a WBL point of contact/teacher has been having trouble securing a commitment with a company for Work-Based Learning experiences. * Try the following strategies:   + Understand WHY an employer may want to engage and meet that need   + Contact intermediaries who can aggregate services and translate between stakeholders   + Create a social media footprint and connect to local news outlets to share WBL updates and success stories   + Create an introduction letter to send/email to prospective business partners   + Conduct an appreciation lunch and learn   + Host a WBL workshop session   + Include a link on the division website for businesses to connect easily |
| 21 | **Building and Sustaining Business Partnerships**  Building and sustaining business partnerships is a key component of High-Quality WBL   * The following challenges and strategies can be used to build and sustain business partnerships * Challenge:   + Lack of sufficient resources and time. For example, a WBL point of contact/teacher does not have time or resources to build and sustain business partnerships * Try the following strategies:   + Identify WBL point of contact   + Build upon and model existing programs   + Capitalize on innovative solutions (i.e., virtual environment)   + Collaborate regionally with other school divisions and organizations   + Form an alumni group of former students to help support WBL   + Enlist the Advisory Council/Committee in finding suitable work-based learning opportunities for students |
| 22 | **Building and Sustaining Business Partnerships**  Building and sustaining business partnerships is a key component of High-Quality WBL   * The following challenges and strategies can be used to build and sustain business partnerships * Challenges:   + Concerns from business partners. For example, the business is concerned about liabilities of working with students. * Try the following strategies:   + Contact intermediaries   + Understand labor and safety laws for students under 18   + Collaborate with special education points of contact and transitional services   + Develop deeper involvement (on-going program, involved in curriculum or pathway design/multiple activities, direct pipeline to industry partnerships) |
| 23 | Transition Slide\_Examples and Resources for WBL Experiences |
| 24 | **Job Shadowing**  Job Shadowing is an excellent foundational experience for students; it allows them to explore careers and observe a workplace to get a feel for a position. It can be in-person, or virtual. There is no minimum duration but it is typically a lower intensity experience, potentially only a few hours. For this reason, although job shadowing is considered a high-quality work-based learning experience, due to the lower intensity, it does not count towards the graduation requirement for students or the CCCRI for school accreditation. |
| 25 | **Externship**  A job shadowing experience that totals a minimum of 40 hours is considered an externship and does meet the criteria for fulfilling a work-based learning experience as a part of the graduation requirements for students. The 40 hours can take place at any time during the duration of the CTE course (i.e., 1-2 hours per week throughout the year, all at once in a whole work week, five full 8 hour days, etc.) |
| 26 | **Service Learning**  Service learning allows students to give back to the community by identifying a need, conducting research, planning and executing a project, and reflecting on the experience. It goes beyond community service for a number of reasons:   * It must meet the (8) standards from the National Youth Leadership Council * It must connect to the content of the CTE course (students conduct research in the content area and connect topics learned in the course to the project) * There is no minimum duration to allow for flexibility, but must be sufficient time throughout course duration to meet expectations |
| 27 | **Service Learning vs. Community Service**  This slide highlights the key differences between service learning and community service. Having the word “service” in both terms can be confusing but they cannot be used interchangeably; service learning is high-quality WBL and community service is not. Students participating in service learning need to be actively involved in identifying the community need, whereas with community service they may be participating in a voluntary role where the need has already been established. For example, during a blood drive, can drive, or school clean-up, students may sign up for 1-2 hour shifts. While these types of projects are beneficial and helpful to the community and should continue, they are not high-quality service learning projects unless they involve deep student involvement with the planning, research, and most importantly, connection to the CTE content in the course. |
| 28 | **Mentorship**  Mentorships are another excellent opportunity for students in grades 6-12 to explore a career in partnership with a mentor. Mentorships can be similar to job shadowing or externships where a student is involved with observing an employee at a workplace, but a mentorship allows for a longer-term relationship and more in-depth activities like discussion and reflection, research and exploration of the career field, and even small hands-on tasks if deemed appropriate by the mentor. Mentorships can only count for a student towards the graduation requirement and CCCRI if they are a minimum of 140 hours, and if a student earns 140 hours they can receive an additional 0.5 course credit in addition to the CTE course credit being earned in connection with the mentorship. |
| 29 | **School-Based Enterprise**  School-Based Enterprises are high-quality WBL experiences that are already taking place effectively throughout the Commonwealth. Many of our schools have culinary cafes, greenhouses, auto repair shops, credit unions, and more. In order for a school-based enterprise to be considered high-quality, students must be the main decision makers of the business and must be directly involved with all aspects of running the business. There is no specific minimum requirement of hours to allow for flexibility, but students should be working in the business throughout the duration of the course. Students may be paid or unpaid for their services, but cannot earn additional course credit for the hours worked beyond the course credit earned in the CTE course in connection with the experience. |
| 30 | **Entrepreneurship**  Self-motivated students who are go-getters and want to apply what they are learning in their CTE course to their own business can participate in an Entrepreneurship. This is recommended for students in Grades 11-12 and requires the student to assume all financial risk and responsibility associated with the business, including purchasing any needed equipment and applying for all necessary licenses and permits. The WBL coordinator/course instructor provides feedback to the student following a training plan, and students who worked for a minimum of 280 hours in their own business can earn an additional course credit in addition to the CTE course credit. |
| 31 | **Internship**  Internships are another, higher-intensity WBL experience recommended for students in grades 11-12. Students are actively placed in a real workplace environment to complete hands-on tasks and job duties. A training plan must be developed to guide the student through developing and practicing career-related skills. Students participating in internships can be paid or unpaid, but they can earn an additional course credit if they work for 280 hours throughout the course duration. |
| 32 | **Cooperative Education**  Cooperative Education experiences are very similar to Internships but there are a few key differences between the two. Whereas internships can be paid or unpaid, Cooperative Education experiences must be paid. Students are actively employed within the workplace and complete job duties and tasks as assigned following their training plan, but they must be supervised by an instructor or WBL coordinator who is technically or professionally licensed in the field in which the student is completing the Co-op experience. Similarly to internships, students can earn an additional course credit for meeting the 280 hour requirement. |
| 33 | **Youth Registered Apprenticeship (YRA)**  The final type of WBL that is applicable to any CTE content area are apprenticeships. Virginia recognizes both Youth Registered Apprenticeships as well as Registered Apprenticeships. These programs follow specific guidelines and regulations set by the Department of Labor and Industry and allow employers to provide On-the-Job training and Related Technical Instruction (RTI) to allow for a student to transition successfully into a career. The key difference with a Youth Registered Apprenticeship is that the high school CTE program is responsible for providing and supporting the Related Technical Instruction (RTI), which may be in partnership with the employer, who provides on-the-job training. Students in a YRA program can earn an additional course credit for working 280 hours, and those hours can also contribute toward completion of a full-fledged Registered Apprenticeship program. |
| 34 | **Registered Apprenticeship (RA)**  Students can also participate in full-fledged Registered Apprenticeships. These are again sponsored and regulated through the Department of Labor & Industry, and all OJT and RTI hours and documentation are provided through the sponsoring company. Student apprentices can obtain paid work experience, occupation specific instruction, and a portable, nationally-recognized credential. Documentation is maintained exclusively by employers/sponsors and apprentices toward meeting the expected ratio of 144 hours of related technical instruction per 2,000 hours of on-the-job training. |
| 35 | **Clinical Experiences**  The final two High-Quality Work-Based Learning experiences recognized within the Commonwealth are unique to a specific CTE content area. Clinical Experiences can take place in connection with Health & Medical Science CTE programs. Clinical Experiences are regulated by the individual state health science board in terms of the minimum duration, number of hours, and paperwork required but all clinical experiences do require a Clinical Affiliation Agreement. Students cannot be paid or earn additional credit as the clinical experience and hours are embedded within the CTE program. |
| 36 | **Foundational Supervised Agricultural Experience**  The final type of High-Quality WBL is the Supervised Agricultural Experience (SAE). There are two different types of SAEs - foundational and immersion. The Foundational SAE has five components and is required to be embedded into every agricultural education course.  The Foundational SAE allows students to:   * Explore, identify, and plan agricultural career interests * Begin developing key employability and college and career readiness skills * Develop personal financial management and planning literacy and practices * \*\*\*Prepare to work safely - safety is paramount! Some of the AFNR career pathways contain hazardous occupations and use hazardous tools, machinery, and equipment. It is critical that all students have a strong base of instruction and experience with workplace safety. In this component, students will gain an understanding of the importance of health, safety, and environmental management systems in the AFNR workplace. * And the final component deepens the students' understanding of the breadth and depth of the agricultural industry.   The Foundational SAE can include any of the High-Quality WBL experiences outlined in the Virginia WBL Guide such as job shadowing and/or mentorships as students narrow down their career interests and goals.  Students who successfully complete the Foundational SAE have the opportunity to participate in an Immersion SAE. The Immersion SAEs works in connection with the Foundational SAE to provide the next level of a high-quality work-based learning experience(s) for students enrolled in AFNR courses. |
| 37 | **Immersion Supervised Agricultural Experience**  The Immersion SAE allows students to build upon their Foundational SAE activities and gain real-world and hands-on experience within their chosen career path. Students will enhance their agriculture industry knowledge, gain financial independence and management skills, and determine whether their career choice aligns with their interests and abilities — all while supporting their agricultural education coursework.  Immersion SAE’s can offer students learning experiences outside of the classroom to help students narrow their agricultural career choices and connect with professionals in the agricultural industry.  Immersion SAEs may include:   * Ownership/Entrepreneurship, Placement/Internship, Research (Experimental, Analysis, Invention), School-Based Enterprise & Service Learning * Here is a quick overview of Immersion SAE   + Key points:     - A SAE Agreement required for Placement and Ownership Immersion SAEs only     - A SAE Training Plan is required for Internship, Entrepreneurship, Research, School-Based Enterprise, and Service-Learning     - When a student completes 280 hours (must be documented) in an Immersion SAE (July 1 - June 30), the student will earn one additional credit towards graduation, and participating in an Immersion SAE meets the graduation requirement option of a WBL experience.   Please see saeforall.org for additional information on SAEs. |
| 38 | **Is this an example of High-Quality WBL?**  To close out our session we wanted to provide a couple of example scenarios to tie everything together. As a quick summary, to ensure the WBL experiences we are providing to students are high-quality, they need to meet the 3 criteria according to the definition in the WBL guide, meet grade level and length requirements, follow all labor regulations and necessary paperwork to support student growth and focus on developing deeper connections with businesses to sustain long-lasting industry partnerships. Please take a moment to review the scenario to determine whether or not this example could be considered high-quality WBL.  Hopefully this sounded similar to a School-Based Enterprise experience but cannot be considered High-Quality. Corrections on the next slide will highlight why. |
| 39 | **Revised Example**  This is a School-Based Enterprise example- change the instructor to student-managed (students need to be the ones managing funds, creating flyers, etc.) With this revision, it does become a high-quality WBL example. |
| 40 | **Is this an example of High-Quality WBL?**  Yes, this is a high-quality example of an Entrepreneurship. |
| 41 | **Work-Based Learning (WBL) Guide**  The first and number one resource that all WBL Coordinators must be familiar with is the WBL Guide.  It provides definitions, roles, sample forms and responsibilities for all stakeholders in order to implement High-Quality WBL experiences.  Examples of information located in the WBL Guide:   * Guidelines for implementing the twelve (12) WBL methods practiced in Virginia * Resources pertaining to federal and state labor regulations * WBL Coordinator/Teacher Qualifications * Recommendations for promoting WBL programs * The importance of WBL documents   The active link on this slide will take you directly to the WBL Guide. |
| 42 | **Labor Market Information**  The second resource that WBL Coordinators must be familiar with is Labor Market Information (LMI). Understanding LMI allows individuals to make informed plans, choices and decisions. For example:   * Decisions for CTE programs * Education and training offerings * Career planning and preparation * Identify in-demand occupations * Employment projections * Job search opportunities   This is a resource that should be considered for all stakeholders. |
| 43 | **Employment Projection for Selected Occupations**   * The following is an example of LMI data. The chart shows employment projections for selected occupations from the U.S. Bureau of Labor Statistics. * This is a resource for students and teachers to consider when exploring careers and making curriculum decisions. |
| 44 | **CTE Trailblazers Report: Cluster Analysis**  The next resource is for both teachers and students.  CTE Trailblazers:   * Serves as a central location for labor market data products, reports, and external resources * Brings high quality, current demographic data and labor market data together * Supports continuous improvement in Career and Technical Education * Supports the goals articulated by the Carl Perkins Act * Focuses on expanding educational and employment opportunities * All divisions use this site for new course applications; CTE teachers have access to find labor market information   The LMI on this slide was gathered from the CTE Trailblazers site. This information was gathered directly from the Cluster Analysis section located in Trailblazers.  The two active links will take you directly to the cluster reports. The second link is for the Virginia ACTE fact sheet; this is a resource that will also provide LMI. |
| 45 | **Jobs EQ - Statewide Data Initiative**  The final resource we will discuss today is Jobs EQ.  Jobs EG provides online access to statewide data such as:   * Demographics * Employment * Wage * Job postings data * Occupations * Industries * Skills * Degrees/awards (postsecondary completions data from IPEDS)   The active link on this page will take you directly to the Career and Technical Education memo that was disseminated throughout Virginia. The memo provides information pertaining to what Jobs EQ is and how to get access to the database within your division. |
| 46 | **Contact Information/Closing**  On this slide, please provide the local WBL point of contact information. |