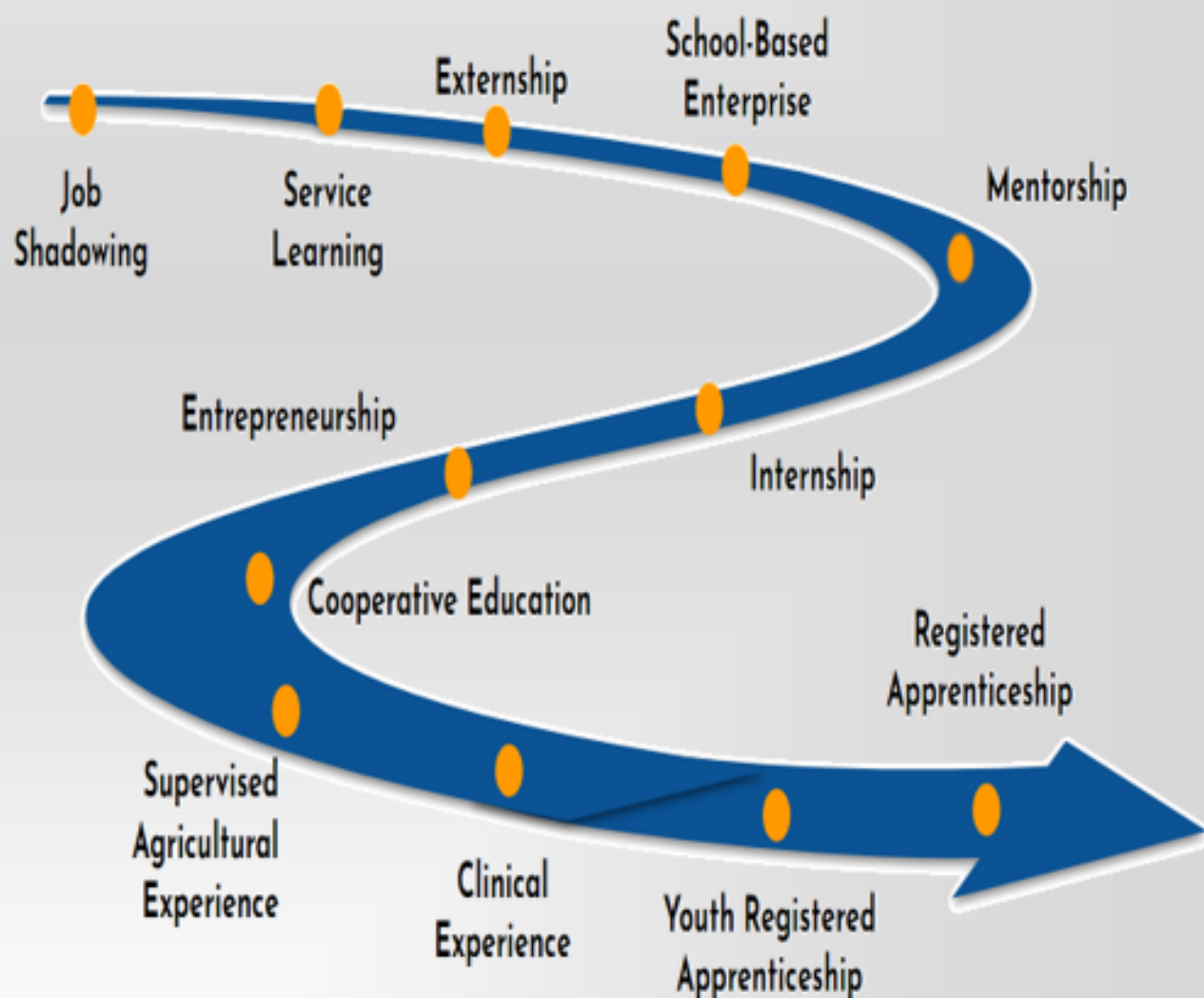


CAREER AND TECHNICAL EDUCATION

High-Quality Work-Based Learning Guide



High-Quality Work-Based Learning Guide

Office of Career, Technical, and Adult Education
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218-2120

Edited and produced by
CTE Resource Center
2002 Bremono Road, Lower Level
Henrico, VA 23226
Phone: 804-673-3778
Fax: 804-673-3798
Web address: www.cteresource.org

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The High-Quality Work-Based Learning roadmap used, with permission, for this updated guide cover and sections is an adaptation of a roadmap originally created by *Chesterfield County Public Schools, Department of Career and Technical Education, Work-Based Learning Section, Career Experience Consultants Team.*

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Table of Contents

High-Quality Work-Based Learning Guide	2
Table of Contents	3
Updates to the 2022 High-Quality Work-Based Learning (HQWBL) Guide	8
General Information	9
Connecting HQWBL to Virginia’s 5 C’s	9
21st Century Workplace Readiness Skills for the Commonwealth	11
VAVoyager	11
Graduation Requirements	11
Students with Disabilities	12
Federal and State Labor Regulations	16
Coordination of High-Quality Work-Based Learning Experiences	16
High-Quality Work-Based Learning Coordinator/Teacher/Point-of-Contact Qualifications	16
Promoting the High-Quality Work-Based Learning Program	17
High-Quality Work-Based Learning Employer Participation Form	20
High-Quality Work-Based Learning Workplace Evaluation Checklist	20
High-Quality Work-Based Learning Training Agreement	20
High-Quality Work-Based Learning Training Plan	20
High-Quality Work-Based Learning Time Log & Wage Calculator Template	21
Insurance	22
Procedure followed by the High-Quality Work-Based Learning Coordinator/Teacher/Point-of-Contact	22
High-Quality Work-Based Learning Opportunities In Virginia	23
Job Shadowing	25
Job Shadowing at a Glance	25
Establishing a Job Shadowing Program	26
Service Learning	30
Service Learning at a Glance	31

Establishing a Service Learning Program	31
Externship	36
Externship at a Glance	36
Establishing an Externship Program	36
School-Based Enterprise	41
School-Based Enterprises at a Glance	41
Establishing a School-Based Enterprise	42
Mentorship	46
Mentorship at a Glance	46
Establishing a Mentorship Program	47
Internship	51
Internships at a Glance	51
Establishing an Internship Program	52
Entrepreneurship	61
Entrepreneurship at a Glance	61
Establishing an Entrepreneurship Program	62
Cooperative Education	65
Cooperative Education (Co-Op) at a Glance	65
How to Implement a Cooperative Education Program	66
Supervised Agricultural Experience	76
SAE at a Glance	76
Foundational SAE	79
Immersion SAE	80
Implementing a Strong SAE Program	85
Clinical Experience	91
Clinical Experience at a Glance	91
Youth Registered and Registered Apprenticeship	105
Youth Registered Apprenticeship at a Glance	105

Registered Apprenticeship at a Glance	107
Appendix A	
High-Quality Work-Based Learning Employer Participation Form	113
High-Quality Work-Based Learning Workplace Evaluation Checklist	114
High-Quality Work-Based Learning Student Incident Form	115
High-Quality Work-Based Learning Training Agreement	116
High-Quality Work-Based Learning Training Plan	120
High-Quality Work-Based Learning Training Plan Evaluation	122
High-Quality Work-Based Learning Student Reflection	125
High-Quality Work-Based Learning Employer/Mentor Evaluation	126
Appendix_B	
Clinical Experience Participation Form For Employers	128
Clinical Experience Application Form For Students	129
Clinical Experience Parental Consent Form	131
Non-Employee Personnel Health Clearance	132
Clinical Experience Time Log Sheet	133
Clinical Experience Evaluation For Employers	134
Clinical Affiliation Agreement	135
Appendix C - Apprentice Training Agreement	142
Appendix D	
Service Learning Needs Assessment And Initial Research	144
Service Learning Project Planning Worksheet	145
Service Learning Project Partner Evaluation	148
Entrepreneurship Business Plan Template	151
Appendix E	
For the Schools: High-Quality Work-Based Learning Opportunities	154
For the Business Community: Become A Partner Today	155
CTE Resource Center	156

List of Abbreviations

Agricultural Experience Tracker (AET)
Agriculture, Food, and Natural Resources (AFNR)
Anatomy, Morphology, and Physiology (AMP)
Bag Valve Mask (BVM)
Basic Life Support (BLS)
Career and Technical Education (CTE)
Career and Technical Student Organization (CTSO)
Centers for Disease Control (CDC)
Certified Dental Assistant (CDA)
College, Career, and Civic Readiness Indicator (CCCRI)
Computed Tomography (CT)
Cooperative Education (Co-Op)
Dental Assisting National Board (DANB)
Department of Aging and Rehabilitative Services (DARS)
Department of Blind and Vision Impaired (DBVI)
Division of Rehabilitative Services (DRS)
Education Coordinator (EC)
Family Education Rights and Privacy Act (FERPA)
Fair Labor Standards Act (FLSA)
High-Quality Work-Based Learning (HQWBL)
Individualized Education Plan (IEP)
Infection Control Exam (ICE)
Magnetic Resonance Imaging (MRI)
National Emergency Medical Services Education Standards (NEMSES)
National Registry of Emergency Medical Technicians (NREMT)
National Youth Leadership Council (NYLC)

Occupational Safety and Health Administration (OSHA)
Office of Disability Employment Policy (ODEP)
Office of Emergency and Medical Services (OEMS)
On-the-Job Training (OJT)
Personal Identifiable Information (PII)
Personal Protective Equipment (PPE)
Post-Anesthesia Care Unit (PACU)
Radiation Health and Safety (RHS)
Registered Apprentice (RA)
Related Technical Instruction (RTI)
Safety in Agriculture for Youth (SAY)
School-Based Enterprise (SBE)
Small Business Administration (SBA)
Social Security Number (SSN)
Supervised Agricultural Experience (SAE)
Telecommunication Devices for the Deaf (TDD)
Training Program Administration Manual (TPAM)
Virginia Department of Education (VDOE)
Virginia Department of Labor and Industry (VDOLI)
Virginia Emergency Medical Services Education Standards (VEMSES)
Virginia's Educational Resource System Online (VERSO)
Work-Based Learning (WBL)
Youth Registered Apprenticeship (YRA)

Updates to the 2022 High-Quality Work-Based Learning (HQWBL) Guide

Content Areas Revised

- A. Acknowledgement Section removed; new individual acknowledgments added
- A. Updated non-discrimination statement
- B. Revised HQWBL Opportunities chart by including CCCRI and Graduation Requirements
- C. SAE section revised
- D. Clinical section revised and Pharmacy Technician section deleted
- E. Apprenticeship section revised
- F. List of forms needed to be submitted for each experience (*located at the end of each HQWBL opportunity section*)
- G. Experiences reorganized to match the roadmap cover and progression of experience intensity

New Content Added to the Guide

- A. New cover
- B. New section break pages
- C. Abbreviation list
- D. Explanation for how HQWBL credit can be earned (specifically related to an experience not completed during the same semester/time frame as related course)
- E. Explanation of the 21st Century Workplace Readiness Skills for the Commonwealth
- F. Description of VAVoyager
- G. Explanation of graduation requirements
- H. Description and start date of the CCCRI
- I. Students with Disabilities addressed
- J. HQWBL Time Log & Wage Calculator Template for hour and pay tracking
- K. Insurance
- L. Diagram: Procedure that should be followed by the High-Quality Work-Based Learning Coordinator/Teacher/Point-of-Contact

Appendices

- A. Creation of Universal HQWBL Forms
 - a. HQWBL Employer Participation Form
 - b. HQWBL Workplace Evaluation Checklist
 - c. HQWBL Training Agreement
 - d. HQWBL Training Plan
 - e. HQWBL Student Reflection
 - f. HQWBL Employer/Mentor Evaluation
- A. Clinical forms (not revised, moved to appendices)
- A. Apprenticeship Form (not revised, moved to appendices)
- B. Specific HQWBL forms (not revised, moved to appendices)
 - a. Service Learning forms
 - b. Mentor Independent Study Project
 - c. Entrepreneurship Business Plan
- A. Promotional Resources
 - a. At-a-Glance: one-pagers

b. CTE Resource Center

General Information

High-Quality Work-Based Learning (HQWBL) comprises school-coordinated workplace experiences related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

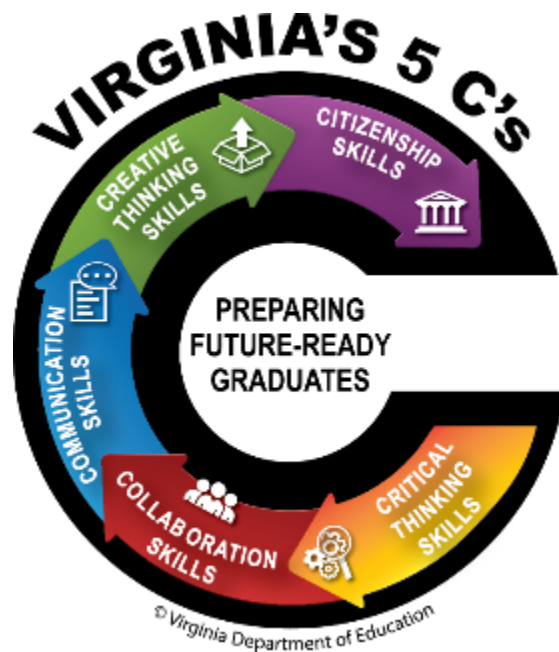
HQWBL experiences are available throughout the year. While many students work during the school year, experiences are also available during the summer months.

HQWBL experiences taking place during the summer must be reported during the same reporting period (school year) as the course with which the experience is associated. Students who took a CTE course during the spring semester but completed their HQWBL experience over the summer would have that experience associated with the spring course from the previous school year. A student who completes their HQWBL experience over the summer but does not complete the associated CTE course until the following fall would have their HQWBL experience associated with the fall course in the upcoming school year. HQWBL experiences can only be counted one time in a reporting period. They should be counted during the reporting period that aligns with the associated CTE course.

HQWBL experiences reinforce Virginia's 5 C's—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.

Connecting HQWBL to Virginia's 5 C's

- **Collaboration:** Work with community members, peers, and mentors
- **Communication:** Write and present proposals; make requests and get permissions; publicize and present final project
- **Citizenship:** Understand laws and regulations; seek to improve the community; increase community awareness
- **Creativity:** Publicize/advertise project; solve problems; present findings
- **Critical Thinking:** Develop a project to meet a community need or solve a community problem



The Virginia Department of Education (VDOE) recognizes 12 HQWBL experiences. Virginia's Career and Technical Education (CTE) programs include the following components:

- **Classroom instruction**—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 Organization (CTSO) participation**—organizations that provide experiences that reinforce and strengthen classroom learning and prepare students for individual responsibility, teamwork, and leadership in their chosen career pathways
- **High-Quality Work-Based Learning experiences**—opportunities for students to apply and refine knowledge, attitudes, and skills through professionally coordinated and supervised work experience directly related to career goals

The HQWBL experience builds on the benefits of the other two components by assisting students with the transition from the classroom to the workplace. Students enhance their knowledge, skills, and attitudes by participating in supervised, authentic experiences. HQWBL experiences are valuable because they help students develop careers beyond their secondary and postsecondary education. Students who participate in HQWBL experiences are often able to continue working for their placement companies after high school graduation or even after college graduation. Furthermore, employers are increasingly seeking new hires who have HQWBL experiences and can perform well from day one.

Career Awareness

Career awareness activities prepare students for HQWBL experiences. These activities increase student awareness of personal interests and talents along with the education and training needed to pursue a career goal. Through career awareness activities, students gain an initial understanding of work, various industries, and different career pathways.

Some examples of career awareness activities are guest speakers, career days or college and career fairs, field trips and workplace tours, videos or presentations about various professions, and informational interviews. Transition visits from elementary to middle school, middle to high school, and from high school to a postsecondary program can also promote career awareness. These activities can begin in elementary school and are an integral part of CTE.

Career awareness activities ideally lead to HQWBL experiences where students can deepen their knowledge of career pathways and begin applying skills learned in the classroom.

Career Exploration

Career exploration experiences encourage students to develop career interests, a better understanding of pathways to a chosen career, and the skills needed to make informed decisions regarding secondary and postsecondary education and training. These experiences are typically of a shorter duration than career preparation experiences. Students may complete supplementary work connected with the activity and may be graded on their performance in a way that contributes to the final grade in a CTE class.

Career Preparation

Career preparation experiences deepen student knowledge and develop skills necessary for success in employment and postsecondary education. These experiences are recommended for students who have a clear goal of entering the workforce directly after high school or enrolling in a closely related postsecondary program. These experiences are structured primarily to give students extensive practice in applying fundamental technical and practical knowledge and skills in their chosen careers. Career preparation experiences take place over a longer timeframe and involve more responsibilities than career exploration experiences.

21st Century Workplace Readiness Skills for the Commonwealth

Student mastery of workplace readiness skills will increase when they apply and reinforce the concepts and vocabulary throughout the core competencies of the course. Therefore, CTE teachers are required to incorporate workplace readiness skills competencies into all CTE courses.

Workplace readiness skills are competencies that employers expect from most employees. These include personal qualities and abilities, interpersonal skills, and skills related to professionalism. Employers value employees who can communicate effectively and behave professionally. Regardless of the technical skills a specific job may require, every job involves workplace readiness skills.



To streamline access to HQWBL experiences across the Commonwealth, a virtual HQWBL network platform called VAVoyager was developed. VAVoyager helps ensure opportunities by connecting students to HQWBL experiences and gathers those opportunities in one place.

Graduation Requirements

Per the [Code of Virginia § 22.1-253.13:4](#), students are required to:

- (i) complete an Advanced Placement, honors, International Baccalaureate, or dual enrollment course; or
- (ii) complete a high-quality work-based learning experience, as defined by the Board; or
- (iii) earn a career and technical education credential that has been approved by the Board.

College, Career, and Civic Readiness Indicator (CCCRI)

The CCCRI is scheduled to be part of accreditation ratings starting in the 2023-2024 accreditation year, based on data from the 2022-2023 school year. School accreditation will be measured on graduating seniors having completed at least one of the following during high school:

- Earn credit for advanced coursework (AP/IB/DE); or
- Be a CTE completer and earn a CTE credential; or
- Complete a HQWBL experience.

More detailed information related to CCCRI can be found on the [VDOE website](#) and the [CTE Resource Center website](#).

Dual Enrollment

Certain CTE courses are eligible for dual enrollment credit at a postsecondary institution. A HQWBL experience may be integrated into any CTE course, regardless of dual enrollment status.

Students with Disabilities

The common goal of HQWBL experiences is to prepare all students for the world of work by integrating academic and occupational curricula. Students with disabilities need opportunities to receive educational and occupational skills necessary for entering the workforce.

Specific work-based accommodations for students with disabilities will vary according to a student's needs, the worksite, and the job requirements. Students with disabilities will often require the same accommodations or modifications present in the school environment to be used at the worksite.

The HQWBL coordinator/teacher/point-of-contact may need to make accommodations for some students and modifications for others. Collaboration between the HQWBL coordinator/teacher/point-of-contact and the Individualized Education Plan (IEP) team may be necessary to afford students with disabilities opportunities to participate in HQWBL opportunities.

Americans with Disabilities Act (ADA)

The ADA (1990; P.L. 101-336) prohibits discrimination based on disability in public services, employment, public transportation and accommodations, and telecommunications. Public- and private-sector organizations must comply with the requirements outlined in the ADA. Basic ADA requirements that directly affect HQWBL experiences fall into four primary areas: general, auxiliary aids, physical barriers, and employment (adapted from Georgia Department of Education, 2004, CTI Work-Based Learning Manual for Career and Technical Support Services).

General

- All government facilities, services, and communications must be accessible.
- Public accommodations (e.g., restaurants, hotels, retail stores) may not discriminate based on disability.
- Reasonable changes in policies, practices, and procedures must be made to avoid discrimination.

Auxiliary Aids

- Unless an undue burden results, the business must provide auxiliary aids and services to persons with vision or hearing impairments or other persons with disabilities. However, as part of the student's IEP or 504 Plan, the division or another agency might provide auxiliary aids and services.
- Companies offering telephone service to the general public must offer telephone relay service to individuals who use telecommunication devices for the deaf (TDDs) or similar devices.

Physical Barriers

- If removal is readily achievable, physical barriers must be removed in existing facilities. If not, an alternative method must be offered to provide accessibility to the services.
- All new construction in public accommodations, as well as in commercial facilities such as office buildings, must be accessible.

Employment

- Employers may not discriminate against a person with a disability in hiring or promotion if the person is otherwise qualified for the job.
- Employers can ask about a person's disability to perform a job but cannot inquire if someone has a disability or subject a person to tests that tend to screen out persons with disabilities.
- Employers will need to provide reasonable accommodation to persons with disabilities. Reasonable accommodations include steps such as job restructuring and modification of equipment.
- Employers do not need to provide accommodations that impose an undue hardship on business operations. Undue hardship is generally defined as high or disproportionate costs compared to the organization's ability to pay for the accommodations.

The Federal Family Education Rights and Privacy Act (FERPA)

Within limited exceptions, FERPA requires signed and dated parental or adult student consent before a school division discloses personally identifiable information (PII) from the student's education records. PII includes:

- The student's name
- The names of the student's parents/guardians and other family members
- The address of the student or student's family
- A personal identifier, such as social security number (SSN)_
- Other indirect identifiers, such as birthdate, place of birth, and mother's maiden name
- Other information that is linked to a specific student that would allow another person to identify that student
- Information requested by a person who the education agency or institution reasonably believes knows the identity of the student to whom the education record relates. If the student is under 18, then the student's parent(s) or legal guardian(s) must give permission to share the information.

The HQWBL coordinator/teacher/point-of-contact, with assistance from the special education team, should have students complete all employment forms and provide all necessary information for the employer regarding the employment process. A special education teacher, school counselor, parent/guardian, etc. can assist the student with this employment requirement.

Resources for students with disabilities participating in HQWBL include:

- U.S. Department of Justice, Civil Rights Division
800-514-0301; 800-5-15-0383(TTY)
<https://www.justice.gov/crt>
- U.S. Department of Education
Office of Civil Rights (regarding Section 504)
202-453-6020
TDD: 877-521-2172
Email: OCR.DC@ed.gov
<https://www2.ed.gov/about/offices/list/ocr/504faq.html>
- American Foundation for the Blind: 212-502-7600 (voice)
- American Speech-Language-Hearing Association: 800-638-8255 (voice)
- The ARC of the United States (The Arc): 800-433-5255 (voice); 800-855- 1155 (TTY)
- Disability Rights Education and Defense Fund: 510-644-2555 (voice); 510-841-8645 (fax/TTY)

Additional resources for students with disabilities include:

- PACER Center, Inc.: Frequently Asked Questions about Career Development for Youth with Disabilities (PDF): Review the following key questions and answers to help with decision-making and information-gathering concerning academic and career choices.
<https://www.pacer.org/parent/php/PHP-c244.pdf>

- The National Collaborative on Workforce and Disability for Youth (NCWD/Youth): 411 on Disability Disclosure—A Workbook for Youth with Disabilities: This eight-unit workbook provides students with resources and activities to increase knowledge and skills to disclose a disability in employment situations.
http://depts.washington.edu/doitsum/mer2017/files/6_Monday/561_411_Disability_Disclosure_complete_FINAL-es.pdf
- U.S. Department of Justice Civil Rights Division: Information on Technical Assistance with the Americans with Disabilities Act: This resource provides insight on the ADA and guidance on the Department of Justice efforts to reduce barriers to employment for people with disabilities. <https://www.ada.gov/employment.htm>
- Department for Aging and Rehabilitative Services (DARS) Agency: The Division of Rehabilitative Services (DRS) works together with students, youth, families, schools, and community agencies and organizations to promote successful transitions from school to work and adult life. <https://www.vadars.org/>
- The Department for the Blind and Vision Impaired (DBVI): The DBVI is committed to providing quality services to assist Virginia’s citizens who are blind, deafblind, or vision impaired in achieving their maximum level of employment, education, and personal independence. <https://www.vdbvi.org/>
- Job Accommodation Network: JAN provides information and guidance on workplace accommodations for employers and individuals with disabilities. <https://askjan.org/>
- U.S. Department of Labor Office of Disability Employment Policy (ODEP): ODEP provides national leadership to increase employment opportunities for adults and youth with disabilities while eliminating barriers to employment.
<https://www.dol.gov/agencies/odep>
- The National Center on Leadership for the Employment and Economic Advancement of People with Disabilities (LEAD): The LEAD Center improves employment and economic advancement outcomes for all people with disabilities. Check out customized employment and discovery.
<http://www.leadcenter.org/customized-employment/discovery>
- Virginia Commonwealth University: Disclosure Decisions To Get the Job (PDF): Review this 3-step process for deciding when to disclose a disability to a business.
http://www.worksupport.com/documents/disclosure_decisions1.pdf
- National Technical Assistance Center on Transition: This is the national center for technical assistance on secondary transition where you can find sample IEPs, sample goals, research on what works, and a multitude of additional resources on secondary transition for all students. <https://transitionta.org/>

Federal and State Labor Regulations

All HQWBL experiences must abide by applicable child labor and workplace safety regulations. The HQWBL coordinator/teacher/point-of-contact must keep abreast of such regulations to ensure compliance. The HQWBL coordinator/teacher/point-of-contact must never attempt to interpret the law or confront an employer.

If any procedure is questioned, the HQWBL coordinator/teacher/point-of-contact should call the state or federal labor office for assistance. Contact numbers for state and federal labor offices are available on the following websites:

- [U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division](#)
- [Virginia Department of Labor and Industry \(VDOLI\), Labor and Employment Law](#)

Coordination of High-Quality Work-Based Learning Experiences

School divisions should provide coordination of all HQWBL experiences. The HQWBL coordinator/teacher/point-of-contact will be employees designated by the school or school division administrators. Coordinators of HQWBL experiences should have a minimum goal of one coordination visit to the workplace per month and no fewer than one visit per grading period. The visits should include conferences involving the student, the HQWBL coordinator/teacher/point-of-contact, and a workplace representative to discuss the training plan (if applicable) and to evaluate student performance and progress.

High-Quality Work-Based Learning Coordinator/Teacher/Point-of-Contact Qualifications

A HQWBL coordinator/teacher/point-of-contact should be professionally competent, knowledgeable of careers and job-experience placements, and/or have industry experience. In addition, the HQWBL coordinator/teacher/point-of-contact should have an understanding of technical, career, transition, and college opportunities. At this time, HQWBL coordinators/teachers/points-of-contact do not need to be licensed or endorsed by the VDOE (unless specified within a HQWBL experience).

Careful selection of the HQWBL coordinator/teacher/point-of-contact is vitally important and key to an effective HQWBL program. The individual selected must be well qualified and clearly understand the roles and responsibilities. The HQWBL coordinator/teacher/point-of-contact must be able to work collaboratively, motivate others, and develop relationships with business and industry.

The successful HQWBL coordinator/teacher/point-of-contact should be knowledgeable and enthusiastic in

- guiding and selecting students
- enlisting and coordinating with HQWBL partners
- administering HQWBL experiences
- maintaining good public relations
- representing the school effectively in the community
- carrying out school policies
- representing the total education program
- gaining the confidence of the business and school communities
- assisting students in adjusting to the work environment and making personal adjustments
- motivating students and employers.

Promoting the High-Quality Work-Based Learning Program

Many strategies can be used to promote HQWBL experiences to all stakeholders—school personnel, students, parents/guardians, and the business community. Suggested activities to promote the HQWBL program include the following:

- Meet with middle and high school counselors to explain CTE course offerings and discuss career opportunities in the field. This activity should be carried out each year.
- Invite school counselors to departmental meetings. The HQWBL coordinator/teacher/point-of-contact should work with school counselors in both middle schools and high schools to recruit students. Colleagues must thoroughly understand programs that incorporate HQWBL opportunities so they can refer prospective students to the HQWBL coordinator/teacher/point-of-contact.
- Use the HQWBL At-a-Glance (see [Appendix E](#)) documents provided on the [CTE Resource Center](#) website. These documents provide a brief explanation of HQWBL and the benefits for the school, students, employers, and community.
- Present HQWBL opportunities to school personnel.
- Prepare an annual performance report. This report, containing performance indicators, (e.g., number of students who participated, number of student hours, number of employers served) about the success of HQWBL experiences and goals for continuous improvement, may be distributed to the faculty and administrators before the end of the school year.
- Showcase these HQWBL resource videos.
 - [Career Success Stars videos](#)
 - HQWBL Introduction video -- [Learn & Earn: Explore, Connect, Succeed](#)

High-Quality Work-Based Learning Student Recruitment

Recruitment of qualified and interested students is a primary responsibility of the HQWBL coordinator/teacher/point-of-contact. The following activities can help recruit students:

- Identify programs of study that offer HQWBL and explain the benefits to students. Enlist the help of current HQWBL students to give testimonials about their successful experiences.
- Distribute student-interest surveys to middle and high school English classes. Obtain a list of the students who have indicated an interest in entering a CTE program. Talk individually with students interested in exploring the various HQWBL experiences to determine whether HQWBL would offer what they need for career preparation and to answer questions.
- Provide the At-a-Glance For the School: High-Quality Work-Based Learning Opportunities to interested students ([see Appendix E](#)).
- Assist students participating in HQWBL opportunities in preparing exhibits, presentations, or publications illustrating aspects of their personal experiences and encouraging fellow students to apply.
- Invite interested middle school students to visit classes that incorporate HQWBL experiences and opportunities.
- Coordinate career awareness activities for students (e.g., career day).
- Recruit HQWBL students and graduates as guest speakers in CTE classes, employer appreciation luncheons/banquets, assembly programs, and CTSO meetings. Presentations may include information on HQWBL placements, entry-level employment opportunities, job qualifications, and industry credentials earned in high school.
- Make a sustained effort to help all students participating in HQWBL succeed in the classroom and at the workplace. Successful students are the best advertisements for promoting HQWBL experiences.
- Present the HQWBL introduction video to students – [Learn & Earn: Explore, Connect, Succeed](#) located on the [CTE Resource Center](#).

Parental Support

Parents/guardians must give consent for students to participate in HQWBL experiences. Moreover, parents/guardians can foster the development of professional attitudes. Increase parental awareness and involvement with the following activities:

- Send a letter to parents/guardians explaining the HQWBL program support and permission for their student to be enrolled in a HQWBL experience.
- Send a student-prepared HQWBL newsletter to parents/guardians.

- Hold an open house for parents/guardians. Encourage them to ask questions about HQWBL and solicit their support.
- Conduct presentations about HQWBL experiences at parent-organization meetings. Hold personal conferences with parents/guardians of students who have expressed an interest in CTE programs that incorporate HQWBL opportunities.
- Involve parents/guardians as resource speakers and as HQWBL employers.
- Provide a copy of the At-a-Glance For the School: High-Quality Work-Based Learning Opportunities to parents/guardians (see [Appendix E](#)).

Employer Partners

Business and industry personnel serve a vital role as partners in HQWBL. This collaboration maximizes the opportunities and benefits of participation in HQWBL for students, parents/guardians, the school, and the community. The following activities for publicizing HQWBL to the business community may be effective:

- Display various promotional materials about HQWBL in visible locations at local businesses. This is especially effective during CTE Month (February).
- Make presentations to civic organizations such as the local chamber of commerce. Consider joining community and professional organizations and attending meetings. Personally contact community leaders and business representatives who will lead individual discussions with potential employers.
- Use the local news media—newspapers, radio, television, and Internet—to distribute news releases and gain publicity about HQWBL opportunities.
- Form an alumni group of former students to help promote HQWBL opportunities. Many alumni are in the local business community and may become employers of students participating in the HQWBL program.
- Conduct employer appreciation functions, such as an open house, breakfast, luncheon, or banquet.
- Provide a copy of the At-a-Glance for Business Community: Become a Business Partner Today document (see [Appendix E](#)).
- Invite employers to tour CTE programs at the school.
- Connect with HQWBL employers to become ambassadors of the HQWBL program.

In addition to targeting the specific audiences previously outlined, these activities address a combination of different audiences:

- Establish or maintain opportunities for postsecondary credit with local colleges and universities offering articulated or dual-enrollment credit for secondary courses and

programs using HQWBL. This enhances program validity, generates student and parent interest, and broadens awareness.

- Maintain HQWBL booths at local and state fairs, festivals, and exhibitions. These venues allow for promotion to a diverse cross-section of the population.

High-Quality Work-Based Learning Employer Participation Form

To start the initial process for students to participate in HQWBL, the WBL coordinator/teacher/point of contact should contact a business/community partner to complete a HQWBL Employer Participation Form. This information will also be used to post the opportunity on VAVoyager. A sample [employer participation form](#) is provided in Appendix A.

High-Quality Work-Based Learning Workplace Evaluation Checklist

Once an employer submits a participation form, a workplace evaluation checklist should be completed by the WBL coordinator/teacher/point-of-contact. A sample [workplace evaluation checklist](#) is provided in Appendix A.

High-Quality Work-Based Learning Training Agreement

Many HQWBL experiences require a training agreement—a written statement of commitment made by the student, parent/guardian, HQWBL coordinator/teacher/point-of-contact, and employer. It contains mutually agreed-upon expectations for all parties involved, spells out each party's role, and addresses considerations such as employment terms, schedule, duration of work, compensation, and termination. It is the most important tool providing protection to the HQWBL coordinator/teacher/point-of-contact and school officials against accusations of negligence and liability claims. For all HQWBL experiences, it is important that each student has a completed training agreement on file. A [sample training agreement](#) is provided in Appendix A. Any customized documentation by the school division must include the VDOLI requirements (items marked with asterisks and italics).

High-Quality Work-Based Learning Training Plan

Training plans are required for cooperative education, entrepreneurship, and internship experiences, while apprenticeships and clinical experiences have corresponding documents governed by regulations in their respective areas. Refer to the apprenticeship and clinical experiences sections for more information.

A training plan is a document identifying the classroom instruction and workplace training that will contribute to the employability and ongoing development of a student (see [8VAC20-120-20](#)).

The HQWBL coordinator/teacher/point-of-contact, employer, and student must jointly prepare the training plan. The coordinator/teacher/point-of-contact should discuss the purpose of the training plan and how it is to be used with the student. The student should be aware that some of the tasks will be learned in the workplace while others will be learned in the classroom. The student should be informed the training plan will be used to measure job performance and an evaluation will take place each grading period. Conferences involving the student, the coordinator/teacher/point-of-contact, and the employer should follow each evaluation.

The coordinator/teacher/point-of-contact should schedule a conference with the employer to explain the use of the training plan as soon as the student is placed in a training position. At this time, those tasks that are to be learned in the workplace should be identified and indicated on the plan.

During each conference, the coordinator/teacher/point-of-contact discusses the student's progress with the employer. Using the training plan as an evaluation tool, the employer evaluates the student's performance and progress in the workplace and completes the training plan with the coordinator/teacher/point-of-contact. The employer's evaluation is discussed with the student and is used to make modifications in the student's training and to assist in determining the specific instruction to be provided in the classroom.

The training plan development process is continuous. It begins with identifying a realistic career objective and training needs for the student and continues throughout the entire HQWBL experience with revising the plan according to the changing needs of the employer.

The training plan should contain items in three categories:

1. Workplace readiness skills
2. Specific duties and tasks performed on the job
3. Related classroom instruction to ensure strong correlation with workplace training

The plan serves as a record of the student's progress throughout the experience and provides documentation for evaluation. It should include development of the technical skills required by the occupation as well as enhancement of workplace readiness skills. A [sample training plan](#) is provided in the Appendix A.

High-Quality Work-Based Learning Time Log & Wage Calculator Template

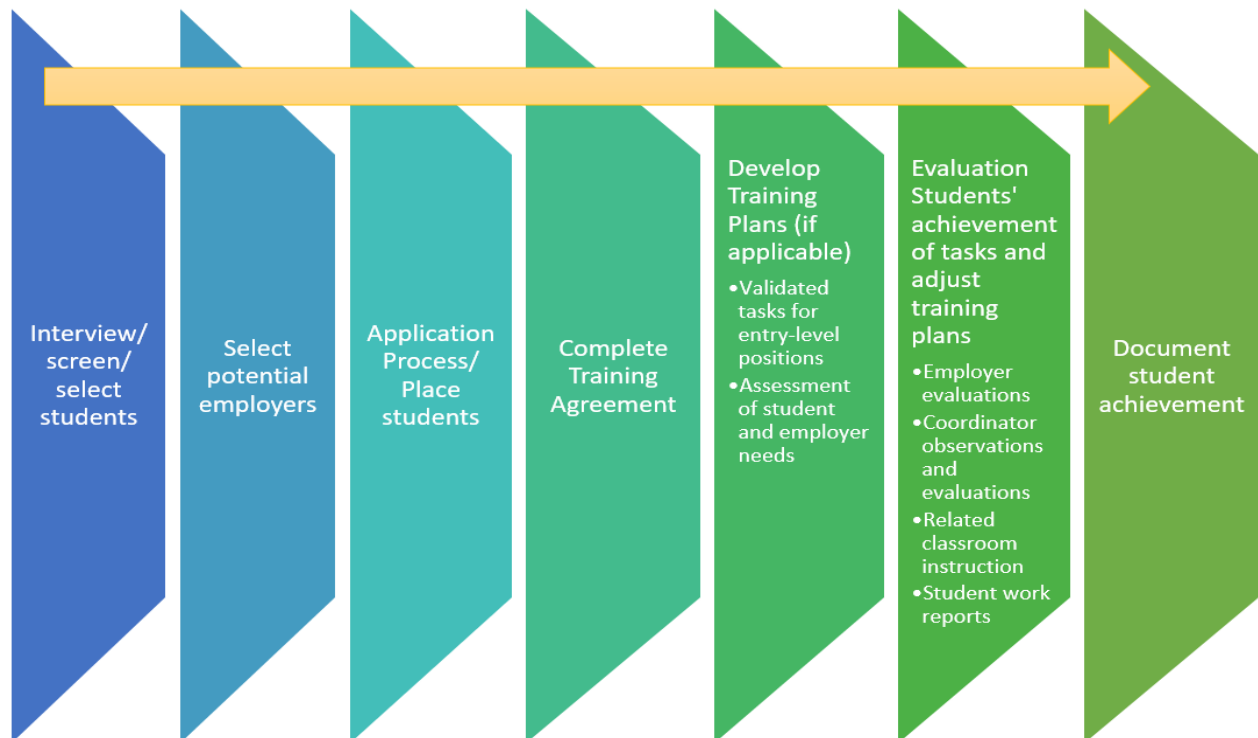
Many HQWBL opportunities require maintaining hours dedicated to the experience. Whether the experience is paid or unpaid, the HQWBL coordinator/teacher/point-of-contact may use the HQWBL Time Log & Wage Calculator Template to record the necessary time information; it is located on the [CTE Resource Center: High-Quality Work-Based Learning](#) web page. If the

experience is paid, the pay rate should be entered as indicated. If the experience is unpaid, enter no information for the pay rate; only enter the time dedicated to the experience. Select the type of HQWBL experience at the top of the template.

Insurance

Prior to implementing any HQWBL experience or partnership, it is recommended that the HQWBL coordinator/teacher/point-of-contact and school division leadership discuss the specific environment of the HQWBL experience, including (but not limited to) transportation, location, work site, equipment, tools, and number of non-school division personnel, and address all related insurance issues to ensure that the school liability insurance properly covers the specific HQWBL experience or partnership. Refer to a sample [student incident form](#) in Appendix A.

Procedure followed by the High-Quality Work-Based Learning Coordinator/Teacher/Point-of-Contact



High-Quality Work-Based Learning Opportunities in Virginia

High-Quality Work-Based Learning comprises experiences related to students' career interests based on instructional preparation and take place in partnership with local businesses or organizations. HQWBL enables students to apply classroom instruction in a real-world work environment. HQWBL promotes the following:

- Career awareness
- Career exploration
- Career preparation

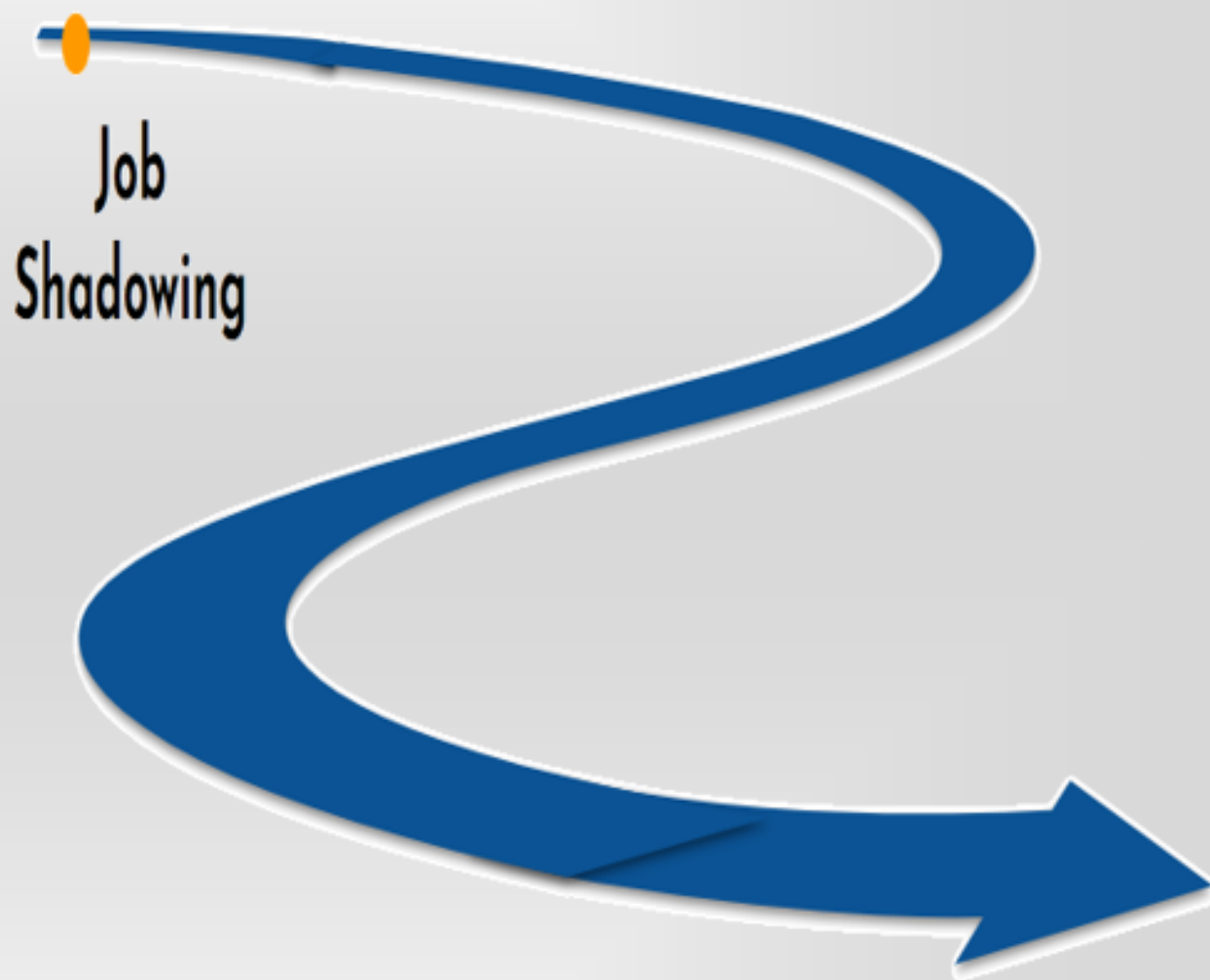
HQWBL Experience	Suggested Grade Levels	Related CTE Instruction	Training Agreement	Training Plan	Minimum Duration	Paid Option	Credit Option	Meets Graduation Requirement	CCCRI
Job Shadowing	6-12	✓	✓		Varies by type				
Service Learning	6-12	✓	✓		Varies by type			✓	✓
Mentorship	6-12	✓	✓		Course duration or 140 hours for .5 credit option		✓	✓ (at least 140 hours)	✓ (at least 140 hours)
Externship	6-12	✓	✓		40 hours			✓ (at least 40 hours)	✓ (at least 40 hours)
School-Based Enterprise	6-12	✓	✓		Course duration	✓		✓	✓
Internship	11-12	✓	✓	✓	Course duration or 280 hours for 1 credit option	✓	✓	✓	✓
Entrepreneurship	11-12	✓	✓	✓	Course duration or 280 hours for 1 credit option	✓	✓	✓	✓

HQWBL Experience	Suggested Grade Levels	Related CTE Instruction	Training Agreement	Training Plan	Minimum Duration	Paid Option	Credit Option	Meets Graduation Requirement	CCCRI
Clinical Experience	11-12	✓	✓		Varies by type			✓	✓
Cooperative Education	11-12	✓	✓	✓	280 hours for 1 credit option	✓	✓	✓	✓
Youth Registered Apprenticeship	11-12	✓	✓		280 hours for 1 credit option	✓	✓	✓	✓
Registered Apprenticeship	11-12	✓	✓		144 hours RTI per 2,000 hours OJT	✓		✓	✓
SAE (Immersion)	6-12	✓	✓	✓	280 hours for 1 credit option	✓	✓	✓	✓

There are 12 HQWBL experiences offered in Virginia. This summary page offers a quick checklist guide for each experience.

The next sections of this guide explore each experience in more detail.

CAREER AND TECHNICAL EDUCATION
High-Quality Work-Based Learning Guide



**Job
Shadowing**

Job Shadowing

Job shadowing places students in workplaces, either in person or virtually, to interact with and observe one or more employees. Based on a student’s interest in a specific career and/or organization, a job shadowing experience can help the student learn more about the nature of the job and the work environment, as well as the education and training required to succeed.

Job shadowing experiences are sometimes the first opportunities for students to observe the workplace and to interact with employees for more in-depth exposure to both careers and workplaces. Student job shadowing may be in person, virtual, a one-on-one interaction, or a group experience. Students may participate in several job shadowing opportunities, enabling them to compare careers and workplaces of interest.

Job Shadowing at a Glance

Suggested Grade Levels	6-12
Graduation Requirement	No
CCCRI	No
Duration	Duration will vary according to the type of experience.
Pay	None
Credit	None (within CTE course credit)
Related Classroom Instruction	Yes
HQWBL Coordinator/Teacher/Point-of-Contact Qualifications	The HQWBL coordinator/teacher/point-of-contact need not be certified in the career field but should have knowledge of career pathways to effectively implement the job shadowing experience.
Student Eligibility	While there are no specific prerequisites to a job shadowing experience, students who have already participated in some career awareness activities would benefit most from job shadowing. As with other HQWBL activities, the content and expectations should reflect each student’s need for additional information about specific careers.

While each job shadowing experience should be tailored to the specific employee and student, a sample agenda for a job shadowing experience would include time for

- introductions and welcome

- overview of industry and organization
- individual or small group shadowing time
- wrap-up and reflection.

Establishing a Job Shadowing Program

Successful job shadowing experiences require collaboration, communication, and preparation by several stakeholders. The planning process involves preparing students for the experience, helping host employers communicate effectively with students, and facilitating positive experiences for students and the host organization. Consider the following:

1. Convene the stakeholders. These could include employers, members of professional associations such as chambers of commerce, school administrators, school counselors, career advisors, and the HQWBL coordinator/teacher/point-of-contact.
2. Cultivate relationships with employers.
3. Assess students' career interests and eligibility to identify potential participants.
4. Determine the scope and structure of the job shadowing program, including location and timeframe and policies that will govern student selection and supervision.
5. Utilize a job shadowing training agreement for in-person experiences.
6. Establish criteria for selection of students and the selection of employer hosts.
7. Ensure legal requirements are met, including identifying all safety requirements in the workplace.
8. Conduct a host employer orientation meeting.
9. Promote the job shadowing program to area employers, parents/guardians, school administrators, students, teachers, and advisory groups.

Roles and Timeline for Job Shadowing Implementation

Before the Job Shadowing

HQWBL Coordinator/Teacher/ Point-of-Contact	Student	Employer
<ul style="list-style-type: none"> ● Review career assessment results. ● Identify interested and qualified students. ● Assist students in identifying career interests. ● Cultivate community partnerships to help secure contacts for students. ● Use the workplace evaluation checklist to screen potential employers. ● Orient students to expectations, including safety requirements (e.g., personal protective equipment [PPE]). ● Confirm logistics, including transportation for students, parent/guardian permission, and emergency contact information. ● Encourage students to share information regarding supports and accommodations needed to be successful in the workplace, so that the employer may be aware of student needs (e.g., health issues, dietary restrictions). ● Finalize each student's training agreement with the student, parent/guardian, and employer. 	<ul style="list-style-type: none"> ● Research the industry and workplace prior to the job shadowing experience. ● Identify job shadowing opportunities of interest. ● Submit required forms. ● Prepare questions to ask while participating in the job shadowing experience. 	<ul style="list-style-type: none"> ● Communicate expectations and confirm logistics with HQWBL coordinator/teacher/point-of-contact. ● Communicate with staff about student visit(s).

During the Job Shadowing

HQWBL Coordinator/Teacher/ Point-of-Contact	Student	Employer
<ul style="list-style-type: none"> • Communicate with the host employer and student. 	<ul style="list-style-type: none"> • Comply with all workplace rules and exercise workplace readiness skills. • Ask appropriate questions and engage with the employer. • Record observations of career and workplace. 	<ul style="list-style-type: none"> • Provide insights into various aspects of the industry for the student. • Communicate with the student and HQWBL coordinator/teacher/point-of-contact.

After the Job Shadowing

HQWBL Coordinator/Teacher/ Point-of-Contact	Student	Employer
<ul style="list-style-type: none"> • Gather feedback from the student and employer. • Collect required assignments and/or forms from the student and the employer. 	<ul style="list-style-type: none"> • Complete feedback and reflection assignments. • Update résumé based on new skills and experiences gained. 	<ul style="list-style-type: none"> • Complete feedback and evaluation forms.

Forms (see Appendix A):

- [High-Quality Work-Based Learning Employer Participation Form](#)
- [High-Quality Work-Based Learning Training Agreement](#) (required for in-person experiences)
- [High-Quality Work-Based Learning Student Reflection](#)
- [High-Quality Work-Based Learning Employer/Mentor Evaluation](#)

CAREER AND TECHNICAL EDUCATION
High-Quality Work-Based Learning Guide



**Service
Learning**

Service Learning

Service learning experiences enable students to learn and apply academic, social, and personal skills to improve the community, continue individual growth, and develop a lifelong ethic of service. Service learning goes beyond students participating in community service. When considering service learning opportunities, review the following:

Service Learning vs. Community Service

Service Learning	Community Service
<ul style="list-style-type: none"> ● Students identify an interest and a community need. ● Students develop and complete a service project addressing the community need. ● Students complete structured activities before, during, and after the experience. ● Students reflect and self-assess. 	<ul style="list-style-type: none"> ● The community need may already be established. ● Students participate in voluntary assignments and activities to serve organizations and/or individuals within the community. ● Community service may or may not align with school-based instruction.

The [National Youth Leadership Council \(NYLC\)](#) established eight standards for service learning:

1. **Meaningful Service:** Service learning actively engages participants in meaningful and personally relevant service activities.
2. **Link to Curriculum:** Service learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.
3. **Reflection:** Service learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.
4. **Diversity:** Service learning promotes understanding of diversity and mutual respect among all participants.
5. **Youth Voice:** Service learning provides youth with a strong voice in planning, implementing, and evaluating service learning experiences with guidance from adults.
6. **Partnerships:** Service learning partnerships are collaborative, mutually beneficial, and address community needs.
7. **Progress Monitoring:** Service learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals and uses results for improvement and sustainability.
8. **Duration and Intensity:** Service learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Service Learning at a Glance

Suggested Grade Levels	6-12
Graduation Requirement	Yes
CCCRI	Yes
Duration	Duration will vary according to the type of experience. <i>Service learning projects may be held during the summer, after school, during the school year, in conjunction with CTSO experiences or in the desired format to meet student and community needs.</i>
Pay	None
Credit	None (within CTE course credit)
Related Classroom Instruction	Yes
HQWBL Coordinator/Teacher/Point-of-Contact Qualifications	The coordinator/teacher/point-of-contact need not be certified in the career field but should have knowledge of career pathways to effectively implement the service learning experience.
Student Eligibility	There are no specific prerequisites for a service learning experience. Consider the following prior to placement: <ul style="list-style-type: none"> • Successful completion of career inventory and exploration activities • Relevant work experience (e.g., job shadow, part-time job) • Recommendation from classroom teacher or school counselor • Minimum attendance and/or grade point average • Completion of application and interview process • Completion of required forms • Ability to fulfill the time demands of the project

Establishing a Service Learning Program

To create a service learning program, the HQWBL coordinator/teacher/point-of-contact and/or students can conduct initial research to determine community needs, including conducting surveys, consulting community agency representatives, and coordinating with local media. Once key public issues have been identified and analyzed, expectations for program scope and rigor must be set. Expectations for the program and for the students must be based on student abilities and areas of interest, as well as community needs and the school's goals and vision.

Because all HQWBL experiences depend on cultivating community relationships, consider collaborating with people in existing programs that may complement the new service learning program. Service learning may take place in conjunction with CTSO experiences.

Once high-level decisions about the program have been made, standards, expectations, and responsibilities must be drafted for all stakeholders. The HQWBL coordinator/teacher/point-of-contact must develop training materials and provide a service learning training agreement to be signed by the HQWBL coordinator/teacher/point-of-contact, the student, the parent/guardian, and the project contact.

Effective service learning programs provide closure as well as time for reflection, so that students may think critically about the service learning experiences. Additionally, consider celebrating student service through certificates, assemblies, or media coverage. Elicit feedback to improve the program and to ensure the continual involvement of students and community members.

Roles and Timeline for Service Learning Implementation

Before the Service Learning Project

HQWBL Coordinator/Teacher/ Point-of-Contact	Student	Project Partner (if applicable)
<ul style="list-style-type: none"> ● Review career assessment results. ● Identify interested and qualified students. ● Cultivate community partnerships to help secure contacts for students. ● Use the workplace evaluation checklist to screen potential employers. ● Orient students to expectations, including safety requirements (e.g., PPE). ● Work with students to develop a project framework. ● Confirm logistics, including transportation for students, parent/guardian permission, and emergency contact information. ● Encourage students to share information regarding supports and accommodations needed to 	<p><u>Planning and Implementation</u></p> <ul style="list-style-type: none"> ● Identify an area of interest. ● Define a community need. ● Establish community contacts. ● Get pre-approval for the project. <p><u>Research</u></p> <ul style="list-style-type: none"> ● Conduct academic research. ● Identify experts in the field. ● Become familiar with relevant local, state, and federal ordinances, codes, and laws. ● Organize findings and data. ● Review research with HQWBL coordinator/teacher/point-of-contact (and project partner, if applicable). 	<ul style="list-style-type: none"> ● Communicate expectations and confirm logistics with HQWBL coordinator/teacher/point-of-contact. ● Communicate with staff about student visit(s).

HQWBL Coordinator/Teacher/ Point-of-Contact	Student	Project Partner (if applicable)
<p>be successful in the workplace so that any community partners may be aware of student needs (e.g., health issues, dietary restrictions).</p> <ul style="list-style-type: none"> ● Finalize each student’s training agreement with the student, parent/guardian, and employer 	<p><u>Proposal Development</u></p> <ul style="list-style-type: none"> ● Define the project (who, what, when, where, and how). ● Follow written standards and expectations. ● Define project resources. ● Create a project timeline. ● Receive approval from project partner, if applicable. <p><u>Approval and Permission</u></p> <ul style="list-style-type: none"> ● Present proposal for approval. ● Edit as needed. ● Obtain permissions or permits. 	

During the Service Learning Project

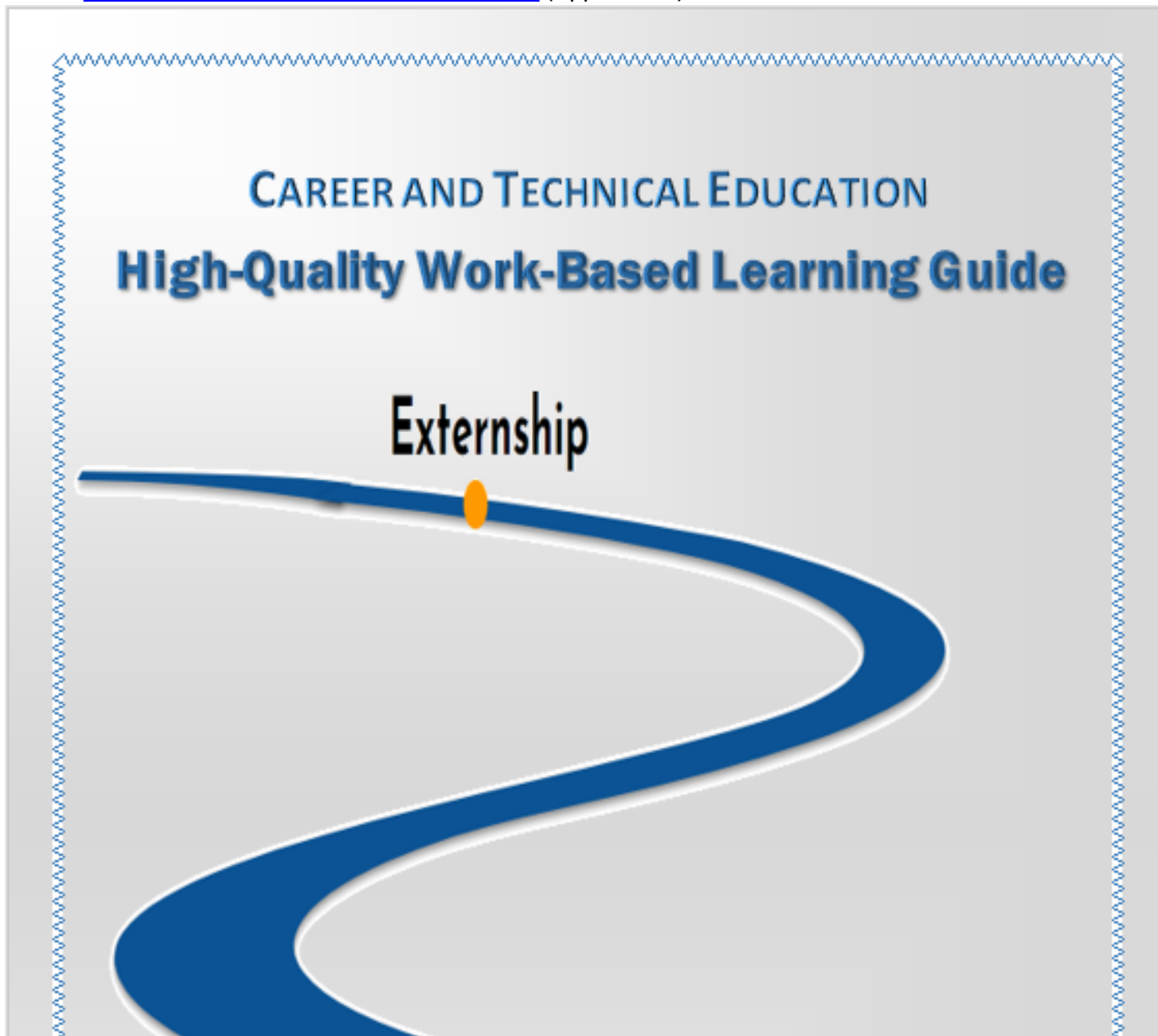
HQWBL Coordinator/ Teacher/Point-of-Contact	Student	Project Partner (if applicable)
<ul style="list-style-type: none"> ● Support students in working toward project learning objectives. ● Provide supervision. ● Structure learning activities to complement the service learning experience (e.g., discussions, reading, writing, reflection, presentation). ● Evaluate student progress. ● Keep track of service learning hours. ● Maintain ongoing communication with students and project partners. 	<ul style="list-style-type: none"> ● Provide updates to HQWBL coordinator/teacher/point-of-contact. ● Comply with all workplace rules and exercise workplace readiness skills. ● Document HQWBL hours. 	<ul style="list-style-type: none"> ● May provide supervision for students. ● May evaluate student progress. ● May coordinate and communicate with HQWBL coordinator/teacher/point-of-contact.

After the Service Learning Project

HQWBL Coordinator/Teacher/ Point-of-Contact	Student	Project Partner (if applicable)
<ul style="list-style-type: none">• Collect feedback from the students and project partners.• Submit reports as required.	<ul style="list-style-type: none">• Complete feedback and reflection assignments.• Update résumé based on new skills and experiences gained.	<ul style="list-style-type: none">• Complete feedback and evaluation forms.

Forms:

- [Service Learning Needs Assessment and Initial Research](#) (Appendix D)
- [Service Learning Project Planning Worksheet](#) (Appendix D)
- [High-Quality Work-Based Learning Training Agreement](#) (required, Appendix A)
- [High-Quality Work-Based Learning Student Reflection](#) (Appendix A)
- [Service Learning Project Partner Evaluation](#) (Appendix D)



Externship

An externship is a short HQWBL experience, of a minimum duration of 40 hours, where the student is paired with a working professional to observe and get a preview of the day-to-day activities needed for a career. Based on students’ interests in specific careers and/or organizations, externship experiences can help students learn more about the nature of various jobs and work environments, as well as education and training required to succeed.

An externship is an extended job shadowing experience, designed so students may ask questions, observe, and spend more than a day getting a feel for a workplace. While the work accomplished in the context of an externship will be important, there is no work delegated or projects assigned such as those found in a longer-term experience such as an internship.

Externship at a Glance

Suggested Grade Levels	6-12
Graduation Requirement	Yes, if at least 40 hours are earned
CCCRI	Yes, if at least 40 hours are earned
Duration	Minimum of 40 hours <i>Externships may be held during the summer, after school, during the school year, or in the desired format to meet student and employer needs.</i>
Pay	None
Credit	None (within CTE course credit)
Related Classroom Instruction	Yes
HQWBL Coordinator/Teacher/Point-of-Contact Qualifications	The HQWBL coordinator/teacher/point-of-contact need not be certified in the career field but should have knowledge of career pathways to effectively implement the externship experience.
Student Eligibility	While there are no specific prerequisites to an externship experience, students who have already participated in career awareness activities would benefit most from externships. As with other HQWBL activities, the content and expectations should reflect each student’s need for additional information about specific careers.

Establishing an Externship Program

Successful externship experiences require collaboration, communication, and preparation by several stakeholders. The planning process involves preparing students for the experience and helping host employers communicate effectively with students. Consider the following:

1. Convene the stakeholders (e.g., employers, members of professional associations such as chambers of commerce, school administrators, school counselors, career advisors, and the HQWBL coordinator/teacher/point-of-contact).
2. Cultivate relationships with employers.
3. Determine the scope and structure of the externship program, including location and timeframe and policies that will govern student selection and supervision.
4. Establish criteria for selection of students and employer hosts.
5. Ensure legal requirements are met, including identifying all workplace safety requirements.
6. Assess students' career interests and eligibility to identify potential participants.
7. Utilize an externship training agreement.
8. Ensure that adequate supervision is provided throughout the externship through workplace visits, evaluations, and regular communication.
9. Give recognition to participating stakeholders, with emphasis on the host employer and the student.
10. Promote the externship program to area business and industry partners (employers), parents/guardians, school administrators, students, and advisory groups.

Roles and Timeline for Externship Implementation

Before the Externship Experience

HQWBL Coordinator/Teacher/ Point-of-Contact	Student	Employer
<ul style="list-style-type: none"> ● Review career assessment results. ● Identify interested and qualified students. ● Assist students in identifying career interests. ● Cultivate community partnerships to help secure contacts for students. ● Use the workplace evaluation checklist to 	<ul style="list-style-type: none"> ● Research the industry and workplace prior to the externship. ● Identify externship opportunities of interest. ● Submit required forms. ● Participate in any orientation activities required by the employer. ● Prepare questions to ask while participating in the externship experience. 	<ul style="list-style-type: none"> ● Communicate expectations and confirm logistics with HQWBL coordinator/teacher/point-of-contact. ● Communicate with staff about student visits.

<p>screen potential employers.</p> <ul style="list-style-type: none"> ● Orient students to expectations, including safety requirements (e.g., PPE). ● Confirm logistics, including transportation for students, parent/guardian permission, and emergency contact information. ● Encourage students to share information regarding supports and accommodations needed to be successful in the workplace so that the employer may be aware of student needs (e.g., health issues, dietary restrictions). ● Finalize each student's externship training agreement with the student, parent/guardian, and host employer. 		
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During the Externship Experience

<p>HQWBL Coordinator/Teacher/ Point-of-Contact</p>	<p>Student</p>	<p>Employer</p>
<ul style="list-style-type: none"> ● Communicate with employer and student. ● Track student hours. ● Conduct progress conferences. 	<ul style="list-style-type: none"> ● Provide updates to HQWBL coordinator/teacher/point-of-contact. ● Participate in progress conferences. ● Reflect on the connection between 	<ul style="list-style-type: none"> ● Evaluate student extern progress. ● Participate in progress conferences. ● Coordinate and communicate with HQWBL coordinator/teacher/point-of-contact.

	<p>what is learned at school and at the workplace.</p> <ul style="list-style-type: none"> ● Comply with all workplace rules and exercise workplace readiness skills. ● Record observations of career and workplace. ● Document HQWBL hours. 	<ul style="list-style-type: none"> ● Provide insights into various aspects of the industry for the student.
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After the Externship Experience

HQWBL Coordinator/Teacher/ Point-of-Contact	Student	Employer
<ul style="list-style-type: none"> ● Collect documentation ● Submit required reports. 	<ul style="list-style-type: none"> ● Complete feedback and reflection assignments. ● Update résumé based on new skills and experiences gained. 	<ul style="list-style-type: none"> ● Complete feedback and evaluation forms.

Forms (see Appendix A):

- [High-Quality Work-Based Learning Employer Participation Form](#)
- [High-Quality Work-Based Learning Training Agreement](#) (required)
- [High-Quality Work-Based Learning Student Reflection](#)
- [High-Quality Work-Based Learning Employer/Mentor Evaluation](#)

CAREER AND TECHNICAL EDUCATION
High-Quality Work-Based Learning Guide

**School-Based
Enterprise**



School-Based Enterprise

A school-based enterprise (SBE) is an ongoing, student-managed, entrepreneurial operation within the school setting. It provides goods or services that meet the needs of the school’s target markets (i.e., students, teachers, administrators, parents/guardians, community members, community organizations, businesses) through a school store location, mobile unit and/or website. SBEs replicate the workplace to provide career insights and relevant experiences for the student. School-based enterprises utilize hands-on, project-based learning laboratories, which provide connections to classroom instruction. Students operate and manage the SBE, where they learn and build on leadership, supervision, and management skills. The role of the HQWBL coordinator/teacher/point-of-contact involves the integration of technical content and skills students can put into practice in the SBE.

Accepted forms of SBE include, but are not limited to,

- culinary café or catering services
- agriculture greenhouse operation and plant sales
- childcare programs
- retail store
- credit union
- automotive services
- carpentry services
- creative design services.

School-based enterprises provide a great benefit to the school, the community, and related program areas. Goods and services needed by the stakeholders sometimes can be provided at a reduced cost and can strengthen stakeholder relationships. School-based enterprises provide practical learning experiences that strengthen the connection between classroom instruction and real-world experiences, which can build management and leadership skills at a level not typical in other HQWBL experiences. School-based enterprises also allow students to gain valuable work experience without having to leave the school setting.

School-Based Enterprises at a Glance

Suggested Grade Levels	6-12
Graduation Requirement	Yes
CCCRI	Yes
Duration	Aligned with course duration
Pay	School-based enterprises may be paid or unpaid. If paid, payment must be at least the federal minimum wage and based on a progressive wage schedule. Paid experiences must be conducted in compliance with federal and state labor

	laws. (See U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division and the Virginia Department of Labor and Industry, Labor and Employment Law.)
Credit	None (included within CTE course credit)
Related Classroom Instruction	Yes
HQWBL Coordinator/Teacher/Point-of-Contact Qualifications	The HQWBL coordinator/teacher/point-of-contact need not be certified in the career field but should have knowledge of career pathways to effectively implement the school-based enterprise experience.
Student Eligibility	While there are no specific prerequisites to an SBE, students who have already participated in some career awareness activities would benefit most from participating in an SBE. As with other HQWBL activities, the content and expectations should reflect each student's need for additional information about specific careers.

Establishing a School-Based Enterprise

To create an SBE, the HQWBL coordinator/teacher/point-of-contact, CTE teacher, and/or students can conduct initial research to determine school-based needs and target markets, including conducting surveys and consulting groups within the school. Once needs have been identified and analyzed, expectations for program scope must be set. Expectations for the program and for the students must be based on student abilities and areas of interest as well as school-based needs. Because all HQWBL experiences depend on cultivating community relationships, consider collaborating with partners in existing programs that may complement the new SBE program.

Once high-level decisions about the program have been made, standards, expectations, and responsibilities must be drafted for all stakeholders. These should include

- hours of operation
- goods and services to be provided
- prices of goods and services
- inventory and vendor selection
- secure storage for merchandise (if needed)
- payment system determination (cash, check, credit/debit cards).

Effective HQWBL programs provide closure as well as time for reflection, so that students may think critically about the experiences. Additionally, consider celebrating involvement in the SBE

through certificates, assemblies, or media coverage. Elicit feedback to improve the program and to ensure the continual involvement of students and the school community.

Day-to-day tasks will be performed by student-employees, but the SBE should be overseen by a teacher to ensure that it complies with the school accounting system and all federal, state, and local regulations. The teacher should also take care to ensure that the following tasks are performed regularly:

- Offering guidance and instruction to SBE student managers and staff
- Taking inventory of merchandise, including ensuring that items are sold well before expiration date (if food-based)
- Ensuring transactions/deposits are completed according to school accounting procedures
- Instructing students on the preparation of profit-and-loss statements

Roles and Timeline for School-Based Enterprise Implementation

Before the SBE Experience

SBE Supervisor	Student
<ul style="list-style-type: none"> ● Review career assessment results. ● Identify interested and qualified students. ● Orient students to expectations, including safety requirements (e.g., PPE). ● Finalize each student’s SBE training agreement with appropriate parties. 	<ul style="list-style-type: none"> ● Express interest and complete any necessary application procedures for the SBE. ● Submit required forms. ● Participate in applicable interviewing and orientation activities.

During the SBE Experience

SBE Supervisor	Student
<ul style="list-style-type: none"> ● Support students in working toward related learning objectives, structuring learning activities to complement the SBE. ● Maintain ongoing communication with all SBE stakeholders. ● Track student hours. 	<ul style="list-style-type: none"> ● Provide updates to HQWBL coordinator/ teacher/point-of-contact. ● Comply with all SBE rules and exercise workplace readiness skills. ● Maintain communication with others within the SBE. ● Record observations of SBE. ● Document HQWBL hours.

After the SBE Experience

SBE Supervisor	Student
<ul style="list-style-type: none">● Collect documentation.● Submit reports, as required.	<ul style="list-style-type: none">● Complete feedback and reflection assignments.● Update résumé based on new skills and experiences gained.

Forms (see Appendix A):

- [High Quality Work-Based Learning Training Agreement](#) (required)
- [High-Quality Work-Based Learning Student Reflection](#)

CAREER AND TECHNICAL EDUCATION
High-Quality Work-Based Learning Guide

Mentorship



Mentorship

Mentorship is a HQWBL experience consisting of a long-term relationship focused on supporting the growth and development of students as they learn about a particular industry and workplace. The student is paired with a community professional who has a recognized record of achievement and first-hand experience in the occupational field or career cluster of the student's choice. The mentor becomes a source of guidance, motivation, wisdom, teaching, role modeling, and support. The knowledge, advice, and resources shared depend on the format and goals of the mentoring relationship. Mentor support can provide a wide range of personal and professional benefits, which lead to improved performance in the workplace. Mentorship requires student preparation, including career exploration, prior to the experience.

Mentors are encouraged to provide the student with as much hands-on experience as possible and to provide a broad view of the business/industry as well as routine tasks and challenging opportunities. A mentorship may be completed on a one-on-one, small group, or virtual basis.

Mentorship at a Glance

Suggested Grade Levels	6-12
Graduation Requirement	Yes, if at least 140 hours are earned
CCCRI	Yes, if at least 140 hours are earned
Duration	Duration of mentorship is aligned with the duration of the associated CTE course.
Pay	None
Credit	Students may earn .5 credit toward graduation for mentorships of at least a 140-hour duration in grades 9-12. Mentorships of shorter duration do not earn a credit outside what is earned for the related CTE course.
Related Classroom Instruction	Yes
HQWBL Coordinator/Teacher/Point-of-Contact Qualifications	The coordinator/teacher/point-of-contact need not be certified in the career field but should have knowledge of career pathways to effectively implement the mentorship.

Student Eligibility	<p>There are no specific prerequisites for a mentorship experience. Consider the following prior to placement:</p> <ul style="list-style-type: none"> ● Successful completion of career inventory and exploration activities ● Relevant work experience (e.g., job shadow, part-time job) ● Recommendation from classroom teacher or school counselor ● Minimum attendance and/or grade point average ● Ability to fulfill the time demands of the mentorship
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Establishing a Mentorship Program

Successful mentorships require collaboration, communication, and preparation by many school and community stakeholders. Consider these recommendations when developing a mentorship model for the school division:

1. Convene the stakeholders (e.g., employers, members of professional associations such as chambers of commerce, school administrators, school counselors, career advisors, and the HQWBL coordinator/teacher/point-of-contact).
2. Cultivate relationships with mentors.
3. Determine the scope and structure of the mentorship program, including location and timeframe and policies that will govern student selection and supervision.
4. Establish criteria for the selection of students and the selection of mentors.
5. Ensure legal requirements are met, including safety requirements in the workplace.
6. Assess students' career interests and eligibility to identify potential mentees.
7. Develop a mentorship training agreement.
8. Ensure that adequate supervision is provided throughout the mentorship through workplace visits, evaluations, and regular communication.
9. Give recognition to participants, with emphasis on the mentors and the students.
10. Promote the mentorship program to area employers, parents/guardians, school administrators, students, and advisory groups.

Required Hours

Credit for mentorship experiences during a 36-week school year should be based upon the student's successful completion of the course and continuous mentoring throughout the school year. To receive a half credit toward graduation for the mentorship, students in the 9th to 12th grade should complete a minimum of 140 hours for the school year. In addition, 140-hour mentorships may culminate in the completion of an independent study project. Mentorships of fewer than 140 hours may be completed, but students will not receive credit beyond the credit earned for the related CTE course.

Roles and Timeline for Mentorship Implementation

Before the Mentorship Experience

HQWBL Coordinator/Teacher/ Point-of-Contact	Student	Employer/Mentor
<ul style="list-style-type: none"> ● Review career assessment results. ● Identify interested and qualified students. ● Assist students in identifying career interests. ● Cultivate community partnerships to help secure contacts for students. ● Use the workplace evaluation checklist to screen potential employers. ● Orient students to expectations, including safety requirements (e.g., PPE). ● Confirm logistics, including transportation for students, parent/guardian permission, and emergency contact information. ● Encourage students to share information regarding supports and accommodations needed to be successful in the workplace so that the employer may be aware of student needs (e.g., health issues, dietary restrictions). ● Finalize each student's training agreement with the student, parent/guardian, and mentor. 	<ul style="list-style-type: none"> ● Research the industry and workplace prior to the mentorship. ● Identify mentorship opportunities of interest. ● Submit required forms. ● Participate in any required orientation activities. ● Prepare questions to ask while participating in the mentorship experience. 	<ul style="list-style-type: none"> ● Communicate expectations and coordinate logistics with HQWBL coordinator/teacher/point-of-contact. ● Communicate with staff about student visit(s).

During the Mentorship Experience

HQWBL Coordinator/Teacher/ Point-of-Contact	Student	Employer/Mentor
<ul style="list-style-type: none"> ● Communicate with mentors. ● Track student hours. ● Evaluate student progress. ● Conduct progress conferences. 	<ul style="list-style-type: none"> ● Provide updates to HQWBL coordinator/teacher/point-of-contact . ● Participate in progress conferences. ● Reflect on the connection between what is learned at school and in the workplace. ● Comply with all workplace rules and exercise workplace readiness skills. ● Record observations of the career and workplace. ● Document HQWBL hours. 	<ul style="list-style-type: none"> ● Coordinate and communicate with HQWBL coordinator/teacher/point-of-contact . ● Evaluate student mentee progress. ● Participate in progress conferences. ● Provide insights into various aspects of the industry for the student.

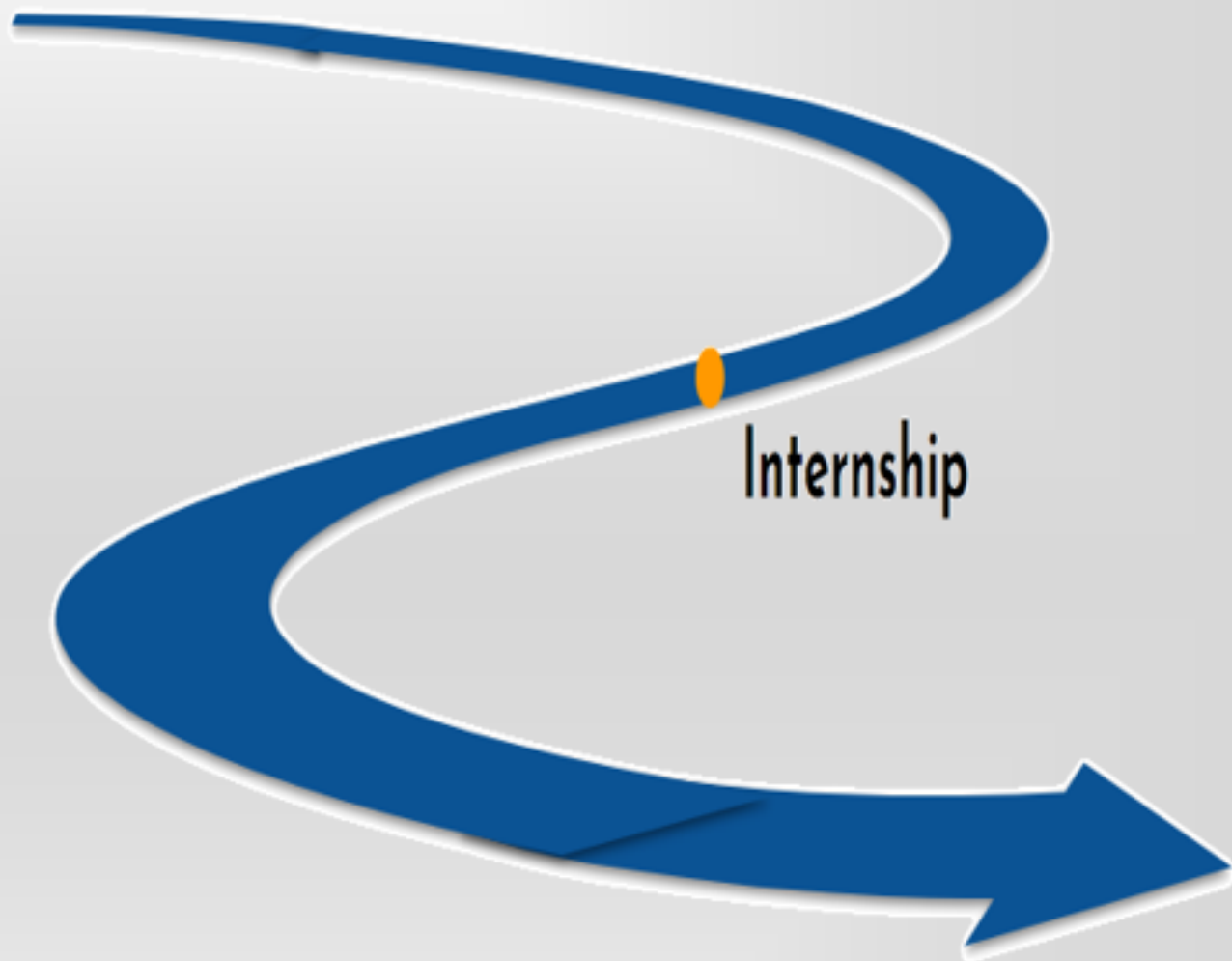
After the Mentorship Experience

HQWBL Coordinator/Teacher/ Point-of-Contact	Student	Employer/Mentor
<ul style="list-style-type: none"> ● Collect feedback from the student and mentor. ● Submit reports as required. 	<ul style="list-style-type: none"> ● Complete feedback and reflection assignments. ● Update résumé based on new skills and experiences gained. 	<ul style="list-style-type: none"> ● Complete feedback and evaluation forms.

Forms:

- [High-Quality Work-Based Learning Employer Participation Form](#) (Appendix A)
- [High-Quality Work-Based Learning Training Agreement](#) (required) (Appendix A)
- [High-Quality Work-Based Learning Student Reflection](#) (Appendix A)
- [High-Quality Work-Based Learning Employer/Mentor Evaluation](#) (Appendix A)
- [Mentorship Independent Study Project Template](#) (Appendix D)

CAREER AND TECHNICAL EDUCATION
High-Quality Work-Based Learning Guide



Internship

Internship is a HQWBL experience that places the student in a real workplace environment. This placement allows the student to develop and practice career-related knowledge and skills for a specific career field related to the student’s career interests, abilities, and goals. Internships may be paid or unpaid, are connected to classroom learning, and are accompanied by structured reflection activities. Student interns are guided by a formal, written training plan that defines specific academic and workplace skills to be mastered.

Internships at a Glance

Suggested Grade Levels	11-12
Graduation Requirement	Yes
CCCRI	Yes
Duration	Students should work a minimum of 280 hours for the school year to earn a credit toward graduation. Internships of shorter duration do not earn a credit outside of that already earned for the related CTE course.
Pay	Internship experiences may be paid or unpaid. (Refer to U.S. Department of Labor Fact Sheet #71 .) If paid, payment must be at least the federal minimum wage and based on a progressive wage schedule. Paid experiences must be in compliance with federal and state labor laws. (See U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division and the Virginia Department of Labor and Industry, Labor and Employment Law .)
Credit	Students may earn one credit toward graduation for internships of at least a 280-hour duration and by working continuously throughout the school year. If a student does not complete 280 hours, the student will not earn credit. For a quality internship experience, the VDOE suggests the intern work a minimum of 100 hours.
Related Classroom Instruction	Yes
Regulations	<u>Paid</u> internship experiences must be in compliance with federal and state labor laws.

	<p>Federal legislation governs whether interns must be paid by the minimum wage and overtime under the Fair Labor Standards Act (FLSA) for the services that they provide to private sector “for-profit” employers. Educators must meet the seven criteria under the Test for Unpaid Interns if they are placing students in unpaid internships. Otherwise, the students must follow the FLSA for paid internships.</p>
<p>HQWBL Coordinator/Teacher/Point-of-Contact Qualifications</p>	<p>In general, the HQWBL coordinator/teacher/point-of-contact need not be certified in the career field but must have knowledge of career pathways to effectively implement the internship.</p> <p><i>Please note internships in occupations related to Agriculture Education, Family and Consumer Sciences, Health and Medical Sciences, Technology Education, and Trade and Industrial Education may have specific requirements for the HQWBL coordinator/teacher/point-of-contact. Please contact the appropriate VDOE CTE program specialist for details.</i></p>
<p>Student Eligibility</p>	<p>There are no state-mandated student eligibility requirements for internships. Consider the following prior to placement:</p> <ul style="list-style-type: none"> • Successful completion of career inventory and exploration activities • Relevant work experience (e.g., job shadow, part-time job) • Recommendation from classroom teacher or counselor • Minimum attendance and/or grade point average • Possess acceptable workplace readiness skills • Completion of application and interview process with host employer • Completion of student registration and parent/guardian permission • Ability to fulfill the time demands of the internship

Establishing an Internship Program

Successful internships require collaboration, communication, and preparation by school and community stakeholders. Consider these recommendations when developing an internship model for the school division:

1. Convene the stakeholders needed to assist with implementing internships, such as employers, members of professional associations such as chambers of commerce, school administrators, counselors, career advisors, and the HQWBL coordinator/teacher/point-of-contact.
2. Determine the scope and structure of the internship program, including policies that will govern student selection and intern supervision.

3. Assess students' career interests and eligibility to identify potential interns and target potential employers.
4. Cultivate relationships with employers to host internships, and work with them to structure internships that will benefit students, employers, and workplace supervisors.
5. Facilitate employers' interviews of student candidates for internships, and allow the employers to make the final selections.
6. Prepare students for their internships through student and parent/guardian orientation and the development of training agreements and plans.
7. Develop an internship training agreement.
8. Ensure that adequate supervision is provided during the internships. Examples include workplace visits, employer evaluations, or regular communication with employers and students.
9. Ensure legal requirements are met, including identifying all safety requirements in the work environment.
10. Provide for structured student reflection, both individual and group, before, during, and after internship experiences.
11. Give recognition to participating stakeholders, with emphasis on the host employers and students.
12. Promote the internship program to area business and industry partners (employers) parents/guardians, school administrators, students, and advisory groups.

Training Agreement

An internship training agreement must be developed and followed for each student. It is a written statement of commitment to a HQWBL experience made by the student, parent/guardian, HQWBL coordinator/teacher/point-of-contact, school administrator, and employer. It is a required formal document that contains mutually agreed-upon expectations for all parties involved that spells out each party's role, as well as other considerations, such as employment terms, schedule, duration of work, compensation (if applicable), and termination. It is the most important tool providing protection to the HQWBL coordinator/teacher/point-of-contact and school officials against accusations of negligence and liability claims. It establishes a basis of understanding as to expectations from everyone involved. It is important that each student placed in a HQWBL workplace has a fully completed training agreement on file.

If the HQWBL coordinator/teacher/point-of-contact supervises interns from other classes within a CTE program area, the students' classroom teacher(s) should also be involved in and sign the training agreement. All signatories should retain a copy of the agreement.

Obtaining the employer's signature provides an excellent opportunity for a visit to the employer to build relationships. It is best practice for the HQWBL coordinator/teacher/point-of-contact to have these documents signed in his/her presence.

A sample [training agreement](#) is provided in Appendix A. Any customized documentation must include the VDOLI requirements (those items marked with asterisks and italics).

Training Plan

Internship experiences follow a training plan for experiences of 280 hours or longer. A training plan is a formal document identifying the classroom instruction and workplace training that will contribute to the employability and ongoing development of a student (see [8VAC20-120-20](#)). The HQWBL coordinator/teacher/point-of-contact, employer, and student must jointly prepare the training plan. The plan, which provides documentation for evaluation, should include development of the technical skills required by the occupation as well as enhancement of workplace readiness skills.

The training plan should contain items in three categories:

1. Workplace readiness skills
2. Specific duties and tasks performed on the job
3. Related classroom instruction (Including this component allows the student to apply all competencies learned in the classroom to the HQWBL experience.)

A sample [training plan](#) is provided in Appendix A. Forms may be customized as appropriate for each HQWBL experience or by each program area or school division.

Student Supervision

Adherence to the guidelines outlined below ensures the integrity of the internship experience:

- A student must be currently enrolled in state-approved courses within CTE program area.
- HQWBL coordinator/teacher/point-of-contact must meet with the students' CTE classroom teacher(s) before each workplace visit and, if there is a need, after each visit.
- Meetings between HQWBL coordinator/teacher/point-of-contact and the students' CTE classroom teacher(s) must be documented on the training plans.
- CTE classroom teachers' involvement in the development of the training agreements and training plans must be certified by signatures on both documents.
- Training agreement and training plan forms must be modified to account for the meetings with and involvement of other program classroom teachers, if applicable.

Required Hours

Credit for internship experiences during a 36-week school year should be based upon the student's successful completion of the course and continuous, satisfactory employment throughout the school year. To receive a credit toward graduation for the internship, students should achieve a minimum of 280 hours for the school year. Many students will exceed 280 hours. Internships of fewer than 280 hours may be completed, but students will not receive credit beyond the credit earned for the related CTE course.

Student Schedules

Internship experiences of 280 hours or more must be continuous throughout the school year even if the classroom instruction is a block class in a single semester. The students must be placed by the HQWBL coordinator/teacher/point-of-contact in jobs related to their career goals and adequate supervision must be provided, including workplace visits, employer evaluations, or regular communication with employers and students throughout the year. Students must adhere to the regulations and guidelines.

School Records

Participating schools must maintain the following records for each internship student:

- Training agreement
- Training plan
- Student competency record
- Local wage and hour information
- Documentation of all out-of-school coordination activities, including dates of workplace visits

The retention and disposition schedule for internship records is as follows:

- Enrollment—retain one year, then destroy
- Evaluation—retain three years, then destroy
- Program—review annually; destroy records that have no administrative value
- Work experience forms (including training agreements, training plans, student competency records, local wage and hour information, and documentation of workplace visits)—retain five years after student graduates, then destroy
- Record of employment—retain five years after completion of experience, then destroy
- Employment evaluations—retain five years from the year in which evaluation is completed, then destroy

Roles and Timeline for Internship Implementation

Before the Internship Experience

HQWBL Coordinator/Teacher/ Point-of-Contact	Student	Employer
<ul style="list-style-type: none">● Review career assessment results.● Identify interested and qualified students.● Assist students in identifying career interests.	<ul style="list-style-type: none">● Research the industry and workplace prior to the internship.● Identify internship opportunities of interest.● Submit required forms.● Develop a résumé.	<ul style="list-style-type: none">● Communicate expectations and confirm logistics with HQWBL coordinator/teacher/point-of-contact.

HQWBL Coordinator/Teacher/ Point-of-Contact	Student	Employer
<ul style="list-style-type: none"> ● Cultivate community partnerships to help secure contacts for students. ● Use the workplace evaluation checklist to screen potential employers. ● Counsel students regarding job-placement and interview techniques. ● Orient students to expectations, including safety requirements (e.g., PPE). ● Confirm logistics, including transportation for students, parent/guardian permission, and emergency contact information. ● Encourage students to share information regarding supports and accommodations needed to be successful in the workplace so that the employer may be aware of student needs (e.g., health issues, dietary restrictions). ● Finalize each student internship training agreement and training plan with the student, parent/guardian, and employer. 	<ul style="list-style-type: none"> ● Complete an internship application and participate in an interview. ● Conduct interview follow up (e.g., send a thank-you note, make a follow-up phone call to check status of application). ● Upon acceptance of an internship offer, complete any required federal and state tax forms. ● Participate in orientation activities required by the employer. 	<ul style="list-style-type: none"> ● Create a job description. ● Work the HQWBL coordinator/teacher/point-of-contact and student on the training plan, citing specific goals and benchmarks. ● Interview and select the intern. ● Orient intern to the workplace and position.

During the Internship Experience

HQWBL Coordinator/Teacher/Point- of-Contact	Student	Employer
<ul style="list-style-type: none"> ● Track interns' hours. ● Evaluate student progress. ● Observe students at the workplace. ● Conduct progress conferences. ● Maintain communication with employers. 	<ul style="list-style-type: none"> ● Provide updates to HQWBL coordinator/teacher/point-of-contact. ● Participate in progress conferences. 	<ul style="list-style-type: none"> ● Participate in progress conferences. ● Supervise and assist students in working toward learning objectives.

HQWBL Coordinator/Teacher/Point- of-Contact	Student	Employer
<ul style="list-style-type: none"> ● Comply with applicable local, state, and federal laws. 	<ul style="list-style-type: none"> ● Maintain expected hours of work and school attendance. ● Reflect on the connection between what is learned at school and at the workplace. ● Comply with all workplace rules and exercise workplace readiness skills. ● Record observations of career and workplace. ● Document HQWBL hours. 	<ul style="list-style-type: none"> ● Document and assess student performance. ● Coordinate and communicate with HQWBL coordinator/teacher/point-of-contact. ● Comply with applicable local, state, and federal laws.

After the Internship Experience

HQWBL Coordinator/Teacher/Point- of-Contact	Student	Employer
<ul style="list-style-type: none"> ● Evaluate student performance. ● Collect documentation. ● Submit reports as required. 	<ul style="list-style-type: none"> ● Complete feedback and reflection assignments. ● Update résumé based on new skills and experiences gained. 	<ul style="list-style-type: none"> ● Complete feedback and evaluation forms.

Forms:

- [High-Quality Work-Based Learning Employer Participation Form](#) (See Appendix A)
- [High-Quality Work-Based Learning Training Plan](#) (required only for internships of 280 hours or longer; See Appendix A)
- [High-Quality Work-Based Learning Training Agreement](#) (required; See Appendix A))
- [High-Quality Work-Based Learning Student Reflection](#) (See Appendix A)
- [High-Quality Work-Based Learning Employer/Mentor Evaluation](#) (See Appendix A)

Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act

This fact sheet provides general information to help determine whether interns and students working for “for-profit” employers are entitled to minimum wages and overtime pay under the Fair Labor Standards Act (FLSA).¹

Background

The FLSA requires “for-profit” employers to pay employees for their work. Interns and students, however, may not be “employees” under the FLSA—in which case the FLSA does not require compensation for their work.

The Test for Unpaid Interns and Students

Courts have used the “primary beneficiary test” to determine whether an intern or student is, in fact, an employee under the FLSA.² In short, this test allows courts to examine the “economic reality” of the intern-employer relationship to determine which party is the “primary beneficiary” of the relationship. Courts have identified the following seven factors as part of the test:

1. The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.
2. The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.
3. The extent to which the internship is tied to the intern’s formal education program by integrated coursework or the receipt of academic credit.
4. The extent to which the internship accommodates the intern’s academic commitments by corresponding to the academic calendar.
5. The extent to which the internship’s duration is limited to the period in which the internship provides the intern with beneficial learning.
6. The extent to which the intern’s work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.

¹ The FLSA exempts certain people who volunteer to perform services for a state or local government agency or who volunteer for humanitarian purposes for non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation, for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships for public sector and non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible.

² E.g., *Benjamin v. B & H Educ., Inc.*, --- F.3d ---, 2017 WL 6460087, at *4-5 (9th Cir. Dec. 19, 2017); *Glatt v. Fox Searchlight Pictures, Inc.*, 811 F.3d 528, 536-37 (2d Cir. 2016); *Schumann v. Collier Anesthesia, P.A.*, 803 F.3d 1199, 1211-12 (11th Cir. 2015); see also *Walling v. Portland Terminal Co.*, 330 U.S. 148, 152-53 (1947); *Solis v. Laurelbrook Sanitarium & Sch., Inc.*, 642 F.3d 518, 529 (6th Cir. 2011).

Courts have described the “primary beneficiary test” as a flexible test, and no single factor is determinative. Accordingly, whether an intern or student is an employee under the FLSA necessarily depends on the unique circumstances of each case.

If analysis of these circumstances reveals that an intern or student is actually an employee, then he or she is entitled to both minimum wage and overtime pay under the FLSA. On the other hand, if the analysis confirms that the intern or student is not an employee, then he or she is not entitled to either minimum wage or overtime pay under the FLSA.

Where to Obtain Additional Information

This publication is for general information and is not a regulation. For additional information, visit our Wage and Hour Division Website: <http://www.wagehour.dol.gov> and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

U.S. Department of Labor
Frances Perkins Building
200 Constitution Avenue, NW
Washington, DC 20210

1-866-4-USWAGE
TTY: 1-866-487-9243
[Contact Us](#)

CAREER AND TECHNICAL EDUCATION
High-Quality Work-Based Learning Guide



Entrepreneurship

Entrepreneurship

Entrepreneurship allows students to explore concepts from idea inception, business planning, to growing an existing business. During an entrepreneurship HQWBL experience, the student plans, implements, operates, and assumes financial risks in a business that produces goods or delivers services. The entrepreneurship student owns the business assets and keeps financial records to determine return on investments. An entrepreneurship experience provides students the opportunity to develop the skills necessary to become established in their own business or to gain employment.

An integral part of the experience includes the submission of a business plan by the student. The inclusion of a business mentor is highly recommended to help guide the student through the planning and implementation process.

Entrepreneurship at a Glance

Suggested Grade Levels	11-12
Graduation Requirement	Yes
CCCRI	Yes
Duration	Students should work a minimum of 280 hours for the school year to earn a credit toward graduation. Entrepreneurships of shorter duration do not earn a credit outside of that already earned for the related CTE course.
Pay	Entrepreneurship experiences may be paid or unpaid. If paid, payment must be at least the federal minimum wage and based on a progressive wage schedule. Paid experiences must be conducted in compliance with federal and state labor laws. (See U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division and the Virginia Department of Labor and Industry, Labor and Employment Law.)
Credit	Students may earn one credit toward graduation for an entrepreneurship experience of at least a 280-hour duration. If a student does not complete 280 hours, the student will not earn credit. For a quality entrepreneurship experience, the VDOE suggests the entrepreneur work a minimum of 100 hours.
Related Classroom	Yes

Suggested Grade Levels	11-12
Instruction	

HQWBL coordinator/teacher/point of contact Qualifications	The HQWBL coordinator/teacher/point-of-contact need not be certified in the career field but should have knowledge of career pathways to effectively implement the entrepreneurship experience.
Student Eligibility	<p>Students who operate their own businesses must comply with all local, state, and federal regulations, including acquiring all necessary licenses and permits.</p> <p>While there are no specific prerequisites to an entrepreneurship experience, students who have already participated in some career awareness and exploration activities with a genuine interest in owning their own business would benefit most from entrepreneurship. As with other HQWBL activities, the content and expectations should reflect each student’s need for additional information about specific careers.</p>

Establishing an Entrepreneurship Program

Unlike other HQWBL experiences, the entrepreneurship experience is student-driven and managed. The HQWBL coordinator/teacher/point-of-contact acts as a consultant for the purposes of guidance and accountability as related to HQWBL. Effective HQWBL programs provide time for reflection and planning of next steps, so that students may think critically about the experiences. Additionally, consider celebrating student involvement in entrepreneurship through certificates, assemblies, or media coverage.

Roles and Timeline for Entrepreneurship Implementation

Before the Entrepreneurship Experience

HQWBL coordinator/teacher/point of contact	Student
<ul style="list-style-type: none"> Review career assessment results. Identify interested and qualified students. Orient student to expectations including safety requirements (e.g., PPE) 	<ul style="list-style-type: none"> Submit required forms.

HQWBL coordinator/teacher/ point of contact	Student
<ul style="list-style-type: none">● Finalize each student's entrepreneurship training agreement with appropriate parties.	

During the Entrepreneurship Experience

HQWBL coordinator/teacher/ point of contact	Student
<ul style="list-style-type: none"> ● Provide supervision to the student as needed. ● Keep track of student hours and progress. ● Conduct progress conferences and evaluate student progress. ● Support students in working toward related learning objectives, structuring learning activities to complement the entrepreneurship experience. ● Maintain ongoing communication with students and any other entrepreneurship stakeholders. 	<ul style="list-style-type: none"> ● Provide updates to HQWBL coordinator/teacher/point-of-contact. ● Exercise workplace readiness skills. ● Maintain ongoing communication with others involved with the entrepreneurship experience. ● Comply with applicable local, state, and federal laws. ● Reflect on the connection between what is learned at school and at the entrepreneurship business. ● Document HQWBL hours.

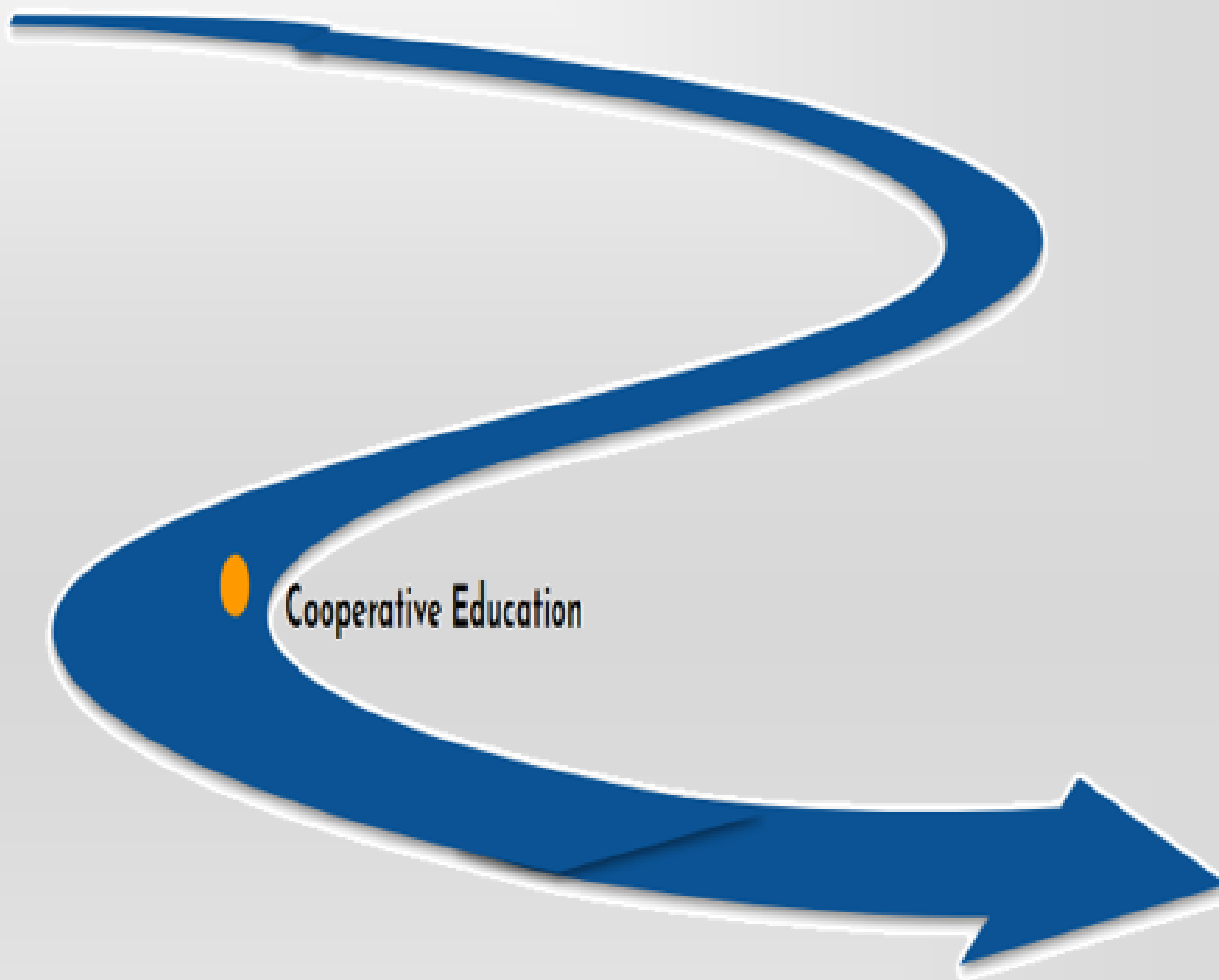
After the Entrepreneurship Experience

HQWBL coordinator/teacher/ point of contact	Student
<ul style="list-style-type: none"> ● Evaluate student performance. ● Collect documentation. ● Submit reports, as required. 	<ul style="list-style-type: none"> ● Complete feedback and reflection assignments.

Forms:

- [Entrepreneurship Business Plan Template](#) (See Appendix D)
- [High-Quality Work-Based Learning Training Agreement](#) (required; See Appendix A)
- [High-Quality Work-Based Learning Student Reflection](#) (See Appendix A)

CAREER AND TECHNICAL EDUCATION
High-Quality Work-Based Learning Guide



Cooperative Education

Cooperative Education (Co-Op) is a HQWBL paid experience that connects CTE classroom instruction and practical work experience. The work experience should relate directly to the student’s interests, abilities, and goals as well as the CTE course in which the student is enrolled. Co-Op combines a rigorous and relevant curriculum with an occupational specialty. Students participating in Co-Op are guided by a formal, written training plan that defines specific academic and workplace skills to be mastered.

Cooperative Education (Co-Op) at a Glance

Suggested Grade Levels	11-12
Graduation Requirement	Yes
CCCRI	Yes
Duration	Students should work a minimum of 280 hours for the school year.
Pay	<p>Yes, payment must be at least the federal minimum wage and based on a progressive wage schedule.</p> <p>Paid experiences must be conducted in compliance with federal and state labor laws. (See U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division and the Virginia Department of Labor and Industry, Labor and Employment Law.)</p>
Credit	Students may earn one credit toward graduation for Co-Op experiences of at least a 280-hour duration and by working continuously throughout the school year.
Related Classroom Instruction	Yes
Regulations	<p>Cooperative education experiences must be conducted in compliance with federal and state labor laws. (See U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division and the Virginia Department of Labor and Industry, Labor and Employment Law.)</p> <p>In addition, the following sections of the Virginia Administrative Code provide important information:</p> <ul style="list-style-type: none"> • 8VAC20-120-20 Definitions • 8VAC20-120-140 Cooperative Education
Regulations (cont.)	

	<ul style="list-style-type: none"> ● 8VAC20-120-150, 4a Maximum Class Size
Teacher-HQWBL coordinator/teacher/point-of-contact Qualifications	<p>The teacher-HQWBL coordinator/teacher/point-of-contact must have</p> <ul style="list-style-type: none"> ● a collegiate professional or technical/professional license in the program area (Please note cooperative experiences in occupations related to certain CTE program areas may have specific regulatory requirements. Please contact the appropriate CTE program specialist for details.) ● experience in the occupation ● a record of successful teaching in the appropriate discipline ● knowledge of planning, implementing, and evaluating career-preparation HQWBL methods of instruction.
Student Eligibility	<p>The student must</p> <ul style="list-style-type: none"> ● be enrolled or planning to enroll in a CTE course during the current school year ● have a career objective in a career field related to the CTE course ● have a satisfactory scholastic record ● possess acceptable workplace readiness skills ● have a satisfactory attendance record ● be at least 16 years old, unless an employment certificate is secured.

How to Implement a Cooperative Education Program

At the division level, a general advisory committee composed of business/industry representatives, local workforce development leaders, and labor representatives are stakeholders in any successful cooperative education Co-Op program. Division and CTE leaders must cultivate community relationships to build such an advisory committee.

Selection of the teacher-HQWBL coordinator/teacher/point-of-contact is critical. The individual selected must be well qualified to assume the job and must clearly understand the roles and responsibilities. He or she must be able to work collaboratively, motivate others, and develop training relationships with business and industry representatives. The teacher-HQWBL coordinator/teacher/point-of-contact should

- develop instructional materials, make community contacts, and visit students in the workplace
- collaborate with school counselors to ensure a clear understanding of CTE offerings based on career clusters and pathways
- understand state and federal (e.g., Occupational Safety and Health Administration [OSHA]) regulations

- develop a variety of HQWBL experiences for prospective students
- be provided with sufficient time during the school day for program planning. (Instructional time for teacher-HQWBL coordinator/teacher/point-of-contact within a 4x4 block schedule must be equated to the teaching load set forth in the [Regulations Establishing Standards for Accrediting Public Schools in Virginia](#). Assignments should not interfere with the released period[s] for coordination. See [8VAC-20-120-150, 4b.](#))

HQWBL coordinator/teacher/point-of-contact should have a goal of one coordination visit to the workplace per month, with a minimum of one visit per grading period. The visits should include conferences involving the student, the HQWBL coordinator/teacher/point-of-contact, and employer to discuss the training plan and evaluate student performance and progress.

Co-Op Responsibilities

The HQWBL coordinator/teacher/point-of-contact has responsibilities in the following areas:

Classroom Instruction

- Organizing the classroom or laboratory for instruction
- Explaining course goals and purposes to students
- Using CTE course competencies and frameworks as a basis for planning instruction
- Planning relevant instructional strategies for individual training needs
- Evaluating classroom instruction and workplace training for ways to make them relate
- Selecting or developing appropriate materials for related instruction
- Providing the opportunity for students to participate in an appropriate CTSO
- Creating a library of technical information

Counseling

- Collaborating with school counselors to ensure a clear understanding of CTE offerings based on career clusters and pathways
- Understanding state and federal regulations
- Developing a variety of experiences for prospective students
- Assisting students in making course selections related to career goals
- Assisting students in determining appropriate HQWBL placement
- Counseling students regarding job placement and interview techniques
- Holding regular conferences concerning student progress in classes and in the workplace
- Arranging for student placement adjustments
- Administering career assessments

Coordination

- Visiting employers to select appropriate job placement
- Providing orientation for new employers

- Preparing training agreements
- Customizing training plans for each job placement
- Observing students in the workplace
- Conferring with employers concerning student performance and progress
- Complying with local, state, and federal laws relating to CTE, employment of minors, and safety
- Conducting conferences with students, employers, and parents/guardians
- Resolving problems that arise between students and employers
- Ensuring that employers provide consistent, effective guidance and supervision in accordance with step-by-step training plans
- Placing students in experiences directly related to a career pathway of interest
- Completing the training agreement and training plan with the student and the employer
- Documenting coordination visits and conferences
- Maintaining coordination records and student files
- Considering the hazards to which students are exposed and following all relevant laws and regulations for the protection of students

Coordination Time and Travel

Adequate coordination time must be provided for HQWBL coordinator/teacher/point-of-contact to recruit and secure participating employers; supervise the workplace-experience component; and plan, organize, and complete all HQWBL activities. It is recommended that coordination time be allotted during the last period(s) of the day.

The coordination period for the HQWBL coordinator/teacher/point-of-contact is based on a traditional, single-period class period where the HQWBL coordinator/teacher/point-of-contact is granted 45 minutes per day for each 1 to 20 students participating in HQWBL (45 minutes = 225 minutes per week per 1 to 20 students). For example, when a school operates on a block schedule, HQWBL coordinator/teacher/point-of-contact must have a minimum of 45 minutes for every 1 to 20 students per day. Alternate-day block schedules may allow for daily 45-minute coordination class periods per 1 to 20 students or alternate-day full 90-minute class periods per 1 to 20 students. Where more than one coordination period is required due to the number of students enrolled, the periods should be scheduled consecutively to allow for travel time to and from student workplaces.

Cooperative education supervision must be continuous throughout the school year even if the classroom instruction is a block class in a single semester. The students must be placed by the HQWBL coordinator/teacher/point-of-contact in jobs related to their career goals and must be supervised and visited at the workplace by the HQWBL coordinator/teacher/point-of-contact throughout the placement.

Extended Contracts

It is desirable for HQWBL coordinator/teacher/point-of-contact to be given extended contracts to enhance effective coordination of cooperative education programs. An extended contract

provides for employment for a period (at least 20 additional days is desirable) beyond the regular contractual period.

Training Agreement

A training agreement shall be developed and followed for each student. It is a written statement of commitment to a HQWBL experience made by the student, parent/guardian, HQWBL coordinator/teacher/point-of-contact, school administrator, and employer. It is a required formal document that contains mutually agreed-upon expectations for all parties involved that spells out each party's role, as well as other considerations, such as employment terms, schedule, duration of work, compensation, and termination. It is the most important tool providing protection to the HQWBL coordinator/teacher/point-of-contact and school officials against accusations of negligence and liability claims. It establishes a basis of understanding as to what is expected from everyone involved. It is important that each student placed in a HQWBL workplace have a completed training agreement on file.

If the HQWBL coordinator/teacher/point-of-contact supervises cooperative education students from other classes within a CTE program area, the students' classroom teacher(s) should also be involved in and sign the training agreement. All signatories should retain a copy of the agreement.

Obtaining the employer's signature provides an excellent opportunity for a visit to the employer to build relationships. The best practice is for the HQWBL coordinator/teacher/point-of-contact to have these documents signed in his/her presence.

A [training agreement](#) is provided in Appendix A. Any customized documentation may be modified as appropriate by each program area or school division but must include the VDOLI requirements (those items marked with asterisks and italics).

Training Plan

Cooperative education experiences follow training plans (see [8VAC20-120-140, 1](#)). A training plan is a formal document identifying the classroom instruction and workplace training that will contribute to the employability and ongoing development of a student (see [8VAC20-120-20](#)). The HQWBL coordinator/teacher/point-of-contact, employer, and student must jointly prepare the training plan. The plan, which provides documentation for evaluation, should include development of the technical skills required by the occupation as well as enhancement of workplace readiness skills.

The training plan should contain items in three categories:

1. Workplace readiness skills
2. Specific duties and tasks performed on the job
3. Related classroom instruction (By including this component, the student is applying all competencies learned in the classroom to the HQWBL experience.)

A sample [training plan](#) is provided in Appendix A. Forms may be customized as appropriate for each HQWBL experience or by each program area or school division.

Co-Op Student Placement Criteria

The Co-Op student placement should adhere to the following criteria:

1. The student is at least 16 years of age, unless an employment certificate is secured.
2. The job placement is directly related to a course in a pathway in which the student is concurrently enrolled.
3. The student has a detailed training plan based on tasks that relate to classroom instruction.
4. The student has a training agreement which has been completed and signed by the student trainee, employer, parent/guardian, and HQWBL coordinator/teacher/point-of-contact.
5. The student receives compensation in compliance with state and federal labor laws.
6. The student has a mentor assigned by the employer and is evaluated, with the school providing any necessary remediation.

The HQWBL coordinator/teacher/point-of-contact should meet regularly with teachers who teach courses related to the student's job placement to discuss and gather input regarding

- workplaces
- student placements
- training plan criteria that reinforce course standards
- student job-performance evaluations.

Student Supervision

Adherence to the guidelines regarding student supervision outlined below ensures the integrity of the Co-Op experience:

- Students must be currently enrolled in state-approved courses within CTE program areas.
- HQWBL coordinator/teacher/point-of-contact must meet with the students' CTE classroom teachers before each workplace visit and, if there is a need, after each visit.
- Meetings between HQWBL coordinator/teacher/point-of-contact and the students' CTE classroom teachers must be documented on the training plans.
- CTE classroom teachers' involvement in the development of the training agreements and training plans must be certified by signatures on both documents.
- Training agreement and training plan forms must be modified to account for the meetings with and involvement of other program classroom teachers, if applicable.

Co-Op Class Size and Facilities Requirements

Career and technical education courses using cooperative education shall be limited to an average of 20 students per teacher per class period (with no class being more than 24) where the cooperative method is required (see [8VAC20-120-150](#), 4b). For courses in which the cooperative method is optional, class size shall not exceed the number of individual workstations or an average of 20 students per teacher per class period (with no class being more than 24) if all students participate in cooperative education. Schools should allocate sufficient and appropriate classroom and office space, equipment, and materials for teaching the occupational skill required for the Co-Op experiences.

Required Co-Op Hours

Credit for Co-Op experiences during a 36-week school year should be based upon the student's successful completion of the course and continuous, satisfactory employment throughout the school year. Students should achieve a minimum of 280 hours for the school year. Many students will exceed 280 hours.

Student Schedules

Cooperative education experiences must be continuous throughout the school year even if the classroom instruction is a class in a single semester. The students must be placed by the HQWBL coordinator/teacher/point-of-contact in jobs related to their career goals and must be supervised and visited at the workplace by the HQWBL coordinator/teacher/point-of-contact throughout the year. Students must adhere to the regulations and guidelines.

School Records

Participating schools must maintain the following records for each Co-Op student:

- Training agreement
- Training plan
- Student competency record
- Local wage and hour information
- Documentation of all out-of-school coordination activities, including dates of workplace visits.

The retention and disposition schedule for cooperative education records is as follows:

- Enrollment—retain one year, then destroy
- Evaluation—retain three years, then destroy
- Program—review annually; destroy records that have no administrative value
- Work experience forms (including training agreements, training plans, student competency records, local wage and hour information, and documentation of workplace visits)—retain five years after student graduates, then destroy
- Record of employment—retain five years after completion of experience, then destroy
Employment evaluations—retain five years from year in which evaluation is completed, then destroy

Roles and Timeline for Cooperative Education

Before the Co-Op Experience

HQWBL coordinator/teacher/ point-of-contact	Student	Employer
<ul style="list-style-type: none"> ● Review career assessment results. ● Identify interested and qualified students. ● Assist students in identifying career interests. ● Cultivate community partnerships to help secure contacts for students. ● Use the workplace evaluation checklist to screen potential employers. ● Counsel students regarding job-placement and interview techniques. ● Orient students to expectations, including safety requirements (e.g., PPE). ● Confirm logistics, including transportation for students, parent/guardian permission, and emergency contact information. ● Encourage students to share information regarding supports and accommodations needed to be successful in the workplace so that the employer may be aware of student needs (e.g., 	<ul style="list-style-type: none"> ● Research the industry and workplace prior to the experience. ● Identify job opportunities of interest. ● Submit required forms. ● Develop a résumé. ● Complete an application and participate in an interview. ● Conduct interview follow up (e.g., send a thank-you note, make a follow-up phone call to check status of application). ● Upon acceptance of a job offer, complete required federal and state tax forms. ● Participate in orientation activities required by the employer. 	<ul style="list-style-type: none"> ● Communicate expectations and confirm logistics with the teacher-HQWBL coordinator/teacher/point-of-contact . ● Create a job description. ● Interview and select the student worker. ● Work with the teacher-HQWBL coordinator/teacher/point-of-contact and student on the training plan, citing specific goals and benchmarks. ● Interview and select students. ● Orient students to the workplace and position.

HQWBL coordinator/teacher/point-of-contact	Student	Employer
<p>health issues, dietary restrictions).</p> <ul style="list-style-type: none"> Finalize each student training agreement and training plan with the student, parent/guardian, and employer. 		

During the Cooperative Education Experience

HQWBL coordinator/teacher/point-of-contact	Student	Employer
<ul style="list-style-type: none"> Maintain wage and hour records. Evaluate student progress. Observe students in workplaces. Conduct progress conferences. Comply with applicable local, state, and federal laws. Maintain communication with employers. 	<ul style="list-style-type: none"> Provide updates to the HQWBL coordinator/teacher/point of contact. Participate in progress conferences. Maintain expected hours of work and school attendance. Reflect on the connection between what is learned at school and at the workplace. Comply with all workplace rules and exercise workplace readiness skills. Record observations of career and workplace. Document HQWBL hours. 	<ul style="list-style-type: none"> Participate in progress conferences. Supervise and assist students in working toward learning objectives. Document and assess student job performance. Coordinate and communicate with the HQWBL coordinator/teacher/point-of-contact. Comply with applicable local, state, and federal laws.

After the Cooperative Education Experience

HQWBL coordinator/teacher/point-of-contact	Student	Employer
<ul style="list-style-type: none"> ● Evaluate student performance. ● Collect documentation ● Submit reports as required. 	<ul style="list-style-type: none"> ● Complete feedback and reflection assignments. ● Update résumé based on new skills and experiences gained. 	<ul style="list-style-type: none"> ● Complete feedback and evaluation form.

Forms (See Appendix A)

- [High-Quality Work-Based Learning Employer Participation Form](#)
- [High-Quality Work-Based Learning Training Plan](#) (required)
- [High-Quality Work-Based Learning Training Agreement](#) (required)
- [High-Quality Work-Based Learning Student Reflection](#)
- [High-Quality Work-Based Learning Employer/Mentor Evaluation](#)

CAREER AND TECHNICAL EDUCATION
High-Quality Work-Based Learning Guide

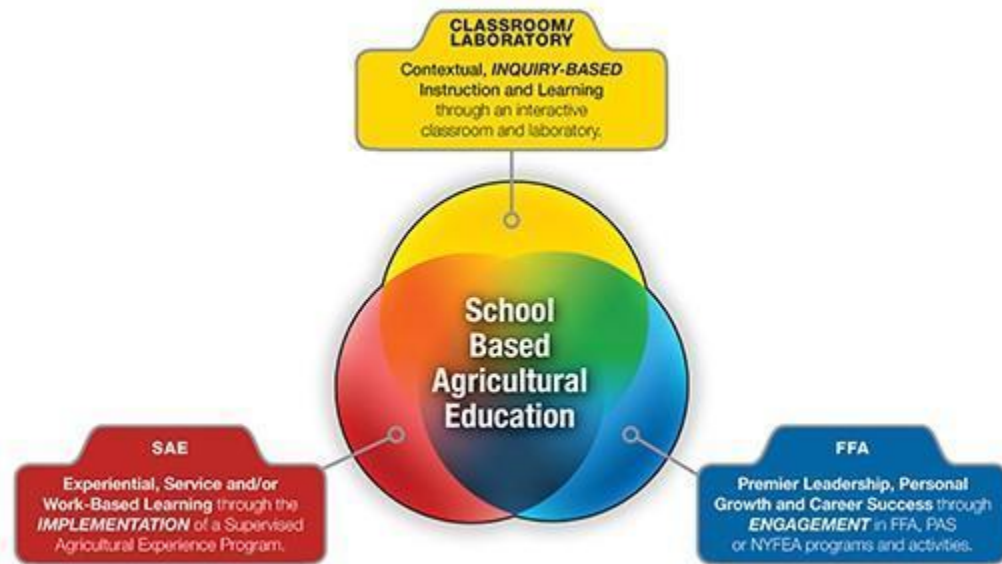


**Supervised Agricultural
Experience**

VIRGINIA DEPARTMENT OF EDUCATION, OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

Supervised Agricultural Experience

The Foundational [Supervised Agricultural Experience \(SAE\)](#) is a required and a graded component of every agricultural education course. The [National FFA Organization's Federal Charter Amendments Act](#) provides the framework for the three-component model used in all agricultural education programs: classroom and laboratory instruction, the SAE program, and student leadership through the FFA.



SAE at a Glance

	<u>Foundational SAE</u>	<u>Immersion SAE</u>
Definition	The Foundational SAE is conducted by all students enrolled in an agricultural education program.	Immersion SAEs allow students to build upon their Foundational SAE activities by gaining real-world, hands-on experience within their chosen career path. Students will enhance their agriculture industry knowledge, gain financial independence, management skills, and determine whether their career choice aligns with their interests and abilities, while supporting their agricultural education coursework.
Suggested grade level	6-12	9-12

	<u>Foundational SAE</u>	<u>Immersion SAE</u>
		<i>Students in 8th grade may participate in an Immersion SAE if they have completed all the components of the Foundational SAE.</i>
Graduation Requirement		Yes
CCCRI		Yes
Duration	Aligned with course duration	May take place outside of normal instruction hours
Pay	None	May be paid
Credit	None (within course credit)	Students may earn one (1) credit toward graduation for Immersion SAEs of at least a 280-hour duration for the school year. Students may earn one (1) additional credit for every school year in which they participate in one or more Immersion SAEs to complete the 280-hour requirement, provided the training plan documents advancement in knowledge and skills.
Student eligibility	All students enrolled in an Agriculture, Food, and Natural Resources (AFNR) course	Any student enrolled in an AFNR course; must have completed the requirements for the Foundational SAE
Additional information	Components <ul style="list-style-type: none"> ● Career Exploration and Planning ● Employability Skills for College and Career Readiness ● Personal Financial Management and Planning 	There are five Immersion SAE types that build upon the Foundational SAE component in a real-world application: <ul style="list-style-type: none"> ● Placement/Internship ● Ownership/Entrepreneurship ● Research <ul style="list-style-type: none"> ○ Experimental

	<u>Foundational SAE</u>	<u>Immersion SAE</u>
	<ul style="list-style-type: none"> ● Workplace Safety ● Agricultural Literacy 	<ul style="list-style-type: none"> ○ Analysis ○ Invention ● School-Based Enterprise ● Service Learning

Workplace Safety

All SAE programs are required to follow national and state youth labor laws. Students are required to obtain all safety and/or OSHA certifications to perform the necessary job functions included within the SAE. The SAE training plan should meet all U.S. Department of Labor guidelines for student learner exemptions from Hazardous Occupations in Agriculture; see Child Labor Bulletin [101](#) and [102](#). The Fair Labor Standards Act (FLSA) of 1938 includes protections for youth 14 to 17 years old who enter the workforce. The Child Labor Bulletin 101 contains information on who is covered by the FLSA youth provisions and who is exempt, minimum age and wage standards, and the hazardous occupations in which youth under 18 cannot be employed. The Bulletin gives youth, parents/guardians and employers all the information they need to comply with this law.

[Safety in Agriculture for Youth \(SAY\)](#) is a comprehensive resource for risk assessments, SAE safety checklists, student safety certifications, and instructional resources related to safety. SAY is a sustainable and accessible national clearinghouse for agricultural safety and health curriculum for youth, funded by the U.S. Department of Agriculture and the National Institute of Food and Agriculture.

Foundational SAE

Students must begin the Foundational SAE in their first semester of enrollment in an AFNR course, regardless of year level or how many AFNR courses they plan to take in the future. The Foundational SAE is a prerequisite to an Immersion SAE.

The Foundational SAE is designed to be easily graded. It will include individualized, graded activities that may be inserted into coursework, such as a research paper or a capstone project. It is intended to be project-based, with the student selecting or proposing their own activities that lead to learning outcomes for each component. The five required components of the Foundational SAE are:

- **Career Exploration and Planning:** Students will research and explore career opportunities within the Agriculture, Food, and Natural Resources (AFNR) industry. They will complete interest inventories and identify a career goal. Ultimately, students will be able to describe AFNR career opportunities and the paths to achieving them. The Sample Career Plan Template in the Appendix of the [SAE for All Teacher's Guide](#) can assist with this component.
- **Employability Skills for College and Career Readiness:** Students will develop the skills needed to succeed in both college and their career, including responsibility, communication, innovation, critical thinking, and collaboration.
- **Personal Financial Management and Planning:** Creating a personal financial management plan is the focus of this component. Students learn how personal financial practices like budgeting, saving, and appropriate use of credit lead to financial independence.
- **Workplace Safety:** Some of the courses within the AFNR career pathways contain tasks and competencies related to hazardous occupations, and therefore it is critical that all students have instruction to ensure a strong foundation in all aspects of safety related to the workplace environment. In this component, students will gain an understanding of the importance of health, safety, and environmental management systems in AFNR workplace environments.
- **Agricultural Literacy:** The goal of this component is to give students an understanding of the breadth of the agriculture industry. Students will research and analyze how issues, trends, technologies, and public policies affect AFNR systems. They will also evaluate the nature and role that agriculture plays in society, the environment, and the economy.

Selected learning outcomes from the AFNR Technical Standards and suggested activities are available in the [SAE for All Teacher's Guide](#), under [Foundational SAE Learning Outcomes and Activities Appendix](#). Additionally, the Sample Instructional Plan includes an example of how to grade a Foundational SAE activity completion as a part of the broader instructional program.

NOTE: While the Foundational SAE is required for every student's SAE program, hours spent outside the context of an Immersion SAE may not contribute to the attainment of FFA awards or degrees.

Immersion SAE

An Immersion SAE contributes to the student's growth in one or more of the listed Foundational SAE components in an authentic, contextualized manner:

- Career Exploration and Planning: An Immersion SAE is designed to assist the student's transition from career exploration to career preparation. Alignment to career goals is critical when selecting an Immersion SAE.
- Employment Skills for College and Career Readiness: Immersion SAEs related to this component place students in authentic work settings where they receive coaching and feedback on critical employability and workplace readiness skills. All SAE plans should include an identified list of employability and workplace readiness skills to be developed and a method for evaluation by the employer, a peer, or a mentor.
- Personal Financial Management and Planning: SAEs related to this component may offer opportunities to earn, allowing students to apply personal financial management and planning skills acquired through their Foundational SAE.
- Workplace Safety: It is imperative for all agricultural education students to foster and implement a culture of safety. This can be accomplished by performing safety reviews at their work site, passing safety tests on tools, machinery, and equipment required for the agricultural education course they are enrolled in, pursuing and completing safety training needed for employment, and/or taking measures to address any safety concerns identified.
- Agricultural Literacy: Students move beyond agricultural literacy to developing knowledge, skills, and expertise within a specific AFNR pathway based on the type of Immersion SAE selected.

Required Hours

Credit for an Immersion SAE during a 36-week school year should be based on the student's successful completion of the course and continuous, satisfactory completion of the SAE, and/or employment placement throughout the school year, including summer months, under continuous supervision of the agricultural education teacher. To receive a credit toward graduation, the student should achieve a cumulative minimum of 280 hours for the school year for one or more Immersion SAEs. Although many students will exceed 280 hours, SAEs having fewer than 280 hours prior to the end of the school year (July 1 – June 30) may be completed; however, in that case the student will not receive credit beyond the credit earned for the related CTE course.

Types of Immersion SAEs

1. Placement or Internship SAE

A placement or internship SAE puts the student in an employment setting where the student will have opportunities to gain experiences in their chosen field. It may be paid or unpaid. An internship SAE is an advanced form of the placement SAE.

Placement SAE

In a placement SAE, the student performs the tasks determined by the employer, which are necessary for the operation of the business. The employer, under the guidance of the agricultural education teacher, will evaluate the student. The placement SAE must provide opportunity for the development and advancement of knowledge, skills, and abilities aligned to the [AFNR Technical Standards and Career Ready Practices](#). Documentation of the SAE's Quality Indicators may be maintained by the student using the [Agricultural Experience Tracker \(AET\)](#) or [Virginia SAE Record Book](#). The AET, SAE Record Book, and the [SAE for All](#) website contain the forms required for all Immersion SAEs, documenting the following:

- [Supervised Agricultural Experience \(SAE\) Agreement](#) and [Supervised Agricultural Experience \(SAE\) Training Plan](#)
- Hours worked
- Income received
- List of tasks performed in the placement
- Knowledge and skills attained
- Employer/supervisor evaluation

Students are encouraged to grow a placement SAE into an internship SAE in the future.

Internship SAE

An internship SAE entails greater involvement from the student, teacher, and employer in determining the activities the student performs in the job setting. The internship is directed not as much by the employer but by the SAE training plan, created for the maximum benefit of developing the student's knowledge and skills. The training plan also contains a list of [AFNR Technical Standards and Career Ready Practices](#), which the student will master as a part of the internship.

The student's performance evaluation is conducted by the employer and is based on measures identified in the training plan. The following are indicators of the quality of an internship SAE:

The student

- maintains SAE documentation in the [AET](#) or [Virginia SAE Record Book](#), including
 - [Supervised Agricultural Experience \(SAE\) Agreement](#) and [Supervised Agricultural Experience \(SAE\) Training Plan for Internship Immersion SAEs](#)
 - hours worked
 - income received
 - list of tasks performed
 - knowledge and skills attained
 - employer/supervisor evaluation
- completes elements from the placement SAE (See [Supervised Agricultural Experience Agreement form for the Placement SAE](#))
- develops and implements a training plan centered on the educational and skill development of the student in collaboration with the teacher
- documents regular reflection on the internship

- presents a summary of the experience to a local committee organized by the agricultural education teacher.

2. [Ownership/Entrepreneurship SAE](#)

In the ownership/entrepreneurship SAE, the student will create, own, and operate a business that provides goods and/or services to the marketplace. A [Supervised Agricultural Experience Business Plan](#) must be completed and approved for all ownership/entrepreneurship Immersion SAEs. Its intent is to define the scope of the business and clarify responsibilities and roles and to identify any safety issues to be addressed. This might work best for students who prefer to be their own boss. The student makes the operational and risk-management decisions related to how goods and/or services are provided. The operation must ensure the development of student skills and abilities aligned to the [AFNR Technical Standards and Career Ready Practices](#). Some facilities, input resources, and equipment necessary for the operation may be provided by outside individuals without expectation of compensation coming from the student or SAE.

Quality indicators for ownership/entrepreneurship SAE are as follows:

The student

- maintains SAE documentation in the [AET](#) or [Virginia SAE record book](#), including
 - [SAE Agreement Form for all Placement/Ownership Immersion SAEs](#) and [SAE Business Plan](#), which provides for the continued growth and expansion of the operation
 - hours worked
 - income earned
 - list of tasks performed
 - knowledge and skills attained
 - employer/supervisor evaluation.
- completes elements from the ownership/entrepreneurship SAE
 - provides the labor resources for operation of the SAE
 - maintains financial records which reflect all inputs and outputs of the production functions performed by the business
 - performs an analysis on the productivity and profitability of the enterprise at the completion of each production/business cycle
 - documents knowledge and skills gained through the experience
- develops and implements a business plan to include knowledge and skills related to the educational development of the student's career goals
- performs analysis on both production functions and profitability of business, using standard acceptable business statements
- identifies feasibility of the features of the business (e.g., buying an animal for show at greater than market value, feeding a ration different than a normal market animal would receive, selling in an artificial market or premium sale) and analyzes the business using real-world scenarios

- identifies and accounts for all financial and non-financial resources utilized in the business in the accounting system
- creates an SAE business plan and updates it annually.

3. [Research SAE](#)

In a research SAE, students will determine a research question and work to acquire new knowledge and insights or support existing research. The topic must have applications in AFNR Technical Standards. Research may fall under one of three categories (see [Research SAE Independent Learning Guide](#)):

- **Experimental:** An experimental research SAE involves the application of the scientific method to control certain variables while manipulating others to observe the outcome. The student defines the hypothesis, develops the experiment and experimental design, conducts research, collects data, draws conclusions from the data, and recommends further research.
- **Analysis:** An analysis research SAE often begins with a question that asks why or how something occurs, followed by a period of data collection using qualitative and/or quantitative methods. The student then conducts an analysis of the data, facts, and other information to determine the answer to the question posed.
- **Invention:** An invention research SAE applies the engineering design process to create a new product or service. This type of research often begins with the identification of a need. The student develops a product to meet the need through an iterative process of prototyping and testing.

Quality indicators for a research SAE include the following:

The student

- maintains SAE documentation in the [AET](#) or [Virginia SAE record book](#)
- completes elements from the research SAE
 - follows scientific process and/or accepted best practices for conducting research to ensure reliability, validity, and replicability of research
 - conducts peer reviews with agriculture teacher and other professionals during multiple stages of the research cycle (e.g., proposal, report of findings, publication)
 - delivers a summary presentation to a local committee organized by the agricultural education teacher
- in collaboration with the teacher, develops and implements a [Supervised Agricultural Experience Research Plan](#) centered on the educational and skill development of the student.

4. [School-Based Enterprise SAE](#)

In a school-based enterprise SAE, students lead business enterprises that provide goods or services. These businesses are owned by the school or FFA chapter, are operated from the

school campus, and use facilities, equipment, and other resources provided by the agricultural education program or the school. This type of SAE is a good fit for students who enjoy collaborating with others and who would benefit from the available resources.

School-based enterprises are student-led. While the teacher will be available to provide guidance, they are not the primary decision-maker in the school-based enterprise. With regular input from the board of directors, the student leadership team will facilitate the ongoing processes and growth of the business.

Quality indicators for a school-based enterprise SAE include the following:

The student

- maintains SAE documentation in the [AET](#) or [Virginia SAE record book](#).
- creates and updates an [SAE business plan](#) annually
- operates the business under the oversight of a board of directors to whom the student management team provides reports throughout the business operation cycle
- in collaboration with the teacher, structures the business to provide for varying levels of student responsibility to allow for skill development and advancement in knowledge.
- operates the business in a workplace environment incorporating real-world workplace expectations.

5. [Service Learning SAE](#)

In a service learning SAE, individuals or small teams of students will plan, conduct, and evaluate a project that is designed to provide a service to the school, public entities, or the community. The project must benefit an organization, a group, or individuals other than the FFA chapter. The project requires pre-approval by a review committee, local stakeholders, and the agriculture teacher. It must be of sufficient scope to enable development of student skills and abilities aligned to the [AFNR Technical Standards and Career Ready Practices](#). Service learning might be a good fit for students who have an interest in solving agricultural problems or addressing issues to improve conditions in the local community.

Quality indicators for a service learning SAE include the following:

The student

- maintains SAE documentation in the [AET](#) or [Virginia SAE record book](#)
- creates and updates an [SAE service learning plan](#)
- operates under the oversight of a local committee; provides reports to the committee throughout the service learning experience
- engages in varying levels of responsibility to allow for skill development and advancement
- collaborates with the school, community, or beyond and to develop real-world experiences for the student(s) involved in the project
- provides a summary report of the impact of the project to the local school and community
- writes a reflection paper which describes their growth from the experience.

What is the difference between community service and service learning?

Service Learning	Community Service
<ul style="list-style-type: none"> ● Students identify an interest and a community need. ● Students develop and complete a service project addressing the community need. ● Students complete structured activities before, during, and after the experience. ● Students reflect and self-assess. 	<ul style="list-style-type: none"> ● The community need may already be established. ● Students participate in voluntary assignments and activities to serve organizations and/or individuals within the community. ● Community service may or may not align with school-based instruction.

The main difference is the level of commitment and difference of intention. Community service projects are usually short investments of time (i.e., one hour to one day) to an organization or cause that will benefit the community. Service learning involves being a part of the planning, preparation, and implementation of a service project that results in benefit to the community. Service learning requires a higher level of commitment and a sustained investment of time. It also starts with an intention of learning and an expectation of reflection and evaluation.

Implementing a Strong SAE Program

Instruction and Supervision

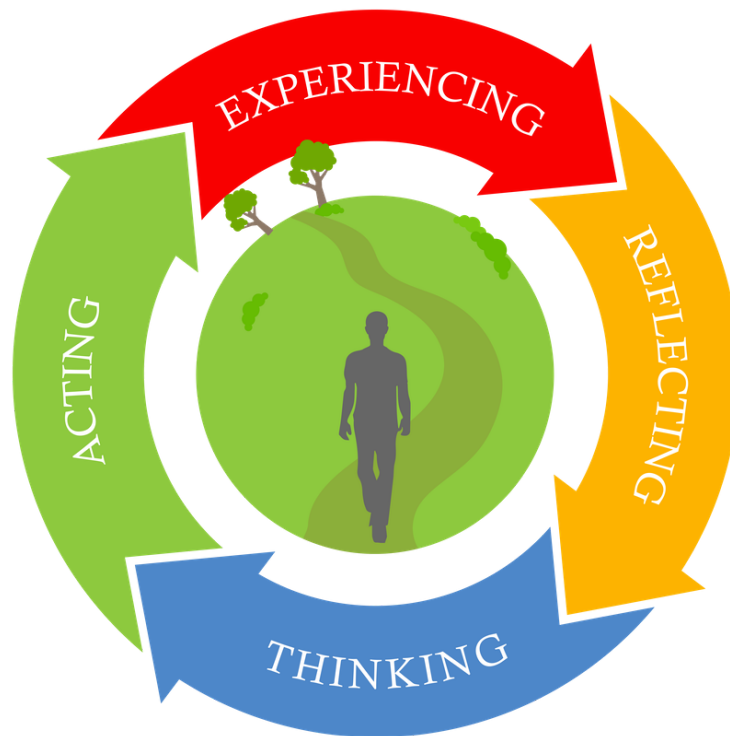
For SAEs to be relevant and provide valuable training to students, they must be embedded within the instructional components of an agricultural education program. For assistance with SAE development and implementation, review the Sample Instructional Plan in the Appendix of the [SAE for All Teacher’s Guide](#). The plan provides examples of how to build SAEs into the structure of a course as well as factoring SAEs into each student’s end-of-course grade.

Agricultural education teachers have the primary responsibility for providing the supervision needed to ensure student safety and knowledge and skill development and attainment throughout an SAE. However, supervision does not equate to an on-site visit by the teacher every time and in every instance. Supervision can occur in groups, using technology, social media, or other appropriate measures, permitting teachers to be efficient with their time. The type of visit is dependent on the type of SAE. The key factor in this decision rests with where, when, and how the teacher can best provide coaching and feedback to facilitate growth in the student’s learning and skill development.

For applicable Immersion SAEs, agricultural education teachers should have a goal of one coordination visit to the workplace per month, with a minimum of one visit per grading period. The visits should include conferences involving the student, agricultural education teacher, and employer to discuss the training plan and evaluate student performance and progress.

Teachers should use [David Kolb's research-based Experiential Learning Model](#) when engaging with students and employers. Kolb's model has shown that the most efficient way for students to transform their learning experiences into knowledge and meaning is to

1. reflect on their experience and document any important observations
2. think about and try to conceptualize an idea or theory around what they experienced and what might happen if they did something different
3. plan for what they should try next
4. put their plan into action with another concrete experience



Documentation

A key component of a quality SAE is documentation of skill and knowledge attainment; credentials or certifications earned; and evidence of planning, reflection, and career planning. Documentation may be accomplished with

- the [Virginia SAE Record Book](#)
- the school/division's career and academic planning tool(s)
- career planning tools and templates on FFA.org
- online tools like the [AET](#) or [ePortfolios with GoogleApps](#).

Regardless of the system used to document a student's SAE, the data is considered evidence of student growth, program of study completion, and evaluation of college and career readiness. Consult administrators or school counselors about how SAE data could fit into the school division's accountability system.

Responsibilities

The agricultural education teacher has responsibilities in the following areas:

Classroom instruction

- Organizing the classroom or laboratory for instruction
- Explaining course goals and purposes to students
- Using CTE course frameworks and competencies as a basis for planning instruction
- Using relevant instructional strategies for individual training needs
- Evaluating classroom instruction and aligning workplace training
- Selecting or developing appropriate materials for related instruction
- Providing the opportunity for students to participate in FFA
- Creating a library of technical information

Counseling

- Collaborating with school counselors to ensure a clear understanding of CTE offerings based on career clusters and pathways
- Understanding state and federal regulations
- Developing a variety of experiences for prospective students
- Assisting students in making course selections related to career goals
- Assisting students in determining appropriate HQWBL placement
- Counseling students regarding job placement and interview techniques
- Holding regular conferences concerning student progress in classes and in the workplace
- Arranging for student placement adjustments
- Administering career assessments

Coordination (for applicable Immersion SAEs)

- Visiting employers to select appropriate job placement
- Providing orientation for new employers
- Preparing training agreements
- Customizing training plans for each job placement
- Observing students at the workplace
- Conferring with employers concerning student performance and progress
- Complying with local, state, and federal laws relating to CTE, employment of minors, and safety
- Conducting conferences with students, employers, and parents/guardians
- Resolving problems that arise between students and employers
- Ensuring that employers provide consistent, effective guidance and supervision, in accordance with step-by-step training plans
- Placing students in experiences directly related to a career pathway of interest
- Completing the training agreement and training plan with the student and the employer
- Documenting coordination visits and conferences
- Maintaining coordination records and student files

- Considering the hazards to which students are exposed and following all relevant laws and regulations for the protection of students

For some student activities and enterprises, supervision may require additional teacher time outside of the classroom and laboratory component of the program and could occur on a year-round basis. Supervisory time may be required beyond the normal teaching contract and to accommodate individualized, year-round instruction, the teacher should be provided extended contract days to facilitate supervision during the summer months.

Attention to the agricultural education program's student-to-teacher ratio is critical when supervising large numbers of students. The Sample Supervision Plan in the Appendix of the [SAE for All Teacher's Guide](#) provides an example of how to meet the supervision needs of a large program.

In addition, teachers should develop relationships with local employers and professionals to assist in providing regular coaching and feedback to students. For accountability, teachers and students should document these supervision meetings.

Online and community resources

Agricultural education teachers do not need to be the expert on all things and can rely on support structures that are available online (e.g., [SAE for All](#), [SAE Ideas](#)), as well resources within the school and community that can be helpful for placement and service learning opportunities, research and entrepreneurship ideas, and knowledge and skill development in school-based enterprises. Other resources include the local workforce center for summer job programs, the [U.S. Small Business Administration \(SBA\)](#) for assistance with creating business plans and entrepreneurship resources, civic groups for service learning opportunities, and the school's science department for research ideas.

Forms

The [Virginia SAE Record Book](#) can be downloaded online from the CTE Resource Center website. This document contains all the required forms for each SAE type. Refer to the chart below for form requirements.

Immersion SAE Type	Forms Required
Placement SAE	Supervised Agricultural Experience (SAE) Agreement Supervised Agricultural Experience (SAE) Training Plan
Internship SAE	Supervised Agricultural Experience (SAE) Agreement Supervised Agricultural Experience (SAE) Training Plan
Ownership/Entrepreneurship SAE	Supervised Agricultural Experience (SAE) Agreement Supervised Agricultural Experience (SAE) Business Plan
Research SAE	Supervised Agricultural Experience (SAE) Research Plan
School-Based Enterprise SAE	Supervised Agricultural Experience (SAE) Business Plan
Service Learning SAE	Supervised Agricultural Experience (SAE) Service Learning Plan Supervised Agricultural Experience (SAE) Training Plan

CAREER AND TECHNICAL EDUCATION
High-Quality Work-Based Learning Guide



Clinical Experience

To participate in this HQWBL experience, students must be in the 11th or 12th grade and enrolled in a Health and Medical Science course. Clinical experience allows health and medical science students to integrate knowledge acquired in the classroom with clinical practice. Students are placed in a variety of healthcare settings and observe patients at different stages of medical practice so students may better understand the scope of the healthcare profession.

Health and medical science teachers are in charge of supervising the clinical experience. Specific requirements for each type are as follows.

Clinical Experience at a Glance

Suggested Grade Levels	11-12
Graduation Requirement	Yes
CCCRI	Yes
Types of Clinical Experiences	<p>Clinical experiences vary depending on what health and medical science courses students are taking and may include</p> <ul style="list-style-type: none"> ● dental careers ● emergency medical technician/emergency medical responder (EMT/EMR) ● medical assistant ● medical laboratory technician ● nurse aide ● patient care technician ● physical/occupational therapy ● practical nursing ● sports medicine ● radiologic technology ● sterile processing technologist ● surgical technologist ● vision care technician.
Pay	None
Credit	None (within CTE course credit)
Rules and Regulations	<p>Rules and regulations for each type may vary, depending on the board that governs each area. The most up-to-date information for each board can be found on the Virginia Department of Health Professions website.</p>

Suggested Grade Levels	11-12
	This information includes the number of onsite hours required and the qualifications needed for teachers in each area.

Dental Careers

Rules and Regulations	<p>Most up-to-date information for a dental related clinical can be found at the Virginia Board of Dentistry website.</p> <p>The clinical requirements for the Radiation Health and Safety (RHS) exam; the Infection Control (ICE) Exam; the Anatomy, Morphology, and Physiology (AMP) exam; and the Certified Dental Assistant (CDA) exam can be found on the Dental Assisting National Board (DANB) website.</p>
Duration	36 weeks/280 hours
Teacher Qualifications	The teacher must be a licensed dental assistant or dental hygienist with the Virginia Board of Dentistry and preferably have a DANB certification.
Student Eligibility	Students must be in the 11th or 12th grade before taking part in this clinical experience.
Objectives	<p>The dentistry clinical experience will</p> <ul style="list-style-type: none"> ● provide students with the chance to solve problems and benefit from the rewards that come with increased social awareness and care towards underserved populations here and abroad ● assist students in developing clinical efficiency, which leads to patient and practice management ● furnish students with abundant opportunities to work with clinical staff on a broad range of skills ● ensure that students gain professional competence and self-confidence in executing their duties ● broaden students' knowledge and expertise involving research, scientific inquiry, and public policy relating to oral health ● teach students to sterilize, organize, and assemble instruments ● teach students to prepare materials like fillings and other compounds ● allow students to assist the dentist by handing off instruments or suctioning out fluids ● teach students to help patients stay calm and comfortable during procedures ● allow students to understand work at the front desk and assist with office administration.

EMT/EMR

Rules and Regulations	<p>Guidelines can be found on the Virginia Department of Health, Office of Emergency and Medical Services (OEMS) website.</p> <ul style="list-style-type: none">• Training Program Guidance• Virginia EMS Regulations
Duration	<p>Students must attend at least 85 percent of the didactic and lab aspects of the course to be eligible for emergency medical services (EMS) certification testing, following the Virginia Administrative Code.</p> <p>The duration for each course (i.e., EMR, EMT I, EMT II, EMT III) is 36 weeks.</p>
Class Size	<p>The ratio for psychomotor labs must be no greater than a 6:1 student-to-teacher ratio in a direct lab setting, following the Virginia Administrative Code.</p> <p>Students may rotate from the classroom to the lab to meet the 6:1 ratio guideline; however, this will increase the time required to complete the course of study if sufficient additional teachers are not available.</p>
Teacher Qualifications	<p>The teacher/coordinator for any Virginia EMS program must possess and maintain a current Virginia education coordinator (EC) certification in accordance with the Virginia EMS Regulations. If the teacher/coordinator is employed by the school division, he or she must obtain and maintain a valid Virginia teaching license through the process prescribed by the VDOE. All teachers must maintain current OEMS provider and educator certification to teach any EMS course.</p> <p>School divisions must verify and keep on file verification of the Virginia EC certification. In lieu of a copy of the physical card, this information can be obtained using the EMS Provider Search function on the OEMS website or by calling the Division of Educational Development at 804-888-9100.</p> <p>Education coordinators are responsible for all aspects of the EMS program. They are required to be in the classroom with students during any class time associated with the announced EMS program or have an approved substitute Virginia-certified EC. The school and the EMS program's EC must approve any additional ECs or classroom assistants.</p>

EMT/EMR (Continued)

Student Eligibility	<p>Due to the nature of EMS and the stresses, both physical and mental, to which the student will be exposed, not all students are good candidates for an EMS program. It is imperative that students and parents/guardians be aware of the course requirements, including clinical experience.</p> <p>All students enrolled in a Basic Life Support (BLS) EMS course must be at least 16 years of age at the beginning date of the certification course and meet all BLS student requirements as specified in the Virginia EMS Regulations. These will be reviewed with students and verified on the first day of the course.</p> <p>All students 16 to 18 years of age at the start of the course must have a signed Virginia OEMS Parental Permission Form, EMS.TR 07, on file before the start of the course.</p> <p>Students must have a valid Social Security Number (SSN). For non-US citizens who do not possess an SSN, the student must have an appropriate visa. This shall be verified by the Virginia OEMS per Training Program Administration Manual (TPAM) Policy Number T-1507. This shall be submitted with a manual enrollment form to the Virginia OEMS. Until approved by the Virginia OEMS, the student cannot enroll in the program. Students who do not meet this requirement are not eligible for course enrollment. Students who are not eligible for enrollment in an EMS program should not be allowed to participate in, sit in, or monitor the program.</p> <p>Students enrolled in an EMT course will be required to complete clinical training rotations and may be exposed to physical and mental stresses above those experienced in a typical school setting. These rotations may require after-school or weekend hours to complete. To ensure that prospective students and parents are informed and understand the nature of this course, an information packet outlining the course requirements should be given to each prospective student or parent for review before enrollment. The information packet should include, at a minimum,</p> <ul style="list-style-type: none">● letter from the school● letter from the course teacher/coordinator● parental notification form from the course teacher/coordinator● Parental approval form from the school● first class paperwork<ul style="list-style-type: none">○ Prerequisites for EMS Training (TR.35)○ Functional Position Description for the BLS Provider (TR.14B)○ Course Expectations for Successful Completion (TR.16)○ BLS Certification Testing (TR.11B)○ Virginia Accommodation Policy (TR.15A)
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EMT/EMR (Continued)

Student Eligibility (Continued)	<ul style="list-style-type: none">○ National Registry of Emergency Medical Technicians (NREMT) Accommodation Policy (TR.15B)● Student Permission Form (TR.07)● immunization requirements and checklist● hepatitis-B non-participation form● course syllabus● checklist of required forms needing signature● mature content permission form. <p>Required forms can be found online at the Virginia Department of Health website.</p> <p>It is imperative that school counselors understand the requirements and nature of the course before assigning students. It is highly recommended that a test of each student’s reading comprehension be conducted and that the teacher/coordinator and school division establish acceptable reading levels for the course.</p> <p>Students with disabilities who are admitted to the program shall have an IEP. The EMS course teacher/coordinator must meet with the special education committee to develop the IEP. IEPs and 504 plans must meet all BLS student requirements as specified in the Virginia EMS Regulations (12VAC5-31-1503), which can be viewed online. It is important to note that simply because a student has an IEP/504 within an educational program, this does not automatically translate to those accommodations being applied to an EMS program and testing.</p> <p>Any prospective student who does not meet the requirements may submit for a variance/exemption to the Virginia OEMS, Division of Regulation and Compliance. Please note that these variances and exemptions only apply to coursework and psychomotor testing. Students requiring accommodations on the cognitive exam shall request these during the candidate application with the NREMT. Educators are encouraged to start this process at the beginning of the course so appropriate decisions can be made early. This process typically takes 30-60 days.</p>
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EMT/EMR (Continued)

Student Eligibility (Continued)	<p>Each course has an enrollment limitation determined by available resources, be that staffing or equipment, up to a maximum of 30 students, following the Virginia Administrative Code. Additionally, some Virginia school divisions open their school year in August, and others open in September; therefore, the start date for EMS courses throughout the Commonwealth may vary.</p>
Objectives	<p>EMS courses are to be taught, at minimum, in accordance with the 2021 U.S. Department of Transportation's National Emergency Medical Services Education Standards (NEMSES).</p> <p>In accordance with the VDOE, all EMS programs should use the competencies in Virginia's Educational Resource System Online (VERSO). Educators must ensure the appropriate Virginia Scope of Practice procedures and formulary components are included in the program. School divisions may not remove any OEMS/VDOE competencies.</p> <p>The Virginia OEMS establishes the clinical requirements for certification at the EMT level. A minimum of ten patient contacts is required, with at least five clinical or field contacts in a hospital emergency department or as ride-along tours with local emergency medical service agencies. No more than five clinical or field contacts may be done by simulation. These shall be documented on the EMS.TR.05 form.</p> <p>The coordination of rotations may require completion outside normal school hours. The school division is responsible for determining transportation requirements for these rotations.</p> <p>The school division is required to ensure that contractual agreements with a local healthcare facility or EMS agency are in place before the start of the EMT program to permit students to complete the clinical component.</p> <p>Additionally, the school division is responsible for ensuring that all required medical and liability insurance for students is in effect before the start of EMT classes.</p>

Nurse Aide

Rules and Regulations	No restrictions apply unless the school division chooses to teach the course according to the Virginia Board of Nursing Nurse Aide regulations” <ul style="list-style-type: none"> ● Nurse Aide Education Programs ● Pre-Licensure Nursing Education Programs
Duration	Minimum 40 clinical hours along with classroom hour requirement
Teacher Qualifications	The teacher must be a registered nurse with two or more years of experience within the previous five years and at least one year of direct client care of supervisory experience in the provision of geriatric long-term care services.
Student Eligibility	Students must be in the 11th or 12th grade before taking part in this clinical experience.

Nursing

Rules and Regulations	Forms required by the Virginia Board of Nursing pertaining to Practical Nursing can be found online.
Duration	<ul style="list-style-type: none"> ● Practical Nursing I: 18 weeks/280 hours ● Practical Nursing II: 18 weeks/280 hours ● Practical Nursing III: 36 weeks/420 hours
Class Size	According to VA Code 18VAC90-27-60 (B) : <ul style="list-style-type: none"> ● The number of faculty shall be sufficient to prepare the students to achieve the objectives of the educational program and to ensure safety for patients to whom students provide care. ● When students are giving direct care to patients, the ratio of students to faculty shall not exceed ten students to one faculty member, and the faculty shall be on site solely to supervise students. ● When preceptors are utilized for specific learning experiences in clinical settings, the faculty member may supervise up to fifteen students.
Teacher Qualifications Teacher Qualifications (continued)	According to VA Code 18VAC90-27-60 (A) 1-3 ; 6: <ul style="list-style-type: none"> ● Every member of the nursing faculty, including the program director, shall hold a current license or multistate licensure privilege to practice nursing in Virginia as a registered nurse without any disciplinary action that currently restricts practice and have at least two years of direct client care experience as a registered nurse prior

	<p>to employment by the program. Persons providing instruction in topics other than nursing shall not be required to hold a license as a registered nurse.</p> <ul style="list-style-type: none"> ● Every member of a nursing faculty supervising the clinical practice of students shall meet the licensure requirements of the jurisdiction in which that practice occurs. Faculty shall provide evidence of education or experience in the specialty area in which they supervise students' clinical experience for quality and safety. Prior to supervision of students, the faculty providing supervision shall have completed a clinical orientation to the site in which supervision is being provided. ● The program director and each member of the nursing faculty shall maintain documentation of professional competence through such activities as nursing practice, continuing education programs, conferences, workshops, seminars, academic courses, research projects, and professional writing. Documentation of annual professional development shall be maintained in employee files for the director and each faculty member until the next survey visit and shall be available for board review.
Student Eligibility	Students must be in the 11 th or 12 th grade before taking part in this clinical experience.

Additional Information on Nursing

Other information on conducting clinical experiences for nursing students can be found in the Virginia Administrative Code, as follows:

18VAC90-27-110. Clinical practice of students.

A. In accordance with [§ 54.1-3001 of the Code of Virginia](#), a nursing student, while enrolled in an approved nursing program, may perform tasks that would constitute the practice of nursing. The student shall be responsible and accountable for the safe performance of those direct client care tasks to which he has been assigned.

B. Faculty shall be responsible for ensuring that students perform only skills or services in direct client care for which they have received instruction and have been found proficient by the teacher. Skills checklists shall be maintained for each student.

C. Faculty members or preceptors providing onsite supervision in the clinical care of clients shall be responsible and accountable for the assignment of clients and tasks based on their assessment and evaluation of the student's clinical knowledge and skills. Supervisors shall also monitor clinical performance and intervene if necessary for the safety and protection of the clients.

D. Clinical preceptors may be used to augment the faculty and enhance the clinical learning experience. Faculty shall be responsible for the designation of a preceptor for each student and shall communicate such assignment with the preceptor. A preceptor may not further delegate the duties of the preceptorship.

E. Preceptors shall provide to the nursing education program evidence of competence to supervise student clinical experience for quality and safety in each specialty area where they supervise students. The clinical preceptor shall be licensed as a nurse at or above the level for which the student is preparing.

F. Supervision of students.

1. When faculty are supervising direct client care by students, the ratio of students to faculty shall not exceed 10 students to one faculty member. The faculty member shall be on site in the clinical setting solely to supervise students.
2. When preceptors are utilized for specified learning experiences in clinical settings, the faculty member may supervise up to 15 students. In utilizing preceptors to supervise students in the clinical setting, the ratio shall not exceed two students to one preceptor at any given time. During the period in which students are in the clinical setting with a preceptor, the faculty member shall be available for communication and consultation with the preceptor.

G. Prior to beginning any preceptorship, the following shall be required:

1. Written objectives, methodology, and evaluation procedures for a specified period of time to include the dates of each experience;
2. An orientation program for faculty, preceptors, and students;
3. A skills checklist detailing the performance of skills for which the student has had faculty-supervised clinical and didactic preparation; and
4. The overall coordination by faculty who assume ultimate responsibility for implementation, periodic monitoring, and evaluation.

[18VAC90-27-100](#). Curriculum for direct client care

A. A nursing education program preparing a student for licensure as a registered nurse shall provide a minimum of 500 hours of direct client care supervised by qualified faculty. A nursing education program preparing a student for licensure as a practical nurse shall provide a minimum of 400 hours of direct client care supervised by qualified faculty. Direct client care hours shall include experiences and settings as set forth in [18VAC90-27-90 B 1](#).

B. Licensed practical nurses transitioning into prelicensure registered nursing programs may be awarded no more than 150 clinical hours of the 400 clinical hours received in a practical nursing program. In a practical nursing to registered nursing transitional program, the remainder of the clinical hours shall include registered nursing clinical experience across the life cycle in adult medical/surgical nursing, maternal/infant (obstetrics, gynecology, neonatal) nursing, mental health/psychiatric nursing, and pediatric nursing.

C. Any observational experiences shall be planned in cooperation with the agency involved to meet stated course objectives. Observational experiences shall not be accepted toward the 400 or 500 minimum clinical hours required. Observational objectives shall be available to students, the clinical unit, and the board.

D. Simulation for direct client clinical hours.

1. No more than 25% of direct client contact hours may be simulation. For prelicensure registered nursing programs, the total of simulated client care hours cannot exceed 125 hours (25% of the required 500 hours). For prelicensure practical nursing programs, the total of simulated client care hours cannot exceed 100 hours (25% of the required 400 hours).
2. No more than 50% of the total clinical hours for any course may be used as simulation. If courses are integrated, simulation shall not be used for more than 50% of the total clinical hours in different clinical specialties and population groups across the lifespan.
3. Skills acquisition and task training alone, as in the traditional use of a skills laboratory, do not qualify as simulated client care and therefore do not meet the requirements for direct client care hours.
4. Clinical simulation must be led by faculty who meet the qualifications specified in [18VAC90-27-60](#). Faculty with education and expertise in simulation and in the applicable subject area must be present during the simulation experience.
5. Documentation of the following shall be available for all simulated experiences:
 - a. Course description and objectives;
 - b. Type of simulation and location of simulated experience;
 - c. Number of simulated hours;
 - d. Faculty qualifications;
 - e. Methods of pre-briefing and debriefing;
 - f. Evaluation of simulated experience; and
6. Method to communicate student performance to clinical faculty.

Radiology

Rules and Regulations	None for secondary education programs
Duration	36 weeks
Teacher Qualifications	The teacher must be a licensed radiology technologist with two or more years of experience.
Student Eligibility	Students must be in the 11th or 12th grade before taking part in this clinical experience.
Objectives	<p>Through the clinical experience, students will</p> <ul style="list-style-type: none">• identify the different types of diagnostic procedures performed, including radiographic studies, X-rays (with and without contrast media), magnetic resonance imaging (MRI), computed tomography (CT) scan, ultrasonography, endoscopy, and nuclear imaging• identify safety measures used in each procedure• identify the purpose of each procedure observed• discuss the preparation needed for each procedure• visualize structures and organs during the study• employ safety measures against radiation exposure• identify post-procedure monitoring and instructions.

Respiratory Therapy

Rules and Regulations	There are no regulations for secondary education programs.
Duration	36 weeks/280 hours
Teacher Qualifications	The teacher must be a licensed respiratory therapist with the Virginia Board of Medicine with two or more years of experience.
Student Eligibility	Students must be in the 11th or 12th grade before taking part in this clinical experience.

Objectives	Through the clinical experience, the student will
Objectives (continued)	<ul style="list-style-type: none"> ● identify the types of respiratory treatments used, cardiopulmonary tests observed, any medications administered, and purpose of treatments, side effects, and nursing implications ● demonstrate safety precautions in oxygen therapy ● add a bottle of distilled water for humidification, with direct supervision ● set the oxygen flow meter at appropriate level, with direct supervision ● demonstrate insertion and removal of the oxygen flow meter into the wall, with direct supervision ● auscultate lung sounds with the therapist prior to and after respiratory treatments ● compare what he/she hears with the findings of the respiratory therapist ● note the protocol for arterial blood gas assessment ● assist with trachea and endotracheal tube suctioning by oxygenating patient with a bag valve mask (BVM) ● follow guidelines from the Centers for Disease Control and Prevention (CDC) during the suctioning procedure.

Surgical Services

Rules and Regulations	Regulations Governing the Registration of Surgical Assistants and Surgical Technologists
Duration	36 weeks/420 hours
Teacher Qualifications	The teacher must have a Virginia Board of Medicine license and a surgical technologist credential certification and have two or more years of experience.
Student Eligibility	Students must be in the 12th grade.
Objectives	<p>After the clinical experience, the student will</p> <ul style="list-style-type: none"> ● understand the necessary components of a complete preoperative (pre-op) assessment ● understand rationales and skills behind obtaining informed consent ● identify the patient criteria/rationale for inpatient vs. outpatient surgery ● understand the teaching process used for adult clients and participate in patient teaching sessions when appropriate ● understand rationales and assessment criteria used during moderate sedation

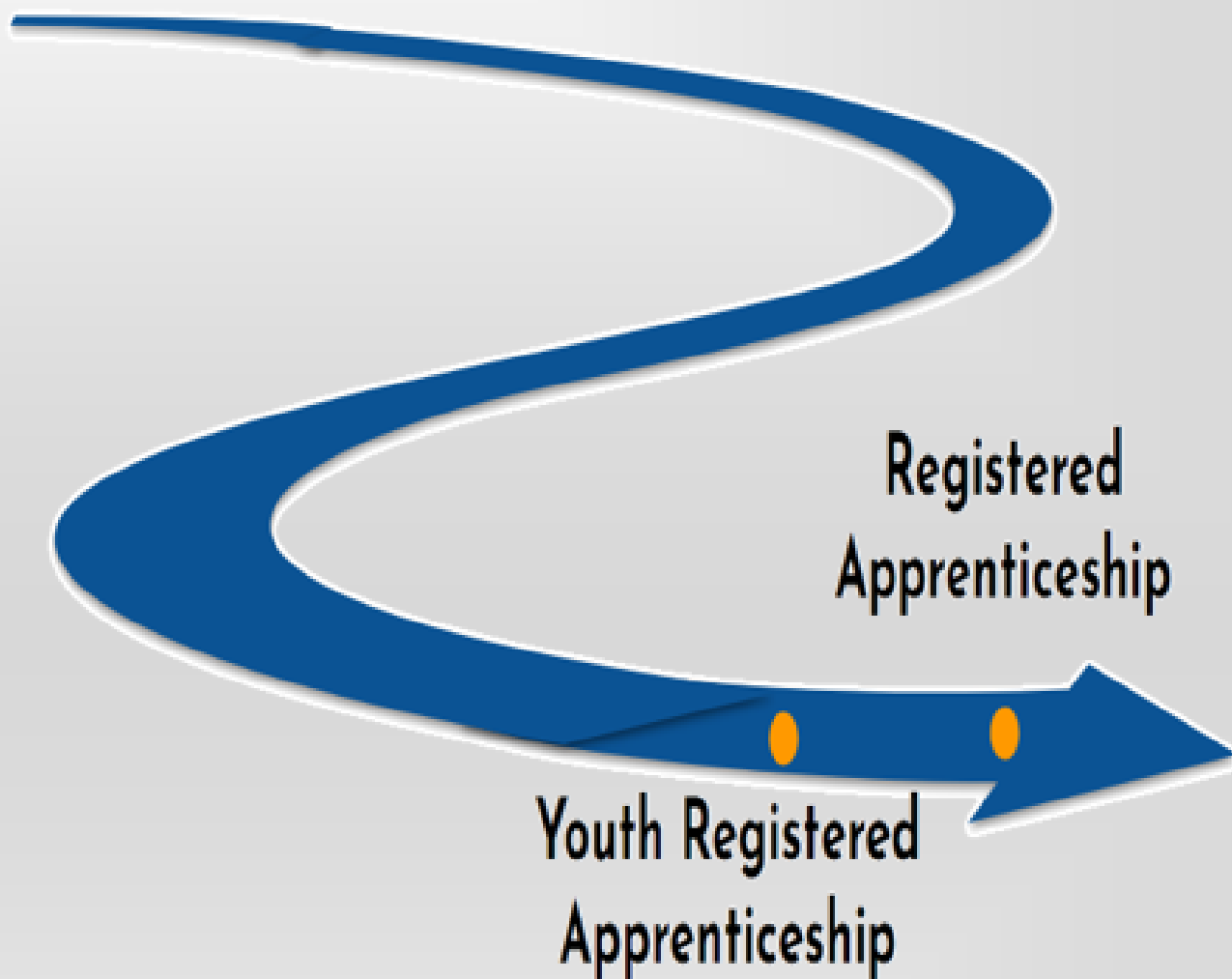
Rules and Regulations	Regulations Governing the Registration of Surgical Assistants and Surgical Technologists
	<ul style="list-style-type: none"> ● understand the principles of creating and maintaining a sterile field ● identify various treatment modalities used in the surgical setting ● understand the role of the nurse anesthetist, surgical technician, scrub nurse, and circulating nurse ● identify assessment criteria utilized in a post-anesthesia care unit (PACU) setting and the rationales behind them ● identify appropriate criteria patients must meet to be transferred from PACU to the nursing floor or discharged home.

Forms (See Appendix B):

- [Clinical Experience Participation Form for Employers](#)
- [Clinical Experience Application Form for Students](#)
- [Parental Consent Form](#)
- [Non-Employee Personnel Health Clearance Form](#)
- [Clinical Experience Time Log Sheet](#)
- [Clinical Experience Evaluation for Employers](#)
- [Clinical Affiliation Agreement \(sample\)](#)

Note that [forms](#) required by the Virginia Board of Nursing pertaining to Practical Nursing and Nurse Aide can be found online.

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High-Quality Work-Based Learning Guide



Youth Registered and Registered Apprenticeship

Youth Registered Apprenticeship (YRA)

All Youth Registered Apprenticeships (YRAs) should be undertaken in consultation with the Department of Labor and Industry’s (DOLI) Division of Registered Apprenticeship. YRA is a career preparation HQWBL method that integrates CTE curriculum and On-the-Job Training (OJT) to help students gain employability and occupational skills. CTE programs provide Related Technical Instruction (RTI) based on the Virginia Department of Education’s statewide curriculum framework guidelines, endorsed by business and industry. Licensed and endorsed CTE teachers and journeyworker experts instruct youth apprentices.

Apprentices are simultaneously enrolled in CTE classes to meet high school graduation requirements and receive occupation specific RTI. Additionally, the participating sponsor/employer provides supervision as a skilled mentor. Upon completion of a high school diploma, apprentices are encouraged to continue in the occupation as adult apprentices at the discretion of the employer/sponsor and will be subject to all standard OJT and RTI requirements.

Youth Registered Apprenticeship at a Glance

Suggested Grade Levels	11-12
Graduation Requirement	Yes
CCCRI	Yes
Number of hours required	<p>There are no minimum or maximum work hour requirements for student apprentices, but students who complete at least 280 OJT hours per year of YRA will receive an additional credit toward graduation. YRA may be part-time or full-time at various times of the year. Part-time employment and hours worked will be determined by the employer.</p> <p>All work hours will be documented or tracked by the employer and will also be credited toward the completion of an adult Registered Apprenticeship program.</p>

Pay	<p>Yes, payment must be at least the federal minimum wage (whichever is higher) and based on a progressive wage schedule.</p> <p>Paid experiences must be conducted in compliance with federal and state labor laws. (See U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division and the Virginia Department of Labor and Industry, Labor and Employment Law.)</p>
Credit	Students who complete a minimum of 280 OJT hours per school year of YRA will earn one (1) credit.
Related Technical Instruction (RTI)	<p>RTI must be occupation-specific. RTI is provided in high school CTE programs and also counts toward RTI requirements for RA.</p> <p>RTI is taken simultaneously with academic classes to meet high school graduation requirements.</p>
Teacher Qualifications	Licensed and endorsed CTE teachers and journeyworker experts instruct youth apprentices.
Documentation	<p>Education/Training Agreement (see Appendix C)</p> <p>Registered Apprenticeship required document (check with the DOLI Consultant)</p>
Student Eligibility	<p>Students Each student must be at least 16 years old and in the 11th or 12th grade. They must be in good standing with the school, be enrolled in a CTE program that supports the occupation, and maintain passing grades, and have satisfactory attendance. YRA participation will be canceled if the student leaves the school.</p> <p>Each YRA employer may have additional criteria depending on the hours or skill set required.</p>
Objectives	<p>The student will</p> <ul style="list-style-type: none"> ● gain employability and occupational skills ● develop technical knowledge and skills necessary for a specific occupation through OJT and RTI ● strengthen career awareness, workplace readiness skills, and personal development, including learning about workplace protocols and etiquette ● receive employment experience and foster essential communication skills, workplace protocols, and etiquette ● gain work experience

Student Schedules

YRA experiences of 280 OJT hours or more must be continuous throughout the school year even if the classroom instruction is a class in a single semester. The students must be placed in jobs related to their career goals and must adhere to the regulations and guidelines.

Registered Apprenticeship (RA)

All Registered Apprenticeships (RAs) should be undertaken in consultation with DOLI’s Division of Registered Apprenticeship. RA is a career preparation HQWBL method that is industry-driven. Employers can develop high quality career pathways to prepare their future workforce. Individuals can obtain paid work experience, occupation specific instruction, mentorship and a portable, nationally recognized credential.

RA programs combine OJT with RTI which provides occupation specific knowledge relating to the profession. RA training is based on national industry standards and can be customized to the needs of the employer. Apprentices are paid employees of a company and receive pay increases as they meet benchmarks for skill attainment. Apprentices must be paid at least the state or federal minimum hourly wage (whichever is higher).

Upon completion of a Registered Apprenticeship program, the apprentice receives a nationally recognized credential which consists of a completion certificate and journeyworker card. The credential signifies to employers that journeyworker(s) are fully qualified in that occupation.

Registered Apprenticeship at a Glance

Suggested Grade Levels	11-12
Graduation Requirement	Yes
CCCRI	Yes
Number of hours required	All OJT training hours acquired during high school may be credited to an adult Registered Apprenticeship program.
Pay	Yes, state and federal minimum wage (whichever is higher) and based on a progressive wage schedule.
Related Technical Instruction (RTI)	Provided by technical schools, community colleges, online, or on-site by employer/sponsor and it must be occupation specific. RTI requirements are determined by the sponsoring employer and based on a progressive wage schedule.
Documentation	Maintained exclusively by employers/sponsors and apprentices.
Student Eligibility	Each student must be at least 16 years old. Apprentices can begin occupational education and on-the-job learning in high school.

Objectives	<p>The student will:</p> <ul style="list-style-type: none"> ● gain employability and occupational skills ● develop technical knowledge and skills necessary for a specific occupation through OJT and RTI ● strengthen career awareness, workplace readiness skills, and personal development ● receive employment experience and foster essential communication skills, workplace protocols, and etiquette ● gain work experience ● earn an industry-recognized, portable credential if an apprentice completes an adult registered apprenticeship program.
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Supplements:

- Planning and Partnerships
- [Youth Registered Apprenticeship Education/Training Agreement](#) (See Appendix C)
- Youth Registered Apprenticeship 10 Steps
- Registered Apprenticeship 10 Steps

Planning and Partnerships

Virginia's Youth Registered Apprenticeship (YRA)



Career and Technical Education (CTE) Administrators or HQWBL Coordinator/Teacher/Point-of-Contact:

- [Contact a Registered Apprenticeship Consultant](#) from the Division of Registered Apprenticeship in your area by visiting our website at the following link
- Determine the CTE programs that will be highlighted to local employers
- Work with employers on hiring CTE students with industry specific interest
- Market YRA Program to parents, students, partners, employers, and community
- Recruit students
- Coordinate student enrollment
- Integrate YRA classroom and worksite training into student's education program
- Ensure two semesters per year of Related Technical Instruction
- Participate in regular Progress Reviews
- Ensure student is on track for graduation
- Grant high school graduation credit

Employers:

- [Contact a Registered Apprenticeship Consultant](#) from the Division of Registered Apprenticeship in your area
- Register with a DOLI Consultant
- Comply with child labor laws
- Interview and hire student(s) for your YRA program
- Pay apprentices at least federal minimum wage
- Provide OJT training to YRA apprentices
- Ensure worksite training with a mentor
- Participate in progress reviews of YRA Apprentices

Registered Apprenticeship Consultant, Division of Registered Apprenticeship:

- Visit and maintain commitment with participating high schools, technical schools, colleges, and local businesses
- Provide information on Registered Apprenticeship requirements to all parties
- Register the sponsor and their selected apprentices
- Maintain the apprentices' records, coordinate changes, cancellations, reinstatements, and completions
- Provide formal approval of work processes, competencies (if necessary) and Related Technical Instruction schedules
- Promote equal opportunities for women and minorities in Registered Apprenticeship. Complete EEO Evaluations as they become necessary
- Award certificates of participation to the persons who finish the Youth Registered Apprenticeship Program



10 Questions to Consider

If your School or Division would like to create a Youth Registered Apprenticeship Model

- 1 Are you a high school who wants a robust school-to-work transition for your students?
- 2 Are students and parents interested in a work-based learning approach that provides a stepping stone to a career?
- 3 Will your local employers support school-to-work programs by hiring industry specific Career Technical Education students?
- 4 Will your staff/faculty market Youth Registered Apprenticeship to parents, students, and business community?
- 5 Can you recruit students and coordinate student enrollment?
- 6 Will you provide 2 semesters per year of Related Technical Instruction?
- 7 Will you monitor that the student stays on track for graduation?
- 8 Will the student receive high school graduation credit?
- 9 The Department of Labor and Industry (DOLI) will help your designated coordinator start the process for Youth Registered Apprenticeship. Do you have someone in mind?
- 10 Do you know who your Registered Apprenticeship Consultant is from DOLI?

Find out here to get started.

http://www.doli.virginia.gov/apprenticeship/consultants_headquarters.html



10 Steps

To Land Your Registered Apprenticeship Dream Job



1

Research **occupations** and make some **choices** of what kind of work you think is suitable for you

<https://www.onetonline.org/>

2

Write a **concise**, modern **resume**

6

Have your **prior work**, **education**, and **military information** handy

7

Post your **resume** on **job-sites** and include the information that you are seeking a **Registered Apprenticeship** position

3

Research the companies. **Be knowledgeable** about them when you apply

8

Have a **back-up plan**. What other job can you start while you are seeking your **dream job**?

4

Do a self-check on your social skills. **Speak clearly**, **make eye contact**, and **smile!**

9

Present yourself **professionally** for the interview; **hair, clothes and manners** **They all matter!**

5

Check the website for the **Department of Labor and Industry** to see current sponsor participants www.doli.virginia.gov

10

Never give up on getting your dream career.



CAREER AND TECHNICAL EDUCATION

High-Quality Work-Based Learning Guide

APPENDIX A – Universal HQWBL Forms

High-Quality Work-Based Learning Employer Participation Form

High-Quality Work-Based Learning Workplace Evaluation Checklist

High-Quality Work-Based Learning Student Incident Form

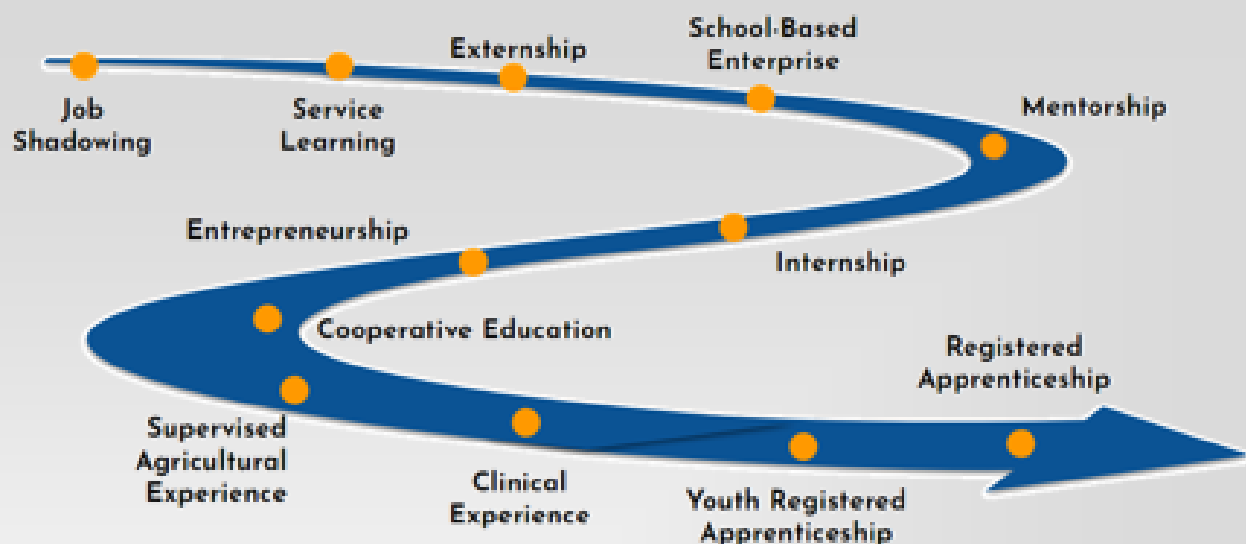
High-Quality Work-Based Learning Training Agreement

High-Quality Work-Based Learning Training Plan

High-Quality Work-Based Learning Training Plan Evaluation

High-Quality Work-Based Learning Student Reflection

High-Quality Work-Based Learning Employer/Mentor Evaluation



HIGH-QUALITY WORK-BASED LEARNING EMPLOYER PARTICIPATION FORM

Choose the HQWBL Experience:

<input type="checkbox"/> Job Shadowing	<input type="checkbox"/> Mentorship	<input type="checkbox"/> Externship
<input type="checkbox"/> Internship	<input type="checkbox"/> Cooperative Education	<input type="checkbox"/> Other _____

HQWBL Coordinator/Teacher/Point-of-Contact:	Date:
HQWBL Coordinator/Teacher/Point-of-Contact Email:	HQWBL Coordinator/Teacher/Point-of-Contact Phone:

Company/organization:

Industry/Business Type:

Address:	City, State, Zip:
----------	-------------------

Contact Name(s):

Phone:	Email:
--------	--------

Number of positions you can host:	<input type="checkbox"/> Unpaid <input type="checkbox"/> Paid \$_____
-----------------------------------	---

Date, time, & department of HQWBL opportunity:

Description of HQWBL opportunity (such as required age, experience, duties/responsibilities, application process):

Contact Signature:

Once this form has been submitted, the HQWBL coordinator/teacher/point-of-contact will confirm receipt. For more information or questions, please contact the HQWBL coordinator listed above.

HIGH-QUALITY WORK-BASED LEARNING WORKPLACE EVALUATION CHECKLIST

Name of Company/Organization:		
Address:		
Contact Name:	Email:	Phone:
Experience(s) Available:		
Visit Date and Time:		

Is student screening required?	YES	NO
If so, what type(s) of screening?		
Is the atmosphere of the workplace conducive to the HQWBL Experience?	YES	NO
Are the facilities and equipment conducive to student safety in the area in which the student will be completing the HQWBL experience?	YES	NO
Does the employer follow state and federal guidelines pertaining to pandemic and infectious disease mitigations for employees/HQWBL students?	YES	NO
Is the employer willing to enter into a training agreement, develop a training plan including health and safety plan guidelines (if required for students/employees), and provide feedback as necessary in support of the HQWBL experience?	YES	NO
Does the workplace offer opportunities for a variety of student work experiences?	YES	NO
Does the workplace provide accommodations for HQWBL students with disabilities, if necessary?	YES	NO
Is the workplace offering paid student experiences?	YES	NO
For paid experiences, are all federal and state wage requirements met?	YES	NO
Does the workplace provide equal opportunities in HQWBL experiences for students without discrimination based on gender, race, color, national origin, and disability?	YES	NO
Has the employer verified the student will not be working in direct contact with anyone on the Virginia State Police Sex Offender Registry according to Code of Virginia 22.1-296.1 ?	YES	NO

This form should be completed for each workplace on an annual basis. This information is correct and complete to the best of my knowledge.

Employer Contact Signature

Date

HQWBL Coordinator/Teacher/Point-of-Contact

Date

HIGH-QUALITY WORK-BASED LEARNING STUDENT INCIDENT FORM

In addition to completing this form, the HQWBL coordinator/teacher/point-of-contact should follow all school division policies and procedures regarding safety and reporting and handling student incidents.

Student Name:	Date of incident:
School:	Administrator:
Course:	Teacher:
Workplace:	Employer:
Type of incident:	
Incident summary (attach separate page if necessary)	
Was the student HQWBL experience terminated? <input type="checkbox"/> YES <input type="checkbox"/> NO	
Was the student injured at the workplace? <input type="checkbox"/> YES <input type="checkbox"/> NO	
Date of contact (between school official and employer):	
Witness(es) name(s) and job title(s):	
Action taken:	

Student's Signature

Date

Parent/Guardian Signature

Date

HQWBL Coordinator/Teacher/Point-of-Contact Signature

Date

Employer/Supervisor Signature

Date

School Administrator/Designee

Date

HIGH-QUALITY WORK-BASED LEARNING TRAINING AGREEMENT

Choose a HQWBL experience type:

<input type="checkbox"/> Cooperative Education	<input type="checkbox"/> Internship	<input type="checkbox"/> Mentorship (+140 hours)
<input type="checkbox"/> Entrepreneurship	<input type="checkbox"/> Job Shadowing	<input type="checkbox"/> School-Based Enterprise
<input type="checkbox"/> Externship	<input type="checkbox"/> Mentorship (<140 hours)	<input type="checkbox"/> Service Learning

Student's Name:	Grade & Age:
School Division:	School:
Business Name:	Business Address:
On-the-job Supervisor Name:	Supervisor Phone Number:
Supervisor Email:	HQWBL Coordinator/Teacher/Point-of-Contact Phone & Email:

PURPOSE OF AGREEMENT: To provide the terms of the student's HQWBL experience and to outline the expectations and responsibilities of all parties involved with the HQWBL experience and to ensure compliance with the applicable legal requirements.

**Italicized items below meet the requirements of the Work Training Student-Learner Agreement of the Virginia Department of Labor.*

STUDENT (ENTREPRENEUR, if applicable) AGREES TO:

- Attend school regularly, and the work-based learning experience as scheduled. The student will notify the school and employer by a designated time regarding an absence. When a student is absent he/she is not permitted to participate in the HQWBL experience that day unless advance permission has been granted by the HQWBL coordinator/teacher/point-of-contact.
- Demonstrate honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn while at the workplace.
- **Conform to all rules and regulations, including all safety requirements and acceptable use policies, of the place of employment and home school/division.*
- Adhere to all workplace screenings, background checks, and policies. Obey laws and follow all pandemic/infection disease safety mitigations outlined by the school division and employer.
- Recognize there is potential exposure to sensitive information regarding clients, customers, students, or other parties while participating in the HQWBL experience. Students should refrain from sharing any and all sensitive information regarding personnel, customers, clients, or other stakeholders.
- Consult the HQWBL coordinator/teacher/point-of-contact about any difficulties arising at the workplace or related to the HQWBL experience.

- Complete all required assignments related to the HQWBL experience and make up any school work missed due to participation in the HQWBL experience.
- Perform workplace responsibilities efficiently.
- Furnish the HQWBL coordinator/teacher/point-of-contact with necessary information about the HQWBL experience and complete promptly all necessary reports.
- Participate in the CTSO and other school activities required in connection with the HQWBL experience as it applies to a CTE course.

EMPLOYER/MENTOR AGREES TO (as applicable to the HQWBL experience):

- Communicate, as needed, with the HQWBL coordinator/teacher/point-of-contact regarding student concerns, on-site visits and completion of all required HQWBL forms.
- **Give the student an orientation of the facility, introduction to relevant staff, and any pertinent safety guidelines at the beginning of the HQWBL experience.*
- **Provide organized and progressive occupational experiences (as outlined in the training plan) to expose students to as many aspects of the operation as possible (if applicable).*
- **Assist students in completing job-related projects and to provide available instructional materials and occupational guidance.*
- **Ensure that the work of the student learner in any occupations declared particularly hazardous shall be closely supervised and incidental to the training.*
- **Correlate the safety instructions given by the school with the on-the-job training.*
- **Notify the HQWBL coordinator/teacher/point-of-contact regarding any change affecting the student, including compensation, job responsibilities, supervision, work schedule, termination or leave.*
- Deny students the privilege of working on days they are absent from school unless the HQWBL coordinator/teacher/point-of-contact has given advanced permission.
- Provide students the opportunity to work the minimum number of hours established by the home school/division per experience throughout the school year, provided their job and school performance remain satisfactory. Employers are encouraged to allow students to leave work at a reasonable time on school nights.
- Adhere to nondiscrimination on the **basis of race color, religion, national origin, sex, sexual orientation, gender identify, non-disqualifying disability, age, or any other characteristic protected by law*, avoiding at all times any denial of the benefits of the HQWBL experience for discriminatory reasons.
- As required by [Section 22.1-296.1 of the Code of Virginia](#), certify that the student will not have direct contact with known registered sex offenders.
- Provide the HQWBL coordinator/teacher/point-of-contact with all information related to safety guidelines for the employer's infectious disease mitigation strategies, including the required PPE.
- Assist the student in exploring the related career, including providing information on daily and long-term job responsibilities; knowledge and skills necessary for job performance; required education and training needed; expected salary range; job outlook; and personal characteristics needed for success.

PARENT/GUARDIAN AGREES TO:

- Support the HQWBL experience and encourage competent student participation, including attending scheduled meetings/conferences with the HQWBL coordinator/teacher/point-of-contact, being aware of program policies, and reviewing course evaluation procedures.
- **Assume responsibility for transportation and the student's safety from the time the student leaves home and/or school until the student reports to the HQWBL site and from the time the student leaves the HQWBL site until arrival at home.*
- Be aware that students are not allowed to report to the HQWBL site on days they are absent from school unless permission from the HQWBL coordinator/teacher/point-of-contact is received in advance.
- **Cooperate with all rules and policies of the school, workplace, and project site.*
- **Ensure the student complies with any employer requirements regarding safety and PPE at the workplace as necessary (e.g. steel-toed shoes, prohibited jewelry, infectious disease safety mitigations, etc.)*
- Communicate with the HQWBL coordinator/teacher/point-of-contact regarding any special student needs, concerns that might affect the experience, and/or questions related to the work site.

HQWBL COORDINATOR/TEACHER/POINT-OF-CONTACT AGREES TO:

- **Ensure related classroom instruction, including safety procedures, is provided to prepare the students for the HQWBL experience if required.*
- **Assume responsibility for initiating and developing individual training plans and ensuring that each plan is followed until it is mutually agreed to modify the plan (if applicable).*
- **Cooperate with employers in developing appropriate training activities related to the students' career interests.*
- **Cooperate with the employer to coordinate all details for the HQWBL experience, ensure the experience is organized, it relates to the student's career interests, and provide related classroom instruction.*
- Document and address any workplace incidents or injuries via the Student Incident Form.
- **Make periodic visits to training sites to observe students, consult with employers, and assist students with any problems.*
- Promptly address all issues and concerns with the student, parent/guardian, and site supervisor.
- Conduct a site visit to view the student's workspace to ensure all appropriate safety measures are being taken before the experience and will be maintained during the experience.
- Evaluate the student's progress and performance throughout the HQWBL experience.
- Ensure that all federal and state guidelines regarding child labor are being observed and utilized for all HQWBL experiences.

SIGNATURES ON NEXT PAGE

HIGH-QUALITY WORK-BASED TRAINING AGREEMENT AUTHORIZATION

All parties have thoroughly read, understand, and agree to all information provided in this training agreement.

Student's Signature

Date

Parent/Guardian Signature

Date

HQWBL Coordinator/Teacher/Point-of-Contact Signature

Date

Employer/Supervisor Signature

Date

School Administrator/Designee

Date

HIGH-QUALITY WORK-BASED LEARNING TRAINING PLAN

Purpose

The purpose of the training plan is to assist the student in making a successful transition from student to trainee/employee. The training plan serves as a guide between the school and the employer to provide training for students that will enable them to meet an identified career objective. The training plan is not a contract and can be modified according to the needs of the student and/or the employer.

Procedure

The HQWBL coordinator/teacher/point-of-contact assumes primary responsibility for the development of an individualized training plan for the student. The HQWBL coordinator/teacher/point-of-contact identifies high-quality learning experiences that must be provided for the student either in the classroom or on the job. The employer (immediate supervisor) is then asked to assist the HQWBL coordinator/teacher/point-of-contact by

- identifying tasks for which training can be provided at the workplace using the training plan
- adding tasks to the training plan that are unique to the workplace
- supervising the student's training for specific job tasks
- assessing the student's strengths and weaknesses in completing tasks at the workplace.

The HQWBL coordinator/teacher/point-of-contact visits the workplace periodically to discuss the student's progress. Advice from the employer is used to make modifications in the student's HQWBL experience and to determine specific classroom instruction that can be provided to support student growth.

Orientation Checklist for Employers*

1. Introduce students to all persons with whom they will have contact.
2. Show students the locations of offices, equipment, and supplies they will use.
3. Explain the duties of the students' first assignments.
4. Inform students as to who will be responsible for their work assignments and supervision.
5. Inform coworkers of their relationship to students and solicit their cooperation.
6. Inform students of arrival time, departure time, check-in procedures and checkout procedures.
7. Inform students of appropriate break times, office procedures, and regulations.
8. Inform students of facilities available, such as restrooms, lunchroom, telephone, coat rack, etc.
9. Inform students of time-recording procedures, pay schedule, payroll deductions, and computation of wages (if a paid experience).
10. Inform students about dress code expectations.
11. Inform students about any information that is to be kept confidential.
12. Familiarize students with employee benefits (if a paid experience).
13. Inform students of clauses in a union agreement, if any, that pertain to students (if a paid experience).
14. Inform students of career opportunities with the employer.

*These activities may be covered in orientation materials provided by the employer.

Job Tasks	On-the-Job Instruction	Related Classroom Instruction	Meeting with Classroom Teacher (List Dates)	Visit Date	Visit Date	Visit Date	Visit Date	Visit Date	Visit Date	Comments

Copies: *Employer*

Student

HQWBL coordinator/teacher/point-of-contact

HIGH-QUALITY WORK-BASED LEARNING TRAINING PLAN EVALUATION

=====
Visit #1

Date: _____

Additional Comments:

Employer Signature

Student Signature

=====
Visit #2

Date: _____

Additional Comments:

Employer Signature

Student Signature

=====
Visit #3

Date: _____

Additional Comments:

Employer Signature

Student Signature

HQWBL TRAINING PLAN EVALUATION (Page 2)

=====
Visit #4

Date: _____

Additional Comments:

Employer Signature

Student Signature

=====
Visit #5

Date: _____

Additional Comments:

Employer Signature

Student Signature

=====
Visit #6

Date: _____

Additional Comments:

Employer Signature

Student Signature

HQWBL TRAINING PLAN EVALUATION (Page 3)

=====
Visit #7

Date: _____

Additional Comments:

Employer Signature

Student Signature

=====
Visit #8

Date: _____

Additional Comments:

Employer Signature

Student Signature

=====
Visit #9

Date: _____

Additional Comments:

Employer Signature

Student Signature

HIGH-QUALITY WORK-BASED LEARNING STUDENT REFLECTION

Student Name:	
Date:	Date of HQWBL Experience:
Location of HQWBL Experience:	
CTE Course Title:	

Rate the following from 1-5, with five indicating strong agreement and one indicating strong disagreement:	1	2	3	4	5
The HQWBL experience met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My supervisor provided valuable information and answered questions regarding my HQWBL experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The HQWBL experience provided opportunities to engage in a range of job tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I developed my communication, interpersonal, and professional skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I identified or refined my career goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I gained insight into the future stages of my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I developed professional relationships and learned how to network.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The HQWBL experience was appropriate to my career goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How did the HQWBL experience help shape my future career plans?

What steps would I need to take to enter and develop in this career?

What insights did I gain from the HQWBL experience about the workplace and the career?

What new questions about this workplace or career have emerged as a result of this HQWBL experience?

HIGH-QUALITY WORK-BASED LEARNING EMPLOYER/MENTOR EVALUATION

Thank you for taking the time to host a student. Your support of this program provides students with opportunities to make better decisions about their future careers. Your feedback is valuable to ensuring HQWBL experiences in the future. Please complete this form and return it to the HQWBL coordinator/teacher/point-of-contact at your earliest convenience.

Location of HQWBL Experience:	
Your Name:	Title:
Phone Number:	Email:
Student Name:	Date of HQWBL Experience:

Please evaluate the student in the following areas.	Exceeded Expectation s	Met Expectation s	Failed to Meet Expectations	Not Applicable
Punctuality: Reported at appropriate time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuality: Departed at appropriate time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Appearance: Clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Appearance: Grooming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Conduct: Observed professional behavior of employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Conduct: Behaved professionally at workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication: Related well to host and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication: Asked appropriate questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication: Demonstrated interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please evaluate the student in the following areas.	Exceeded Expectations	Met Expectations	Failed to Meet Expectations	Not Applicable
Overall Evaluation: Benefit to student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Evaluation: Mentor experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you be willing to host another student in the future? YES NO

Employer/Mentor Signature

Date

CAREER AND TECHNICAL EDUCATION

High-Quality Work-Based Learning Guide

APPENDIX B – Clinical Forms

Participation Form for Employers

Application Form for Students

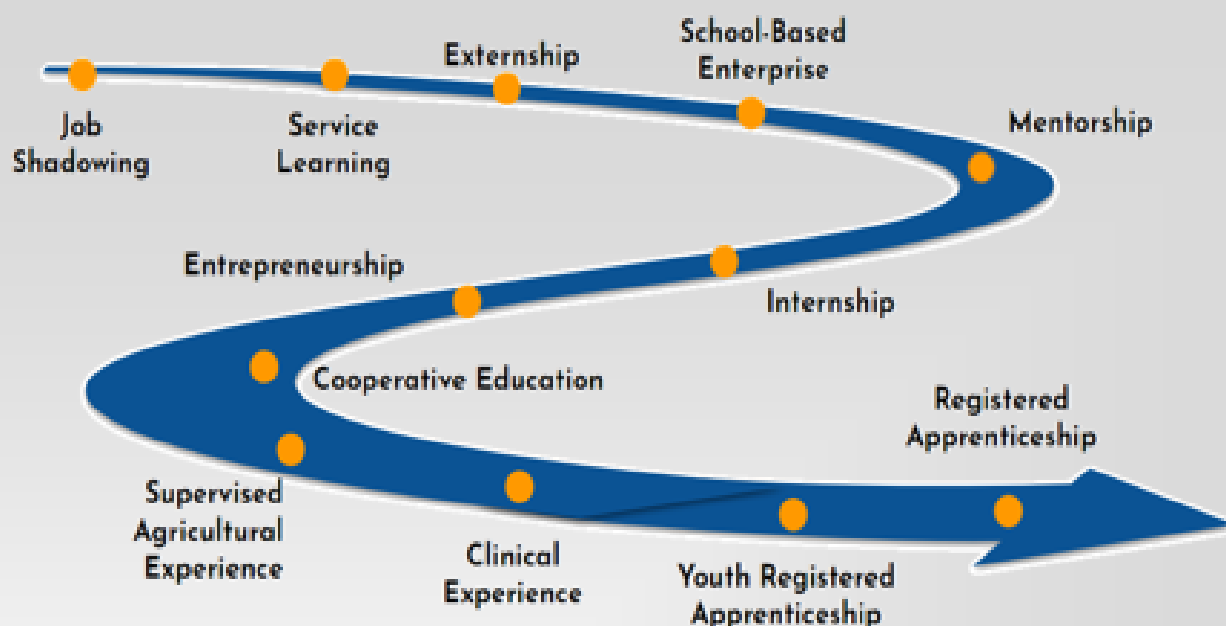
Parental Consent Form

Non-Employee Personnel Health Clearance

Time Log Sheet

Evaluations for Employers

Affiliation Agreement



CLINICAL EXPERIENCE PARTICIPATION FORM FOR EMPLOYERS

PART ONE

Students must be supervised at all times. Supervisors will be responsible for student assignments, including monthly job shadowing.

Department:

Primary Supervisor:

Secondary Supervisor:

Number of students requested for the area:

Location:

Contact information:

Contact information:

Location:

If requesting students for several areas within your department, please designate a lead for each area and include information for all supervisors, department areas, locations, extensions, and business hours.

PART TWO (Department-specific)

Please attach a departmental student job description for each position requested. The Director of Recruitment and Workforce Planning and Program Coordinator will review all job descriptions.

Department:

Department system:

What skills (e.g., word processing or spreadsheet skills, working with patients, customer service) will the student need as part of the assignment and/or the situations they will be exposed to?

CLINICAL EXPERIENCE APPLICATION FORM FOR STUDENTS

Note: In order for your application to be processed, you must include your 10- or 20-week report card and two letters of recommendation from an academic teacher.

Applicant Information

Student Name:

Date of Birth:

Student Address:

Date of Application:

Home Phone:

Cell Phone:

Email Address:

Social Security No.:

Counselor's Name:

Year Level:

Semester School Schedule

<i>Course</i>	<i>Teacher</i>	<i>Room No.</i>

Additional Information

Please list the different health or medical careers in which you are interested.

Explain why and how participating in the HQWBL experience will benefit you.

Do you have relatives/friends who work in the healthcare profession/this healthcare facility?

List any volunteer or part-time work experience that you have had or currently have.

Please list all computer programs you are comfortable using.

Have you taken computer classes in school?

Which ones?

What is your typing speed?

Please name other related skills you have.

In addition to English, in which language/s are you fluent?

I have read the requirements and understand that the health careers program is a partnership between (health care facility) and (high school) and that the program takes the place of (class period).

Student Signature:

Date:

Parent/Guardian Signature:

Date:

Parent/Guardian Name:

Parent/Guardian Phone Number:

CLINICAL EXPERIENCE PARENTAL CONSENT FORM

Enrollment consent: I consent to the enrollment of my child during his/her (period of school day) at (Name of High School) in the (Name of Program).

Student Information

Student Name:

Home Phone:

Address:

Permissions

Field Trips

I am allowing my son/daughter to participate in tours while participating in this program.

Photo Release

I am allowing my son/daughter to be photographed for promotional and educational purposes.

Emergency Contact

In the event that I cannot be reached, I am designating another emergency contact person whom the school may contact and to whom my son/daughter may be released.

Name of Emergency Contact:

Phone Number:

Address:

Relationship to student:

Name of Parent/Guardian:

Phone Number/s:

Parent/Guardian Home Address:

Parent/Guardian Office Address:

Signature:

Date:

NON-EMPLOYEE PERSONNEL HEALTH CLEARANCE

Student Name:

Address:

Date of Birth:

Supervisor/Contact Person:

Phone Number:

Department:

HEALTH REQUIREMENTS

IMPORTANT: Please provide written documentation for each requirement listed below.

TUBERCULIN SKIN TEST (TST – PPD)

Candidates over the age of 21 with a history of **negative** tuberculin skin tests will need to provide documentation of two (2) negative TSTs within the previous twelve (12) months. Candidates age 18 and under will need to provide documentation of one (1) negative TST within the previous twelve (12) months. Candidates with a history of **positive** tuberculin skin tests will need to provide a radiology report of a negative chest X-ray taken within the previous twelve (12) months.

PROOF OF IMMUNITY TO MEASLES, MUMPS, AND RUBELLA (MMR)

Candidates will need to provide documentation of receiving two (2) doses of MMR vaccine OR laboratory evidence of immunity (blood test/titre).

CHICKEN POX

Candidates will need to provide documentation of receiving two (2) doses of varicella vaccine OR documentation of laboratory evidence of immunity (blood test/titre).

HEPATITIS B (Only for those candidates who will provide direct patient care)

Candidates will need to provide documentation of receiving three doses of the Hepatitis B vaccine OR laboratory evidence of immunity (blood test/titre).

Tdap VACCINE & SEASONAL FLU SHOT

Candidates will need to provide documentation of receiving one (1) dose of the Tdap (Tetanus, Diphtheria, and Pertussis) vaccine as well as documentation of receiving a seasonal influenza shot during influenza season.

I certify that the above information is true and complete to the best of my knowledge.

Signature:

Date:

CLINICAL EXPERIENCE TIME LOG SHEET

Student Name:

Number of Clinical Hours needed:

Clinical Day	Date	Clinical Area (e.g., ICU, Rehab)	Hours on duty	Preceptor Comments w/initials
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Total hours completed:

Preceptor Name(s):

Clinical Site(s):

CLINICAL EXPERIENCE EVALUATION FOR EMPLOYERS

Student Name:	Evaluator Name:	Deadline for this form:
---------------	-----------------	-------------------------

Please rate the student in each of the following areas.

Accuracy of Work <input type="checkbox"/> Careless, makes many errors <input type="checkbox"/> Work must frequently be redone <input type="checkbox"/> Work is usually passable <input type="checkbox"/> Careful, makes few errors <input type="checkbox"/> Consistently accurate	Care of Working Area <input type="checkbox"/> Always untidy <input type="checkbox"/> Not very clean and tidy <input type="checkbox"/> Reasonably clean and orderly <input type="checkbox"/> Very clean and tidy <input type="checkbox"/> Exceptionally clean and orderly	Use of Equipment/Maintenance <input type="checkbox"/> Rough and wasteful <input type="checkbox"/> Sometimes careless <input type="checkbox"/> Exercises adequate care <input type="checkbox"/> Careful and economical <input type="checkbox"/> Very careful and economical
Speed in Performing Duties <input type="checkbox"/> Very slow <input type="checkbox"/> Slow <input type="checkbox"/> Adequate <input type="checkbox"/> Fast <input type="checkbox"/> Exceptionally fast	Attendance <input type="checkbox"/> Infrequent and sporadic <input type="checkbox"/> Absent often <input type="checkbox"/> Absent occasionally <input type="checkbox"/> Seldom absent <input type="checkbox"/> Never absent	Use of Working Time <input type="checkbox"/> Very wasteful <input type="checkbox"/> Wastes time occasionally <input type="checkbox"/> Usually keeps busy <input type="checkbox"/> Always busy <input type="checkbox"/> Busy and productive
Job Learning Application <input type="checkbox"/> Little or no learning <input type="checkbox"/> Learns with difficulty <input type="checkbox"/> Adequate <input type="checkbox"/> Learns with ease <input type="checkbox"/> Exceptional ability	Reliability <input type="checkbox"/> Unreliable <input type="checkbox"/> Somewhat dependable <input type="checkbox"/> Dependable and conscientious <input type="checkbox"/> Exceptionally dependable and conscientious	Initiative <input type="checkbox"/> Doesn't exhibit any <input type="checkbox"/> Waits for others to get started <input type="checkbox"/> Sometimes initiates <input type="checkbox"/> Needs little direction <input type="checkbox"/> Self-motivated or creative
Attitude Toward Superiors <input type="checkbox"/> Disrespectful or resentful <input type="checkbox"/> Poor or no interaction <input type="checkbox"/> Cooperates when asked <input type="checkbox"/> Cooperates willingly <input type="checkbox"/> Very respectful or helpful	Punctuality <input type="checkbox"/> Frequently late <input type="checkbox"/> Often late <input type="checkbox"/> Late occasionally <input type="checkbox"/> Seldom late <input type="checkbox"/> Never late	Attitude Toward Job and Training <input type="checkbox"/> Disinterested in job and training <input type="checkbox"/> Accepts training with reservations <input type="checkbox"/> Shows varied degree of motivation <input type="checkbox"/> Interested and well-motivated <input type="checkbox"/> Exceptionally interested and motivated
Attitude Toward Coworkers <input type="checkbox"/> Does not get along <input type="checkbox"/> Poor or no interaction <input type="checkbox"/> Gets along satisfactorily <input type="checkbox"/> Works well with others <input type="checkbox"/> Excellent relationships	Safety <input type="checkbox"/> Ignores safety rules <input type="checkbox"/> Often careless <input type="checkbox"/> Takes average precautions <input type="checkbox"/> Safety conscious <input type="checkbox"/> Very safety conscious	Personal Appearance <input type="checkbox"/> Improperly dressed for the job <input type="checkbox"/> Often untidy <input type="checkbox"/> Acceptable dress and grooming <input type="checkbox"/> Neat, well-groomed, and in good taste <input type="checkbox"/> Exceptionally well-groomed and in good taste

What is your overall assessment of the student?

CLINICAL AFFILIATION AGREEMENT

(SAMPLE)

This document is a sample of information to consider when drafting your clinical contracts. Realize there maybe variations in items such as whether students are responsible for criminal background checks, drug screens, immunizations or lab fees.

THIS AGREEMENT, _____ by and between _____, benefit of, hereinafter referred to as “**INSTITUTION**”, and (**AFFILIATE**), hereinafter referred to as “**AFFILIATE**”.

WITNESSETH:

WHEREAS, it is to the mutual benefit of the parties to provide clinical experience for students enrolled in certain programs of the Institution, the parties have agreed to the terms and provisions set forth below:

- I. **Purpose:** The purpose of this Agreement shall be to provide clinical experience to students enrolled in the _____ program of the Institution.
 - A. Consideration for this Agreement shall consist of the mutual promises contained herein, the parties agreeing that monetary compensation shall neither be expected nor received by either party.
 - B. The clinical experience shall be provided at the Affiliate’s facility located at (**Show complete address and zip code**) hereinafter referred to as “**FACILITY**”.
 - C. The specific services to be provided students is described as follows:
(Detailed description of specific services, including, but not limited to, activities to be required of students and special services/physical facilities available to students.)
- II. **Terms and Conditions:** Pursuant to the above-stated purpose, the parties agree as follows:
 - A. **Term:**
 1. The term and effective date of this Agreement shall be from _____ to _____ with an option to renew on a year-to-year basis, but not to exceed an aggregate total of sixty (60) months.
 2. Renewals of this Agreement may become effective with agreement of both parties provided no substantial changes are made to the original agreement.

3. Either party may terminate this Agreement upon giving _____ day's written notice to the other party. Such termination shall have no effect on students currently receiving clinical experience.
- B. Placement of Students:** The Institution will place an appropriate number of students at the Facility each academic term. The Institution shall notify the Affiliate at least _____ days prior to the beginning of each academic term of the number of students it desires to place at the Facility for such term.
- C. Discipline:** While enrolled in clinical experience at the Facility, students (and faculty, if applicable) will be subject to applicable policies of the Institution and the Affiliate. Each party will be responsible for enforcing all applicable policies including that of the other party. Students shall be dismissed from participation in the clinical experience only after the appropriate disciplinary policies and procedures of the Institution have been followed; however, the Affiliate may immediately remove from the premises any student who poses an immediate threat or danger.
- D. Institution Specific Responsibilities:** The following duties shall be the specific responsibilities of the Institution:
1. Selection of students to be placed at the Facility.
 2. Provide orientation to the Facility for students beginning clinical experience.
 3. Scheduling training activities for students.
 4. Supervising students at all times while present at this Facility for clinical experience.
 5. Evaluate the performance of individual students as appropriate.
 6. Provide health records of students (and faculty, if applicable) upon request by the Affiliate.
 7. Establish a procedure for notifying the Affiliate if a student (or faculty, if applicable) is/are unable for any reason to report for clinical training.
 8. Require written evidence of professional liability insurance coverage from individual students (and faculty, if applicable) participating in the clinical experience. The minimum amount of coverage per individual shall be _____. The coverage shall extend through the term of the student's participation.

E. Affiliate Specific Responsibilities: The following duties shall be the specific responsibilities of the Affiliate:

1. Retain complete responsibility for patient care providing adequate supervision of students (and faculty, if applicable) at all times.
2. Maintain a sufficient level of staff employees to carry out regular duties. Students will not be expected nor allowed to perform services in lieu of staff employees.
3. Provide emergency medical treatment to students (and faculty, if applicable) if needed for illness or injuries suffered during clinical experience. Such treatment shall be at the expense of the individual treated.
4. Maintain all applicable accreditation requirements and certify such compliance to the Institution or other entity as requested by the Institution. The Affiliate shall also permit authorities responsible for accreditation of the Institution's curriculum to inspect the Affiliate's clinical facilities and services as necessary.

F. Mutual Responsibilities: The parties shall cooperate to fulfill the following mutual responsibilities:

1. Each party shall comply with all Federal, State, and Municipal laws, advice, rules and regulations, which are applicable to the performance of this Agreement.
2. Students shall be treated as trainees who have no expectation of receiving compensation or future employment from the Affiliate or the Institution.
3. Any courtesy appointments to faculty or staff by either the Institution or the Affiliate shall be without entitlement of the individual to compensation or benefits from the appointing party.
4. The parties agree to comply with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, Executive Order 11,246 and the related regulations to each. Each party assures that it will not discriminate against any individual including, but not limited to, employees or applicants for employment and/or students, because of race, religion, creed, color, sex, age, disability, Veteran status, or national origin.

5. The parties also agree to take affirmative action to ensure that applicants are employed and that employees are treated during the employment without regard to their race, religion, creed, color, sex, disability, Veteran status, or national origin. Such action shall include, but not be limited by the following: Employment, upgrading, demotion or transfer, recruitment or recruitment advertising, layoff or termination, rates of pay or other forms of compensation, and selection available to employees and applicants for employment.
6. The confidentiality of patient records and student records shall be maintained at all times.
7. **Background Checks (Optional):** If criminal background checks of students are required by the Affiliate, the Institution shall notify students of this requirement prior to enrollment in the program or as soon as the requirement is known. Students will be informed by the Institution that the check must be completed within the 90-day period immediately prior to the student's initial clinical placement. It shall be the student's responsibility to make timely arrangements for the background check and to pay all costs associated with such checks.

If criminal background checks are required for Institutional faculty or staff, it shall be the Institution's responsibility to arrange for the background check, to pay all costs associated with such checks and to provide the results to the Affiliate.

It shall be the responsibility of Affiliate to set the eligibility standards for participation and to evaluate the results of the background checks. If Affiliate determines that a student or faculty/staff member shall not participate at its facility, Affiliate shall so notify that individual and the Institution. Institution shall take steps to ensure that this individual does not participate in the clinical program at the Affiliate.

If an Institutional faculty/staff member is also an employee of Affiliate or is an employee at another hospital, health care facility or health care organization, Affiliate will allow the faculty/staff member to provide on-site supervision and instruction for its clinical program without the necessity of undergoing an additional background check.

Recognizing that students enrolled in the program at Institution will potentially participate in multiple clinical placements at multiple facilities, Affiliate agrees to accept the results of the background check done prior to the student's initial clinical placement if the student maintains continuous enrollment in the health care program and if the results of the background check are archived by the background check agency.

Institution shall inform students or faculty/staff members excluded from clinical placement on the basis of a criminal background check of any review or appeal process available pursuant to the Fair Credit Reporting Act or any other law or policy, if any.

G. Miscellaneous Terms: The following terms shall apply in the interpretation and performance of this Agreement:

1. Neither party shall require indemnification by the other. Each shall be responsible for personal injury or property damage or loss except that resulting from its own negligence or the negligence of its employees or others for whom the party is legally responsible.
2. The delay or failure of performance by either party shall not constitute default under the terms of this Agreement, nor shall it give rise to any claims against either party for damages. The sole remedy for breach of this Agreement shall be immediate termination.
3. This Agreement shall in no way be interpreted as creating an agency or employment relationship between the parties.
4. HIPAA Requirements: To the extent required by federal law, the parties agree to comply with the Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. Section 1320d ("HIPAA") and any current and future regulations promulgated thereunder, including with limitation, the federal privacy regulations, the federal security standards, and the federal standards for electronic transactions, all collectively referred to herein as "HIPAA Requirements". The parties agree not to use or further disclose any Protected Health Information or Identifiable Health Information, other than as permitted by HIPAA Requirements and the terms of this Agreement.
5. Each party will make its internal practices, books, and records relating to the use and disclosure of Protected Health Information available to the Secretary of Health and Human Services to the extent required for determining compliance with the Federal Privacy Regulations.

6. _____ is the Coordinator for the Institution and can be reached at tel: _____, fax: _____ or email: _____.
7. _____ is the Coordinator for the Affiliate and can be reached at tel: _____, fax: _____ or email: _____.
8. This Agreement is not effective until approved by the President.

IN WITNESS WHEREOF, the parties have by their duly authorized representatives set forth their signature:

(TYPE AFFILIATE / AGENCY NAME HERE)

By:

Print name here: Title: Date:

By Designee:

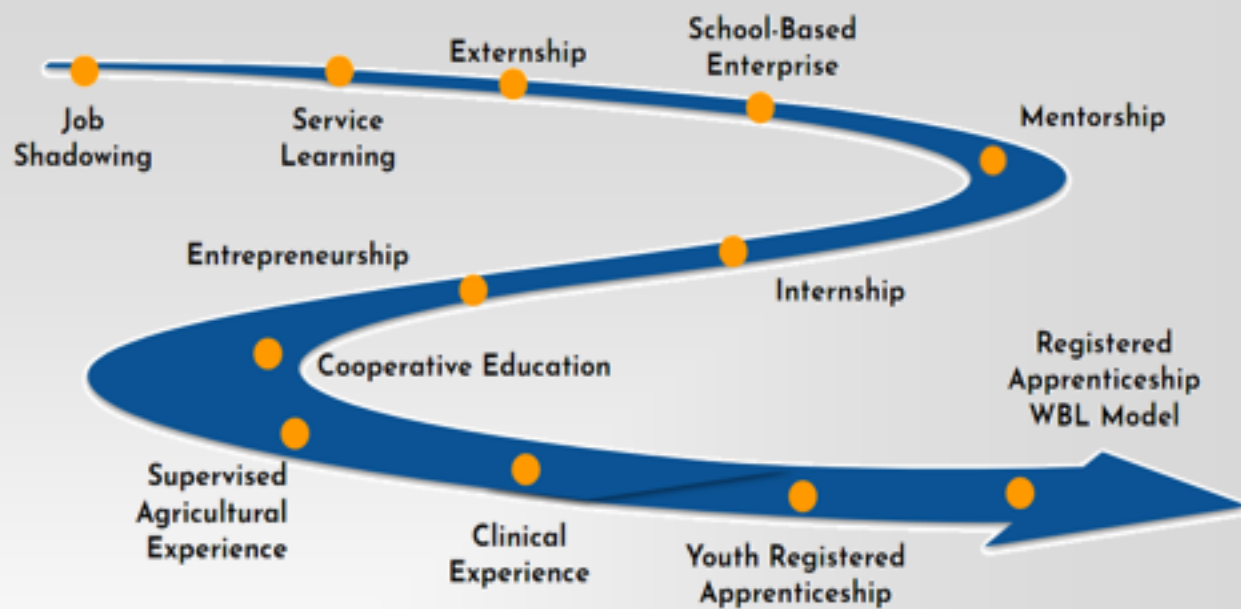
Print name here: Title: Date:

CAREER AND TECHNICAL EDUCATION

High-Quality Work-Based Learning Guide

APPENDIX C – Apprenticeship Form

Apprenticeship Education/Agreement Form



Youth Registered Apprentice

Printed (Typed) Name	Signature	Date Signed
Email Address	Telephone Number	Date of Birth

The Youth Apprentice's Parent or Guardian agrees to:

- A. Assist the youth apprentice in meeting the academic and attendance requirements of the program;
- B. Ensure transportation to and from the work site is provided;
- C. Participate in progress reviews scheduled with mentors, school personnel and the youth apprentice;
- D. Comply with the items stated in the Assurances section above; and
- E. **Authorizes the school to release a copy of the student's transcript upon request by a DOLI Registered Apprenticeship Consultant**

Parent or Guardian:

Printed (Typed) Name	Signature	Date Signed
Email Address	Telephone Number	

The Employer agrees to:

- A. Provide a work based learning experience for the length of the agreement (or as specific);
- B. Pay the youth apprentice for all work performed during the program at no less than minimum wage;
- C. Provide worker's compensation for the youth apprentice for all hours worked;
- D. Instruct the youth apprentice in the required competencies provided for this program;
- E. Comply with all applicable state and federal child labor laws;
- F. Ensure that any work performed in occupations declared hazardous shall be under the direct and close supervision of a qualified and experienced person;
- G. Ensure that the work of any student learner in the occupations declared hazardous are incidental to his/her training, shall be intermittent and only for short periods of time;
- H. Ensure that safety instruction will be provided;
- I. Authorize the mentor to attend training related to the program;
- J. Authorize the mentor to participate in progress reviews scheduled with the youth apprentice, the youth apprentice's parent or guardian, and school personnel; and
- K. Comply with the items stated in the Assurances section above.

Employer Representative:

Printed (Typed) Name	Signature	Date Signed
Street Address	City	State
		Zip Code
Email Address	Telephone Number	

The School District agrees to:

- A. Participate in progress reviews scheduled with mentors, the youth apprentice, and youth apprentice's parent or guardian;
- B. Award credit toward graduation for both the related instruction and work-based component;
- C. Provide safety instruction for work considered hazardous under child labor laws; and
- D. **Release a copy of the student's transcript upon request by a DOLI Registered Apprenticeship Consultant**
- E. Comply with the items stated in the Assurances section above.

School Principal (or designee):

Printed (Typed) Name	Signature	Date Signed
Title	Telephone Number	Email Address

CAREER AND TECHNICAL EDUCATION

High-Quality Work-Based Learning Guide

APPENDIX D – Specific HQWBL Experience Forms

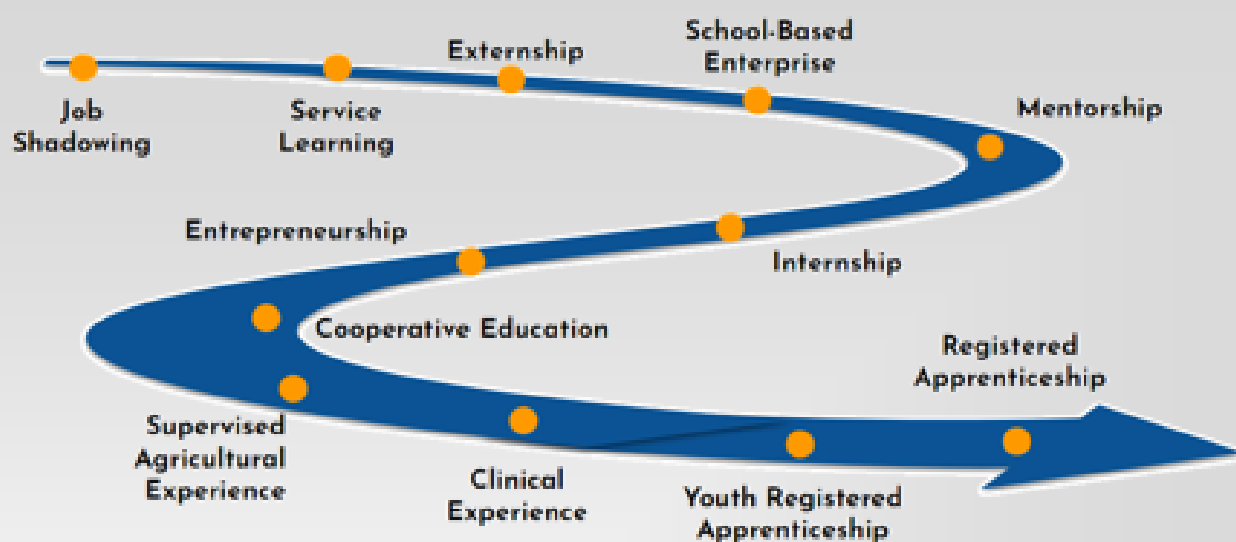
Service Learning Needs Assessment and Initial Research

Service Learning Project Planning Worksheet

Service Learning Project Partner Evaluation

Mentorship Independent Study Project Template

Entrepreneurship Business Plan



SERVICE LEARNING NEEDS ASSESSMENT AND INITIAL RESEARCH

Name of Student:
CTE Course:
Teacher:

Provide a written description of the project. Include a clear description of how the project will address a community need. Be sure to define project partners, resource needs, and a project timeline.

What is the area of interest?

What is the community need?

What research can inform you about the proposed community need?

How can the need be filled?

Who can help?

What resources are necessary to complete the project?

Are there special considerations related to this project?

SERVICE LEARNING PROJECT PLANNING WORKSHEET

Project title:

What are the objectives for the project?

Where and when will work on the project take place?

Who will be the primary contact person for the project?

Who are the project planning team members?

In addition to the team members above, what students are involved in the project?

What supervision will be in place during the project?

What commitments are community partners making to the project, if applicable?

Who can provide resources to this project?

What funding could you pursue for this project, if necessary?

What transportation arrangements need to be made?

Project Tasks and Timelines

Task	Materials Needed	Deadline

Task	Materials Needed	Deadline

SERVICE LEARNING PROJECT PARTNER EVALUATION

Basic Information

Name of Project Partner:

Project Partner Contact's Signature:

Student Evaluation

Student Name:

How effectively did the student communicate and coordinate throughout the project?

How well did the student exhibit professionalism and courtesy?

What did the student do well?

How might the student improve?

Project Evaluation

Name and dates of project:

What need(s) in the community did the project aim to address?

How effectively was this goal communicated?

To what extent were the project goals met?

How did the project ultimately benefit the community?

What are the overall results of the project?

MENTORSHIP INDEPENDENT STUDY PROJECT TEMPLATE

School divisions may have students complete an independent study project for mentorships of at least 140 hours (0.5 extra credit toward graduation). **Note that the project is not a report of what the mentor does; it is research in the mentor's profession.**

Preparing for Mentorship Independent Study Project

- The student should keep a journal of all meetings with the mentor and a record of all work, research, and activities related to the mentorship, including those undertaken outside of the class. The dates and information should be accurately recorded.
- Journals should be typewritten.
- Each journal entry should include two elements:
 - A description of the meeting or activity
 - A reflection (i.e., insights, relation to student's goal)
- Time/hours can be recorded using the HQWBL Calendar and Calculator Template that can be found on the CTE Resource – HQWBL Resources web page (Appendix E). Enter \$0 if not payment is to be submitted.
- Journals may be assessed using the suggested rubric below.

Criteria	Excellent (5 points)	Good (3 points)	Poor (1 point)
Organization of ideas	Descriptions were written clearly and precisely.	Descriptions were written with some clarity.	Descriptions were unclear and imprecise.
Evaluation and analysis	Journal reflection demonstrates insight into the activities through analysis and self-evaluation.	Journal reflection shows some insight and some analysis and self-evaluation.	Journal reflection has no connection to the activities and does not include analysis or self-evaluation.
Use of language	There are no errors in grammar or spelling. Journal format (font/size) is appropriate.	There are minor errors in grammar or spelling. Journal format is appropriate.	There are numerous grammar and spelling errors. The journal is not in the appropriate format.

Components

- The student should include his/her learning objectives, a description of activities undertaken, and how those activities help achieve the objectives.
- The student should be able to describe the advantages and disadvantages of the career explored, including how it affects one's lifestyle and the personal satisfaction that can be derived from such a career.
- The student should be able to describe personal characteristics, habits, and attitudes that are desirable for success in the field.
- The student should be able to evaluate him/herself in terms of suitability for the field chosen.

Presentation

- The student may end the mentorship with an oral presentation of the results of his/her independent study project.
- The presentation can be assessed using a HQWBL coordinator/teacher/point-of-contact-created rubric.

ENTREPRENEURSHIP BUSINESS PLAN TEMPLATE

A business plan should include the following information and answer the questions, as applicable. This template is meant only as a guide. The student can format the business plan to suit the business and/or WBL Coordinator/teacher/point-of-contact requirements.

Student Name:	Business Name:
Product(s) or Service(s):	Field/industry:

1. Summary of the product(s) and/or service(s) offered
 - What is the product or service?
 - How does it work?
2. Description of target market
 - Who are the customers or desired customers?
 - Why would they need or want this product or service?
3. Description of the competition
 - What similar products or services already exist? What is their market share?
 - What sets my product or service apart from the competition?
4. Manufacturing and development
 - How is the product or service developed? What are the labor requirements, cost, and timeframe for development?
5. Marketing strategy
 - How much is charged for the product or service?
 - How will potential customers become aware of it? What publicity tools, materials, and media will be used?
 - Why would current customers continue to be patrons of the product or service?
 - Where will the product be sold?
6. Team
 - What is the structure of the organization?
 - Who are the members of my team? What are their roles?
 - What kind of training does each team member undergo? How long does this training take?
7. Customer Service
 - How can customers reach management for comments and complaints?
 - How are customer complaints handled?
 - What kind of training is provided to the team in relating to customers?
8. Finances
 - How much money is needed to start the business?
 - At what point do we expect to recoup the investment? At what point do we begin making a profit?
 - What are the fixed and variable costs of operating the business?
 - Attach financial statements.

The student should include a copy of the business license with the business plan.

CAREER AND TECHNICAL EDUCATION

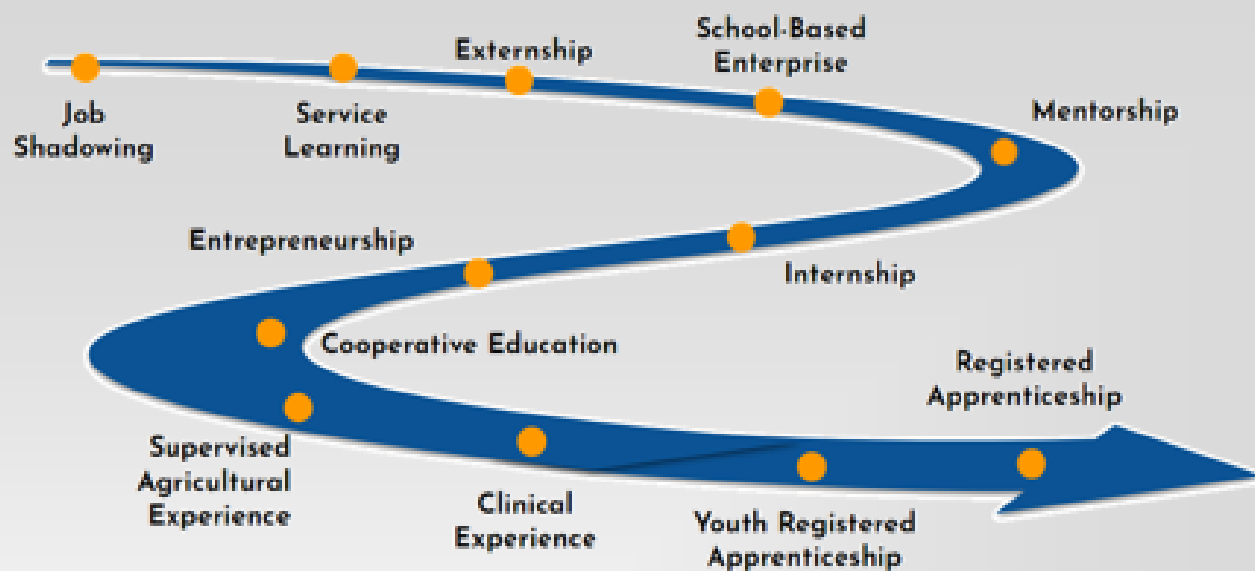
High-Quality Work-Based Learning Guide

APPENDIX E – Promotional Resources

For the School: High-Quality Work-Based Learning Opportunities

For the Business Community: Become a Business Partner Today

CTE Resource Center





HIGH-QUALITY WORK-BASED LEARNING OPPORTUNITIES

JOB SHADOWING

6th-12th; Varied hours
Places students in workplaces to interact with and observe one or more employees

SERVICE LEARNING

6th-12th; Course Duration
Goes beyond community service; Students learn & apply academic, social & personal skills to improve the community, continue individual growth & develop a lifelong ethic of service through project development

MENTORSHIP

6th-12th; Varied hours; Unpaid
Student is paired with a professional having first-hand experience & proven track record that becomes a source of guidance, motivation, wisdom, teaching, role model, & support

Become a
Business
Partner
TODAY

EXTERNSHIP

6th-12th; 40 hours; Unpaid
Student is paired with a working professional to observe and get a preview of the day-to-day activities as needed for a career

**COOPERATIVE EDUCATION
(Co-Op)**

11th & 12th; Varied hours; Paid
Combines a rigorous & relevant curriculum with an occupational specialty

INTERNSHIP

11th & 12th; Varied hours; Paid or Unpaid
Student is placed in a real workplace environment to develop & practice career-related knowledge & skills for a specific career-field to master specific skills

**IMMERSION SUPERVISED
AGRICULTURAL EXPERIENCE**

9th-12th; Varied hours; Paid or Unpaid
Builds upon the Foundational Supervised Agricultural Experience; Enhances agricultural industry knowledge; Gains financial independence & management skills; Supports the agricultural education coursework

**YOUTH REGISTERED
APPRENTICESHIP**

Minimum 16 years old; Paid
Employer provides on-the-job training; CTE programs provide the Related Technical Instruction which can be credited toward an adult RA program; PT or FT position; Employer must be registered with VDOLI

**REGISTERED
APPRENTICESHIP**

Minimum 16 years old; Paid
Employer provides on-the-job training & Related Technical Instruction which can be credited toward an adult RA program; PT or FT position; Employer must be registered with VDOLI

SCHOOL-BASED ENTERPRISE

6th - 12th; Paid or Unpaid
An ongoing, student-managed, entrepreneurial operation within the school setting which provides goods or services that meets the needs of the school's target markets

ENTREPRENEURSHIP

11th & 12th; Varied hours; Paid or Unpaid
The student plans, implements, operates, and assumes financial risks in a business that produces goods or delivers services

CLINICAL EXPERIENCE

11th & 12th; Varied hours; Unpaid, Within course credit
Students are placed in a variety of healthcare settings & observe patients at different stages to apply classroom instruction & gain a better understanding of the professions

CTE Resource Center

High-Quality Work-Based Learning resources can quickly be found on the [CTE Resource Center](#) website. Promotional materials are also available and updated regularly.



The screenshot shows the Virginia's CTE Resource Center website. The navigation bar includes the logo, "Contact Us", "Credential Portal", a search bar, and menu items for "Educators", "Parents & Students", "Career Clusters", "Resources", "Services", and "About". The main content area features a large image of a woman in a classroom and a dark blue overlay with the text "High-Quality Work-Based Learning". Below this, a breadcrumb trail reads "Home / Resources / High-Quality Work-Based Learning". The section title "What is High-Quality Work-Based Learning?" is followed by a paragraph starting with "Since 2018, the Virginia Department of Education (VDOE) has included high-quality work-based learning (WBL) as one of the".

Virginia's
CTE
Resource Center

Contact Us Credential Portal Search Q

Educators Parents & Students Career Clusters Resources Services About

High-Quality Work-Based Learning

Explore the school-coordinated work-based learning experiences found in Virginia public schools along with resources for work-based learning coordinators.

Home / Resources / High-Quality Work-Based Learning

What is High-Quality Work-Based Learning?

Since 2018, the Virginia Department of Education (VDOE) has included high-quality work-based learning (WBL) as one of the