



# VIRGINIA BOARD OF EDUCATION

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# AGENDA ITEM

**Agenda Item:** T

**Date:** April 25, 2024

**Title:** First and Final Review of the Revision of the *Career and Technical Education (CTE) High-Quality Work-Based Learning (HQWBL) Guide*

**Presenter:** Dr. J. Anthony Williams, Director  
Office of Career, Technical, and Adult Education

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Coordinator  
Office of Career, Technical, and Adult Education

## **Purpose of Presentation**

Action required by Board of Education (Board) regulation.

## **Executive Summary**

Virginia Department of Education (“VDOE”) staff recommends revisions to technical content, deletion of content, and the development of new program content to the CTE HQWBL Guide. The revised Guide will provide school divisions with regulatory updates that impact the implementation of HQWBL experiences. Current proposed revisions include the following:

## **Revisions to Technical Content:**

- A. Revised cover with 2024-2025 date added.
- B. Updated the reference to the non-discrimination statement (pgs. 2, 126, 129).
- C. Revised Section Break pages (pgs. 28, 33, 40, 45, 50, 56, 66, 70, 81, 98, 115, 123, 139, 148, 174, 177).
- D. Updated the Students with Disabilities section (pgs. 13-17).
- E. Updated the English Learners section (p. 17).
- F. Moved The Federal Family Education Rights and Privacy Act (FERPA) segment from the Students with Disabilities section to an independent section (p. 18).

- G. Moved “Coordination of Career and Technical Education High-Quality Work-Based Learning Experiences” segment from the General section to an independent section (pgs. 19-26).
- H. Changed reference to VDOLI language on the CTE High-Quality Work-Based Learning Training Agreement to reflect the requirements of VA Code Section 40.1-89 (pgs. 23 and 129).
- I. Removed reference to the retention of school records from the Cooperative Education and Internship sections and moved to the “Coordination of Career and Technical Education High-Quality Work-Based Learning Experiences” section (p. 24).
- J. Updated Career and Technical Education High-Quality Work-Based Learning Opportunities in Virginia chart to reflect the experiences that may require training plan documentation as governed by regulations in their respective areas (p. 27).
- K. Added a list of forms for Clinical Experiences to the Clinical At a Glance chart (p. 99-100).
- L. Updated EMT/EMR segment in the Clinical Experience section (pgs. 101-111).
- M. Updated Pharmacy Technician segment in the Clinical Experience section (pgs. 101-106).
- N. Updated Apprenticeship section by the Virginia Works’ Division of Registered Apprenticeship (pgs. 115-122).
- O. Updated the CTE HQWBL Workplace Evaluation Checklist indicating employer is to provide evidence of employees not on the Virginia State Police Sex Offender Registry (p. 125).
- P. Re-ordered the CTE HQWBL experiences option on the CTE High-Quality Work-Based Learning Training Agreement to reflect the order of the CTE HQWBL Roadmap (p. 127).
- Q. Updated the CTE HQWBL Training Agreement Employer/Mentor section to require the employer to provide evidence that the students will not have direct contact with known registered sex offenders (p. 128).
- R. Updated the CTE HQWBL Training Agreement CTE WBL Designee section to require the employer to provide evidence that all federal and state guidelines regarding child labor are being observed when visiting the workplace (p. 129).
- S. Moved Specific CTE HQWBL Experience forms from Appendix D to Appendix B (pgs. 139-147).
- T. Updated the Entrepreneurship Business Plan Template (p. 147).
- U. Moved Clinical Forms from Appendix B to Appendix C (pgs. 148-173).
- V. Removed “Part Two (Department Specific segment” from the Clinical Experience Participation Form for Employers (p. 149).
- W. Moved Apprenticeship Form from Appendix C to Appendix D (pgs. 174-176).

- X. Updated the following promotional resources:
  - a. At a Glance for Schools, Students, and Parents (p. 178), and
  - b. At a Glance for Business and Industry Partners (p. 179).
- Y. Changed of “CTE WBL coordinator/teacher/point of contact” to “CTE WBL designee” throughout the guide.
- Z. Updated references to “Regional Work-Based Learning Specialist” updated to “Regional Secondary Workforce Development Specialist” throughout the guide.
- AA. Removed spelled out text from within a paragraph throughout the document if abbreviation or acronym is in the List of Abbreviation (pgs. 7-8).

**New Program Content:**

- A. Added “related to the core technical competencies of the CTE course” to the definition of Career and Technical Education High-Quality Work-Based Learning (p. 11).
- B. Added hybrid option to the Mentorship experience (p. 51).
- C. Added the CTE HQWBL Training Plan as a required form for the Entrepreneurship experience to be consistent with the Career and Technical Education High-Quality Work-Based Learning Opportunities in Virginia chart (p. 68).
- D. Added the CTE High-Quality Work-Based Learning Workplace Evaluation Checklist and the CTE High-Quality Work-Based Learning Training Agreement to the required documents needed for the Clinical Experience (p. 99).
- E. Added Career and Technical Education High-Quality Work-Based Learning Guide edition year to CTE HQWBL Sample and Experience Specific forms in the lower left-hand corner (pgs. 123-147).
- F. Added CTE Career Success Stars in Appendix E: Promotional Resources (p. 182).

**Deleted Program Content:**

- A. Removed the following forms from the Pharmacy Technician At a Glance chart (p. 113) and Appendix C (p. 156)
  - a. DOLI Guidance to VDOE and School Divisions on CTE High School Pharmacy Technician Training Programs,
  - b. DOLI Background Information for VDOE and School Divisions on CTE High School Pharmacy Technician Training Programs,
  - c. Virginia Department of Labor and Industry Pharmacy Technician Work Training Agreement DocuSign Process, and
  - d. Virginia Department of Labor and Industry (DOLI) Pharmacy Technician Student Work Training Program Written Agreement.
- B. Removed the following segments from the Clinical Experience section
  - a. Respiratory Therapy

- b. Surgical Technologist
- C. Removed reference to ePortfolios with GoogleApps from the Supervised Agricultural Education, Documentation section (p. 94).

This Board item aligns with Priority 4 of the Board’s *Comprehensive Plan 2024-2029*: to create innovative pathways for every learner.

**Action Requested**

The Board is requested to waive first review and approve the *Guide* so that it can be made available to school divisions for the 2024-2025 school year.

**Superintendent’s Recommendation**

The Superintendent of Public Instruction recommends that the Board waive first review and approve the revisions to the *Guide*.

**Rationale for Action**

The Board’s action is required to remain in compliance with the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.

**Previous Review or Action**

**Dates:** October 17, 2019, November 19, 2020, June 16, 2022, and April 20, 2023

**Action:** Technical changes, additions, and/or deletions were approved to the *Guide*.

**Background Information and Statutory Authority**

The [Profile of a Virginia Graduate](#) illustrates the knowledge, skills, experiences, and attributes that students must obtain to be successful in college and/or the work force and to be “life ready,” and provides the framework for the requirements students must meet to earn a Standard Diploma or Advanced Studies Diploma. The Virginia Department of Education evaluates and makes revisions and adds new content, if needed annually to the HQWBL Guide. The following statutory authority materials exhibit the importance and relevance of HQWBL to college and career readiness and the graduation requirements.

Board regulation [8VAC20-131-140](#). C1 Career Exposure, Exploration, and Planning; Opportunities for Postsecondary Credit states the following:

Beginning with the 2018–2019 academic year:

Each elementary, middle, and secondary school shall provide for the identification by all students of personal interests and abilities to support

planning for postsecondary opportunities and career preparation. Such support shall include provision of information concerning exploration of career cluster areas in elementary schools and course information and planning for college preparation programs, opportunities for educational and academic experiences in and outside the classroom, including internships and work-based learning, and the multiple pathways to college and career readiness in middle and high school.

*The Regulations Establishing Standards of Accrediting Public Schools in Virginia,*  
8 VAC20-131-51., B2. Additional Requirements for Graduation (Effective with the Students Who Enter the Ninth Grade in the 2018-2019 School Year) for a Standard Diploma

In accordance with the Standards of Quality, students shall (i) complete an Advanced Placement honors, International Baccalaureate, or dual enrollment course; (ii) complete a high-quality work-based learning experience as established by board guidance on work-based learning; (iii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the standard diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.

*The Regulations Establishing Standards of Accrediting Public Schools in Virginia,*  
8 VAC20-131-51., 2C Additional Requirements for Graduation (Effective with the Students Who Enter the Ninth Grade in the 2018-2019 School Year) for an Advanced Studies Diploma

In accordance with the Standards of Quality, students shall (i) complete an Advanced Placement honors, International Baccalaureate, or dual enrollment course; (ii) complete a high-quality work-based learning experience as established by board guidance on work-based learning; (iii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the standard diploma requirements. The career and technical education credential, when required, could include the successful completion of

an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.

### **Stakeholder Engagement**

#### **Implementation and Communication**

Upon Board approval, the revised guidance document will be submitted to the Virginia Regulatory Town Hall for a 30-day public comment period pursuant to the Administrative Process Act.

Following the public comment, the Guide will be posted on the Virginia Department of Education website. A Superintendent’s Memorandum will be distributed to school divisions with an explanation of the revised CTE High-Quality Work-Based Learning guidelines.

#### **Impact on Fiscal and Human Resources**

Any costs associated with the development and dissemination of the revised guidelines will be provided by Department of Education funds according to state procurement policies and procedures.