

High School to Work Partnerships Guidelines

Approved by the Virginia Board of Education June 26, 2014

Background Information

The High School to Work Partnerships Guidelines are the culmination of a strategic review of work-based learning (WBL). The review included a statewide survey of career and technical education administrators, national literary research, and input from stakeholders representing business and industry and secondary education from the Department of Education's eight superintendents' regions. The review was a first step in an initiative to reassess and revitalize the WBL opportunities offered to Virginia's career and technical education (CTE) students. In summary, the report, *A Strategic Review of Work-Based Learning in Virginia: Expanding Opportunities for Students*, reinforced the need to (1) redefine the WBL methods for CTE students; (2) refocus the implementation guidelines to ensure a direct connection between the student's WBL experience and his/her program of studies; (3) provide relevant experiential learning in the workplace that can lead to high-demand, high-skill, high-wage careers; (4) streamline procedures to increase flexibility for schools in redesigning and offering WBL experiences; and (5) build a strong network of business/industry and community partnerships to support student training experiences.

Work-Based Learning Definitions

Work-based learning is a school-coordinated, coherent set of career-development experiences, based on instructional preparations, related to students' career interests or goals, and including partnerships with local business/industry and other community organizations. The seven different work-based learning methods of instruction currently practiced in Virginia are listed and defined below in order from the lowest to the highest degree of engagement.

Job shadowing is a short-term, school-coordinated career-exploration in which the student interviews a competent worker about his/her job and industry and "shadows" (follows) the worker to observe the performance of a variety of job tasks. Prior to job shadowing, the student receives instruction about careers and the process of career choice, develops appropriate questions to ask, and learns the rules and guidelines for grooming, dress, and behavior in the workplace. Job shadowing helps the student make informed career decisions and focus his/her studies. Job shadowing does not provide a standard unit of credit, but the student may enhance his/her grade through the experience.

Mentorship is a structured, school-coordinated method that enables the student to learn about the industry and the workplace with the guidance and support of a worker who has a recognized record of achievement in the occupational field. It requires student preparation, including career exploration prior to the experience. Mentorship does not provide a standard unit of credit, but the student may enhance his/her grade through the experience.

Service learning is a method in which the student engages in community service work for a specified number of hours in order to gain developmental experience. Students and teachers cooperate with local leaders to address community problems and issues, resulting in student service to the community and development of personal, workplace readiness, academic, and citizenship skills. Students engage in critical, reflective thinking and experience the relationship of theory and practice. Service learning does not provide a standard unit of credit, but the student may enhance his/her grade through the experience.

Internship is a progressive, school-coordinated method that places the student in a real workplace environment in order to develop and practice career-related knowledge and skills needed for a specific

entry-level job. An internship can be either introductory (short-term) or extended (lasting a summer, a semester, or an entire school year and involving a specified number of hours in the training agreement). Currently, interns may be paid or unpaid. An internship provides hands-on experience in a particular industry or occupation related to the student's career interests, abilities, and goals and allows him/her to document job-related experiences. Prior to an internship, the student receives the established criteria and guidelines from the workplace supervisor, and throughout the internship, the supervisor evaluates the student. Internship does not provide a standard unit of credit, but the student may enhance his/her grade through the experience.

Clinical experience is a form of cooperative education for Health and Medical Sciences students, except that students are not paid for their clinical work. Clinical experience provides the student with an opportunity to integrate knowledge acquired in the classroom with clinical practice, and it affords practice of the fundamental skills, behaviors, and attitudes needed for professional competence in the healthcare field. Clinical experience is based on observation and treatment of patients at different stages of medical practice. These experiences place students in a variety of healthcare settings so they may better understand the scope of the profession and healthcare needs. Clinical experience is closely supervised, qualifies students for credit toward graduation, and requires a significant number of on-site hours (set by the Virginia Board of Nursing or the Virginia Department of Health).

Student apprenticeship provides the student with opportunities to use job skills and reinforces academic instruction under the guidance of a supervisor in a specific occupational area. Student apprentices are paid for their work. Student apprenticeship is closely supervised by the school coordinator, qualifies students for credit toward graduation, and requires a significant number of on-site hours (up to a maximum of 20 hours per week). Student apprenticeship is designed to lead students directly into an entry-level job, a registered apprenticeship, or a postsecondary program.

Cooperative education is a career-preparation WBL method that combines career and technical education classroom instruction with paid employment that is directly related to the student's plan of study. The school and the employer plan, coordinate, and supervise the instruction and employment so that each contributes directly to the student's career objectives and employability. Virginia students may earn credit toward graduation for cooperative education experiences, and they normally work between 11 and 15 hours per week to achieve a minimum of 396 hours. Currently, there are 236 CTE courses being taught in Virginia that provide students with the option to participate in a cooperative education experience.

High School to Work Partnerships Guidelines

Guidelines for establishing effective collaborative partnerships between the high school and business and industry may include, but not be limited to, the following elements:

- 1) determine compatible policies and procedures to operate;
- 2) agree on roles and responsibilities;
- 3) identify and address needs by leveraging resources;
- 4) define and communicate a common outcome;
- 5) establish mutually agreed upon goals and strategies;
- 6) establish metrics to measure success;
- 7) monitor, evaluate, and report results;
- 8) implement strategies to nurture, expand, and sustain partnerships; and
- 9) recognize partners for their contributions.

High School to Work Partnerships Model Liability Waiver

NOTICE: The High School to Work Partnerships Model Liability Waiver has been developed as required by § 22.1-227.1 of the *Code of Virginia* and Chapter 697, 2013 Acts of Assembly. The Supreme Court of Virginia has held that releases for future acts of negligence, such as the Model Liability Waiver contained below, are not enforceable and “[are] prohibited by public policy and thus [are] void.” *Hiatt v. Lake Barcroft Community Assn.*

The Virginia Board of Education does not recommend the use of this waiver.

However, if businesses and parents participating in High School to Work Partnerships want to use a waiver, they should contact legal counsel to determine whether the waiver affords any legal protection against the recovery of damages for future acts of negligence that result in student injury.

To the extent permitted by law, I/we, Insert Parent's Name, the parent(s)/legal guardian(s) of Insert Child's Name, a minor child, freely and voluntarily release Insert Business Name from any claim arising out of such child's participation in the High School to Work Partnerships program established between Insert School Division Name and Insert Business Name

High School to Work Partnerships, hereafter referred to as "Partnerships," are programs, authorized by Va. Code § 22.1-227.1, established between public high schools and local businesses to create opportunities for students to (1) participate in an apprenticeship, internship, or job shadow program in a variety of trades and skilled labor positions or (2) tour local businesses and meet with owners and employees.

This Release does **not** release claims, if any, the Student or the Parent may have against Insert Business Name arising from: (1) those provisions of the Virginia Workers' Compensation Act (§ 65.2-100 et seq.) and related statutes, which as a matter of law may not be waived or released; (2) those provisions of the wage and hour laws, which as a matter of law may not be waived or released; (3) those provisions of workplace safety and health laws, which as a matter of law may not be waived or released; (4) other provisions of state and federal law, which as a matter of law may not be waived or released; and (5) gross negligence or willful misconduct by Insert Business Name, its employees, officers and agents.

We have read this release carefully and understand that by signing it we agree to surrender the right to recover damages, to the extent permitted by law, from Insert Business Name in many cases. We agree to be bound to the terms and conditions of the release. In recognition of this release, we have caused our signatures to be affixed this Insert Day day of Insert Month, Insert Year.

Minor Child Signature

Parent/Guardian Signature