



VIRGINIA  
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LEARNERS

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

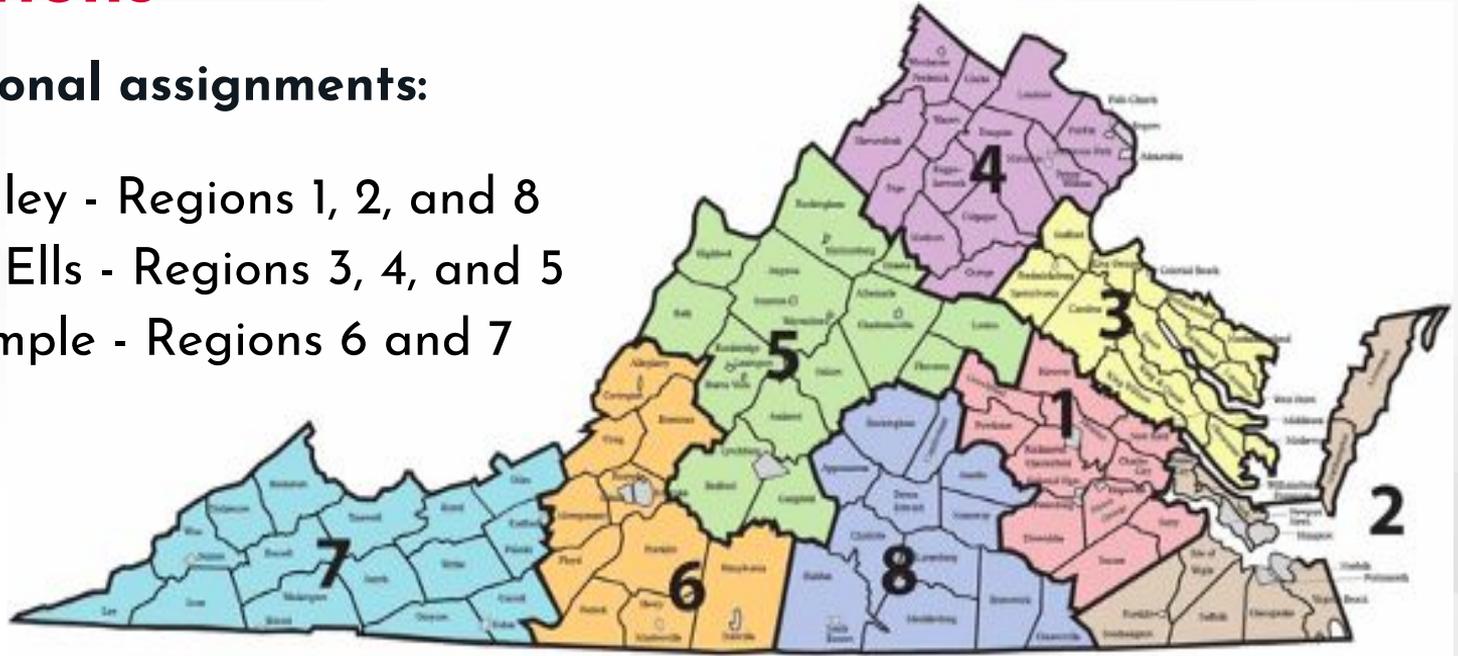
Virginia Health and Medical Sciences Educators Association  
(VAHAMSEA)



# Introductions

## Current regional assignments:

- Nikki Finley - Regions 1, 2, and 8
- Stefanie Ells - Regions 3, 4, and 5
- Erika Temple - Regions 6 and 7





## Session Overview

### WHAT

Identify WHAT makes a Work-Based Learning (WBL) experience high-quality.

### WHY

Identify reasons WHY WBL is important.

### HOW

Examine best practices for HOW to implement high-quality WBL.

# What is High-Quality WBL?



# What is High-Quality Work-Based Learning?

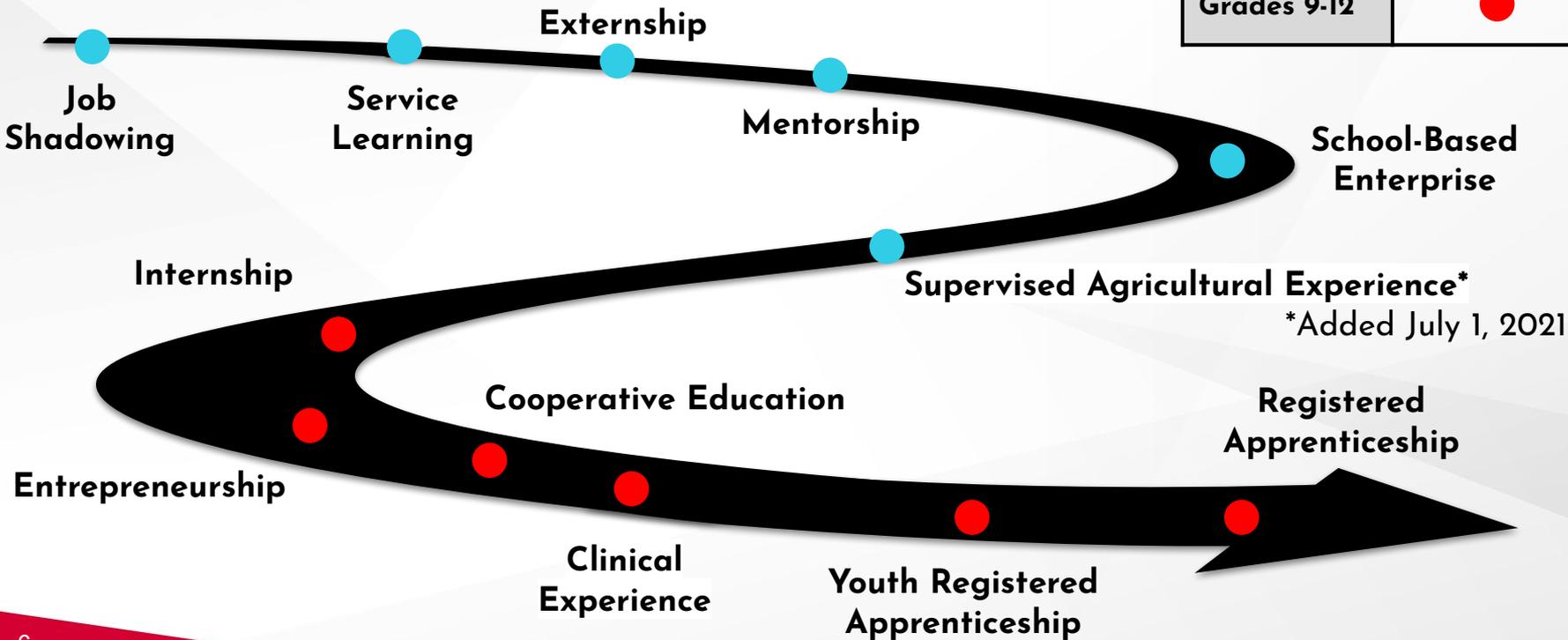
**Virginia's Career and Technical Education (CTE) programs include:**

- Classroom instruction related to the WBL experience
- Participation in Career and Technical Student Organizations (CTSOs)
- School-coordinated Work-Based Learning (WBL)
  - related to students' career goals and/or interests
  - integrated with instruction
  - performed in partnership with local businesses and organizations



# High-Quality WBL Experiences

Grades 6-12	
Grades 9-12	





**#1 - Which WBL experiences have you offered other than Clinical Experiences?**

**#2 - Which WBL Experiences would you like to learn more about during this session?**

# Why is High-Quality WBL Important?



## Why is High-Quality WBL Important?

- Profile of a Virginia Graduate
- Reinforce Virginia's 5 Cs
- Student Benefits
- Business Partner Benefits
- State Requirements





# State Requirements

## Graduation Requirements

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

- (i) complete an Advanced Placement, honors, International Baccalaureate, or dual enrollment course;
- (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 Index (CCCRI)

Beginning in 2022, school accreditation will be measured on graduating seniors having completed at least **ONE** of the following during high school:

- Receive credit for advanced coursework (AP/IB/DE)
- Be a CTE completer **and** earn a CTE credential
- Complete a work-based learning experience

# How can we implement High-Quality WBL?



# How can we implement High-Quality WBL?

**Ensure your WBL program meets high-quality standards**

- (3) criteria from WBL definition
- Training agreements, training plans and required forms governed by the boards
- Labor laws and regulations
- Building and sustaining business partnerships
- Grade level or hour minimum requirements
- Types and examples of High-Quality WBL
- Resources - Work-Based Learning Guide & labor market information



# Training Agreement

- Required to be on file for each student for **ALL** WBL experiences (specific **Clinical Affiliation Agreement** for Clinical Experiences)
  - **Training Agreements** may be modified as appropriate by each program area or school division, but must include the Virginia Department of Labor and Industry (VDOLI) requirements (asterisked and italicized items) found in the templates provided in the WBL Guide and listed on the next slide
  - **Clinical Affiliation Agreements** are developed by the instructor, but regulated by individual health science state boards
- Provides protection to the WBL coordinator and school officials against accusations of negligence and liability claims
- A written commitment made by the student, parent/guardian, WBL coordinator/instructor, and employer



# VDOLI Required Language

## **Student agrees to:**

- *Conform to the rules and regulations, including all safety requirements and acceptable use policies, of the workplace. \**

## **Employer agrees to:**

- *Provide organized and progressive occupational experiences as outlined in the training plan and to expose students to as many aspects of the operation as possible. \**
- *Assist students in completing job-related projects and to provide available instructional materials and occupational guidance. \**
- *Adhere to federal and state regulations regarding labor laws, safety regulations, tax credits, and other applicable legislation. \**
- *Provide work experiences that shall be intermittent and for short periods of time and be under the direct supervision of a qualified and experienced person. \**
- *Ensure that the work of the student learner in the occupations declared particularly hazardous shall be incidental to the training. \**
- *Correlate the safety instruction given by the school with the on-the-job training. \**
- *Adhere to nondiscrimination on the basis of race, color, national origin, sex, disability or age. \**

## **Parent/Guardian Agrees to:**

- *Assume responsibility for the safety of students from the time they leave school until they report to the job and from the time they leave the job until they arrive at home.\**

## **WBL Coordinator (Agriculture Instructor) agrees to:**

- *Provide related classroom instruction, including safety procedures. \**
- *Assume responsibility for initiating and developing individual training plans and ensuring that each plan is followed until it is mutually agreed to modify it. \**
- *Cooperate with employers in developing appropriate training activities related to students' career interests. \**
- *Make periodic visits to training stations to observe students, to consult with employers, and to assist students with any problems. \**



# Training Plan

- Required for **Internship, Entrepreneurship** and **Cooperative Education**
- Identifies the classroom instruction and workplace training that will contribute to the employability and ongoing development of a student
- Prepared jointly by the WBL coordinator, teacher, employer, and student
- Development process is continuous and is revised according to the changing needs of the employer
- Serves as a record of student progress and documentation for evaluation



# Federal and State Labor Regulations

All WBL programs must abide by applicable child labor and workplace safety regulations.

- The most strict law applies between the state and federal law
  - U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division
  - Virginia Department of Labor and Industry (VDOLI), Labor and Employment Law
- Students are required to obtain all safety and/or OSHA certifications to perform the necessary job functions included within the WBL experience.
- The training plan should meet all U.S. Department of Labor guidelines for student learner exemptions from Hazardous Occupations; see Child Labor Bulletin [101](#) and [102](#), and [comparison guidelines](#) on the VDOE website.



# Building and Sustaining Business Partnerships

## Challenges

Lack of communication and effective engagement

- Failure to speak the same language
- Do not see value (time, cost, poor outcomes outweigh potential benefits)

## Strategies

- Understand WHY an employer may want to engage and meet that need
- Contact intermediaries who can aggregate services and translate between stakeholders
- Create a social media footprint and connect to local news outlets to share WBL updates and success stories
- Create an introduction letter to send/email to prospective business partners
- Conduct an appreciation lunch and learn
- Host a WBL workshop session
- Include a link on your division website for businesses to connect easily



# Building and Sustaining Business Partnerships

## Challenges

- Lack of sufficient resources and time
  - Data collection and evaluation
  - Lack of flexibility
  - Scale - many students need placements
  - Transportation
  - Competition for employers

## Strategies

- Identify WBL point of contact
- Build upon and model existing programs
- Capitalize on innovative solutions (i.e., virtual environment)
- Collaborate regionally with other school divisions and organizations
- Form an alumni group of former students to help support WBL
- Enlist the Advisory Council/Committee in finding suitable work-based learning opportunities/stations for students in both production agriculture and agri-industry occupations



# Building and Sustaining Business Partnerships

## Challenges

### Concerns from business partners

- Wary of collaboration
- Workplace safety and liability
- Difficulty securing appropriate placements for special student populations

## Strategies

- Contact intermediaries
- Understand labor and safety laws for students under 18
- Collaborate with special education points of contact and transitional services
- Develop deeper involvement (on-going program, involved in curriculum or pathway design/multiple activities, direct pipeline to industry partnerships)

# ***Examples of WBL Experiences***



# Clinical Experience

- Observation and treatment of patients at different stages of medical practice
- Requires a Clinical Affiliation Agreement
- Rules, regulations, teacher qualification and number of student onsite hours vary depending on the board that governs each experience

**Example:** A student enrolled in the EMT program completes clinical rotation hours to earn an EMS certification.

WBL Experience	Training agreement	Training plan	Suggested grade levels	Related CTE instruction	Minimum duration	Paid option	Meets Graduation Req	Credit option
Clinical Experience			11-12		Varies by type			



# Job Shadowing

- Job Shadows place students in workplaces to interact with and observe one or more employees
- May be in person, virtual, a one-on-one interaction or a group experience
- Does **not count** towards CCCRI or graduation requirements

**Example:** An Introduction to Health and Medical Sciences student observes a nurse in a local doctor's office.

WBL Experience	Training agreement	Training plan	Suggested grade levels	Related CTE instruction	Minimum duration	Paid option	Meets Graduation Req	Credit option
Job Shadowing			6-12		Varies by type			



# Externship

- An extended job shadowing experience designed so students may ask questions, observe, and get a feel for the work environment
- Must be a minimum of 40 hours total
- Work is not delegated and projects are not assigned

**Example:** A student observes an X-ray technician for 1-2 hours per week throughout the year.

WBL Experience	Training agreement	Training plan	Suggested Grade levels	Related CTE instruction	Minimum duration	Paid option	Meets Graduation Req	Credit option
Externship			6-12		40 hours			



# Service Learning

- Goes beyond community service to identify an interest or community need and develop and complete a project
- Structured activities before, during, and after the experience by the student to reflect and self-access
- Can take place in conjunction with CTSO experiences
- Must meet all eight (8) standards from the National Youth Leadership Council

**Example:** Students in an Introduction to Health and Medical Sciences course identify a community need and develop a service plan to solve the problem.

WBL Experience	Training agreement	Training plan	Suggested grade levels	Related CTE instruction	Minimum duration	Paid option	Meets Graduation Req	Credit option
Service Learning			6-12		Varies by type			



# Service Learning vs. Community Service

## Service Learning is High-Quality Work-Based Learning

- 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.

## Community Service is not High-Quality Work-Based Learning

- 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.



# Mentorship

- Pairs student with an industry professional for a long-term relationship focused on growth and development as the student learns about a particular industry
- May be completed on a one-on-one, small group, or virtual basis
- Documented hours working with a mentor may include: discussion/reflection, observation of workplace, collaborative research and exploration of the career field

**Example:** An Introduction to Nutrition for Health Sciences student participates in a mentorship with a clinical dietitian to learn more about the career.

WBL Experience	Training agreement	Training plan	Suggested Grade levels	Related CTE instruction	Minimum duration	Paid option	Meets Graduation Req	Credit option
Mentorship			6-12		Course duration or 140 hours for 0.5 credit		Mentorships over 140 hours	



# Internship

- The student is placed in a real workplace environment to develop and practice career-related knowledge and skills
- Student actively completes tasks and job duties related to the workplace following a training plan developed jointly by the student, WBL instructor and employer

**Example:** A Pharmacy Technician II student participates in an internship at a local pharmacy.

WBL Experience	Training agreement	Training plan	Suggested Grade levels	Related CTE instruction	Minimum duration	Paid option	Meets Graduation Req	Credit option
Internship			11-12		Course duration or 280 hours for 1 credit option			



# Work-Based Learning (WBL) Guide

The [WBL guide](#) provides definitions, roles, and responsibilities for various stakeholders, and sample forms for use in implementing high-quality WBL.

Examples of information located in the WBL guide:

- Guidelines for implementing the twelve (12) WBL methods practiced in Virginia
- Resources pertaining to federal and state labor regulations
- WBL Coordinator Qualifications
- Recommendations for promoting WBL programs
- The importance of WBL documents



# Clinical Experiences

Health and Medical Sciences instructors are in charge of supervising the clinical experience. **Specific requirements for each type of clinical experience are located on the following pages in the WBL Guide:**

Dental Careers pg. 105	Pharmacy pg. 114
EMT/EMR pg. 106	Radiology pg. 114
Nurse Aide pg. 110	Respiratory Therapy pg. 115
Nursing pg. 110	Surgical Services pg. 116



# Labor Market Information

## What is Labor Market Information (LMI)?

It includes all quantitative or qualitative data and analysis related to employment and the workforce.

## Why is LMI Important?

- Decisions for CTE programs
- Education and training offerings
- Career planning and preparation
- Identify in-demand occupations
- Employment projections
- Job search opportunities



## Employment Projection for Selected Health and Medical Sciences Occupations

Occupational Title	Employment: 2019	Employment: 2029	Growth %
Chiropractor	51,100	53,144	4%
Dental Hygienist	226,400	239,984	6%
Physical Therapist	258,200	304,676	18%
Registered Nurse	3,096,700	3,313,469	7%



# CTE Trailblazers Report: Cluster Analysis\*

## What trends do we currently see? What trends may we anticipate?

The Health Science cluster is expected to have the second highest percentage of job growth in Virginia through 2026 (21%).

In 2016, there were approximately 306,000 Virginia jobs associated with this cluster, and about 64,000 additional jobs are expected by 2026.

This expected growth is due to an aging population and because federal health insurance reform should increase the number of individuals who have access to health insurance.

Forty-four occupations in this cluster are projected to experience greater than 15 percent employment growth between 2016 and 2026.

\*Link to Cluster Report: [Health Science](#)

\*Link to [Virginia ACTE Fact Sheet](#)



## Is this an example of High-Quality WBL?

Students in an Introduction to Health & Medical Sciences course in a rural school division recognize the need for blood donations in their community. They ask their teacher if they can set up a day to host a blood drive. The course instructor works with school administration and the Red Cross to plan and organize the day for her students. The students are assigned volunteer positions on the day of the event including registering and checking-in donors and handing out snacks and water.

**No, this is not a High-Quality example.  
See the correction on the next slide.**



## Revised Example

Students in an Introduction to Health & Medical Sciences course in a rural school division recognize the need for blood donations in their community. They ask their teacher if they can set up a day to host a blood drive. ~~The course instructor~~ **STUDENTS follow the eight (8) standards from the National Youth Leadership Council to complete a service learning plan that includes conducting research to verify the community need, working with school administration and the Red Cross to plan and organize the day, and reflecting on the experience and how it connects to the content learned in the course.**

**Yes! This is an example of High-Quality WBL.**



## Is this an example of High-Quality WBL?

A student can't decide whether to enroll in the Nurse Aide or Emergency Medical Technician program. While taking the Introduction to Health and Medical Sciences course, the student spends 40 hours observing a Certified Nursing Assistant (CNA) to learn more about the career. A training agreement is filled out and the course instructor supports the student by providing reflection activities and guidance.

**Yes! This is an example of High-Quality WBL.**



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