

# CAREER AND TECHNICAL EDUCATION

## High-Quality Work-Based Learning Guide 2024-2025



# Career and Technical Education

## High-Quality Work-Based Learning Guide

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The Career and Technical Education High-Quality Work-Based Learning roadmap used, with permission, for the 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.*

The Virginia Career and Technical Education High-Quality Work-Based Learning tagline (Explore · Connect · Succeed) was created by Ibaadullah Hassan, a former Graphic Communications student from the Academies of Loudoun, Loudoun County Public Schools

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# List of Abbreviations

Agricultural Experience Tracker (AET)  
Agriculture, Food, and Natural Resources (AFNR)  
Americans with Disabilities Act (ADA)  
Basic Life Support (BLS)  
Career and Technical Education (CTE)  
Career and Technical Student Organization (CTSO)  
College, Career, and Civic Readiness Indicator (CCCRI)  
Cooperative Education (Co-op)  
Dental Assisting National Board (DANB)  
Education Coordinator (EC)  
English Learners (EL)  
Emergency Medical Responder (EMR)  
Emergency Medical Services (EMS)  
Emergency Medical Technician (EMT)  
Family Education Rights and Privacy Act (FERPA)  
Fair Labor Standards Act (FLSA)  
High-Quality Work-Based Learning (HQWBL)  
Individualized Education Plan (IEP)  
Memorandums of Understanding (MOUs)  
National Registry of Emergency Medical Technicians (NREMT)  
Occupational Safety and Health Administration (OSHA)  
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)  
Registered Apprentice (RA)

Related Technical Instruction (RTI)  
Safety in Agriculture for Youth (SAY)  
School-Based Enterprise (SBE)  
Social Security Number (SSN)  
Supervised Agricultural Experience (SAE)  
Telecommunication Devices for the Deaf (TDD)  
Teletypewriter (TTY)  
Virginia Department of Education (VDOE)  
Virginia Department of Health Professions (DHP)  
Virginia Department of Labor and Industry (VDOLI)  
Work-Based Learning (WBL)  
Youth Registered Apprenticeship (YRA)



# Updates to the 2024-2025 CTE High-Quality Work-Based Learning Guide

## 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).

# General Information

*CTE HQWBL is comprised of school-coordinated workplace experiences that are:*

- *related to students' career goals and/or interests,*
- *integrated with instruction related to the core technical competencies of the CTE course, and*
- *performed in partnership with local businesses and organizations.*

The VDOE recognizes 12 CTE HQWBL experiences. Virginia's CTE programs include the following components:

- **Classroom instruction**—the essential component for students to master the academic and technical competencies, attitudes, and workplace readiness skills necessary for career success and lifelong learning
- **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
- **CTE HQWBL 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 CTE HQWBL experiences build 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. CTE HQWBL experiences are valuable because they help students develop careers beyond their secondary and postsecondary education. Students who participate in CTE 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 CTE HQWBL experiences and can perform well from day one.

## **Career Awareness**

Career awareness activities prepare students for CTE 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 CTE 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.

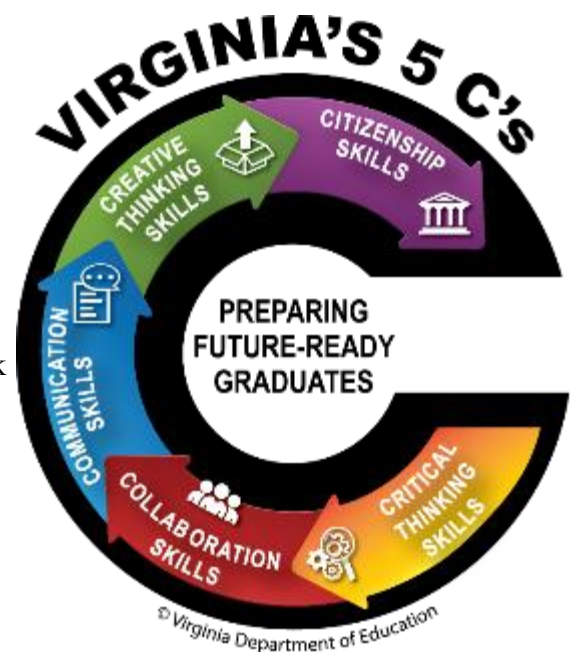
CTE HQWBL experiences enable students to apply classroom instruction in a real-world business or service-oriented work environment and are available throughout the year. While many students work during the school year, experiences are also available during the summer months.

CTE 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 CTE HQWBL experience over the summer would associate the experience with the spring course from the previous school year. A student who completes the CTE HQWBL experience over the summer but does not complete the associated CTE course until the following fall would associate CTE HQWBL experience with the fall course in the upcoming school year. CTE HQWBL experiences can only be counted once in a reporting period. Experiences should be counted during the reporting period that aligns with the associated CTE course.

## Connecting CTE High-Quality Work-Based Learning to Virginia's 5 C's

CTE 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.

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



## 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.

## Students with Disabilities

The common goal of CTE HQWBL experiences is to prepare all students for the world of competitive employment 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 student needs, the worksite, and the job requirements. Students with disabilities may require related accommodations or modifications to those present in the student's IEP or Section 504 Plan (504 Plan) that are identified for the school environment to be incorporated for the HQWBL experience at the worksite.

The CTE WBL designee must collaborate with the IEP or 504 team to determine whether accommodations or and/or modifications are necessary to promote student success and safety.

Collaboration between the CTE WBL designee and the IEP team is necessary to afford students with disabilities opportunities to participate in CTE HQWBL experiences. It is important for CTE staff to attend an IEP or 504 meetings or share specific course jobsite related information with the case manager or school counselor prior to the meeting.

### **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 CTE HQWBL experiences fall into four primary areas: general provisions, auxiliary aids and services, physical accessibility, and employment provisions (adapted from Georgia Department of Education, 2022, [Georgia Work-Based Learning Program Standards and Guidelines](#)).

#### General Provisions

- 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 and Services

- Auxiliary aids and services must be provided to individuals with vision or hearing impairments or to other individuals with disabilities unless an undue burden would result.
- Companies offering telephone service to the general public must offer telephone relay service to individuals who use TDDs or similar devices.

#### Physical Accessibility

- Physical barriers in existing facilities must be removed if removal is readily achievable. If not, alternative methods of providing the services must be offered.
- All new construction in public accommodations, as well as in commercial facilities such as office buildings, must be accessible.

#### Employment Provisions

- Employers may not discriminate against a person with a disability in hiring or promotion if the person is otherwise qualified for the job.
- Employers are permitted to ask limited questions about reasonable accommodations if a disability is voluntarily disclosed, but cannot inquire if someone has a disability or subject a person to tests that tend to screen out persons with disabilities. ([Pre-](#)

[Employment Inquiries and Disability U.S. Equal Employment Opportunity Commission](#)

- Employers will need to provide reasonable accommodations for 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 CTE WBL designee, with assistance from the special education team, should have parents/guardians and students complete all employment forms and provide all necessary information for the employer regarding the employment process. A special education teacher or school counselor can assist parents/guardians and students with this employment requirement.

Resources for protection of rights for students with disabilities participating in CTE 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 for Civil Rights (regarding Section 504)  
202-453-6020877-521-2172 (TDD):  
Email: OCR.DC@ed.gov  
<https://www2.ed.gov/about/offices/list/ocr/504faq.html>
- American Foundation for the Blind  
212-502-7600 (voice)  
<https://www.afb.org/>
- American Speech-Language-Hearing Association  
800-638-8255 (voice)<https://www.asha.org/>
- The ARC of the United States (The Arc)  
800-433-5255 (voice)  
800-855- 1155 (TTY)  
<https://thearc.org/>
- Disability Rights Education and Defense Fund  
510-644-2555 (voice)  
510-841-8645 (fax/TTY)  
<https://dredf.org/>

Additional resources for students with disabilities include:

- Frequently Asked Questions about Career Development for Youth with Disabilities (PDF), PACER Center, Inc.: 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>
- 411 on Disability Disclosure—A Workbook for Youth with Disabilities, The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) . 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](http://depts.washington.edu/doitsum/mer2017/files/6_Monday/561_411_Disability_Disclosure_complete_FINAL-es.pdf)
- Information on Technical Assistance with the Americans with Disabilities Act, U.S. Department of Justice Civil Rights Division. 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): 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>



- Disclosure Decisions to Get the Job, Virginia Commonwealth University. Review this three-step process for deciding when to disclose a disability to a business. [http://www.worksupport.com/documents/disclosure\\_decisions1.pdf](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 sample IEPs, sample goals, research on effective practices, and a multitude of additional resources on secondary transition for all students are found. <https://transitionta.org/>

## English Learners

CTE HQWBL experiences provide integration of the classroom and workplace drawing on the unique assets of ELs. Being multilingual means that ELs think in more than one language, ELs engage in work with others from different cultural backgrounds, and ELs develop English language skills that help contribute fully to classrooms and communities. To assist in further developing these skills, the CTE WBL designee may need to consult with the Language Instruction Educational Program (LIEP)/EL teacher to determine necessary and appropriate supports. Supports to consider include, but are not limited to:

- utilizing prior knowledge and building background knowledge;
- providing support in first or home language where appropriate and possible, such as using a bilingual dictionary;
- aligning tasks with experiences and interests;
- providing opportunities to engage in ways that do not solely rely on language;
- supporting language development using visuals and/or gestures;
- speaking slowly and clearly;
- repeating or clarifying directions;
- modeling the task; and
- providing examples of the expected outcomes.

Additional resources for EL students include:

- [Procedures for Determining English Learner Participation in the Virginia Assessment Program, VDOE.](#)
- [WIDA ELD Standards Framework, 2020 edition, Wisconsin Center for Education Research, University of Wisconsin-Madison](#)
- [WIDA Understanding Multilingual Learners, University of Wisconsin-Madison](#)

## **The Federal Family Education Rights and Privacy Act**

Within limited exceptions, FERPA requires signed and dated parent/guardian or adult student consent before a school division discloses PII from the student's education records. PII includes:

- Student's name
- Names of the student's parents/guardians and other family members
- Address of the student or student's family
- Personal identifier, such as 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 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

## **Federal and State Labor Regulations**

All CTE HQWBL experiences must abide by applicable child labor and workplace safety laws and regulations. The CTE WBL designee must keep abreast of such regulations to ensure compliance. If any related regulatory issues arise, the CTE WBL designee should notify the parties on the training agreement and contact the school or school division administrator to receive guidance and/or assistance from the state or federal labor office.

If any procedure is questioned, the CTE WBL designee should contact the state or federal labor and employment office for assistance. Contact numbers for state and federal labor offices are available on the following websites:

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

# Coordination of Career and Technical Education High-Quality Work-Based Learning Experiences

School divisions should provide coordination of all CTE HQWBL experiences. The CTE WBL designee will be an employee designated by the school or school division administrators. It is suggested that designees of CTE HQWBL experiences 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 CTE WBL designee, and a workplace representative to discuss the training plan (if applicable) and to evaluate student performance and progress.

## Career and Technical Education Work-Based Learning Designee Qualifications

A CTE WBL designee should be professionally competent, knowledgeable of careers and job-experience placements, and/or have industry experience. In addition, the CTE WBL designee should understand technical, career, transition, and college opportunities. At this time, CTE WBL designees do not need to be licensed or endorsed by the VDOE (unless specified within [Co-op](#), [SAE](#), [Clinical](#), and [Apprenticeship](#) experiences).

Careful selection of the CTE WBL designee is vitally important and key to effective CTE HQWBL experiences. The individual selected must be qualified and understand the roles and responsibilities associated with the CTE WBL designee position. The CTE WBL designee must be able to work collaboratively, motivate others, and develop relationships with business and industry. The CTE WBL designee should fulfill the following responsibilities:

- guiding and selecting students,
- enlisting and coordinating with CTE HQWBL partners,
- administering CTE 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, and
- motivating students and employers.

## Promotion of Career and Technical Education High-Quality Work-Based Learning Experiences

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

- Meet with middle and high school counselors to explain CTE course offerings, promote the importance of connecting [CTE HQWBL to career clusters](#), and discuss career opportunities. This activity should be carried out each year.
- Invite school counselors to departmental meetings. The CTE WBL designee should work with school counselors in middle schools and high schools to recruit students. Colleagues must thoroughly understand CTE programs that incorporate HQWBL opportunities so they can refer prospective students to the CTE WBL designee.
- Use the CTE HQWBL 12 Experiences roadmap and At a Glance documents (see [Appendix E](#)). These documents provide a brief explanation of CTE HQWBL and the benefits for the school, students, parents/guardians, employers, and community.
- Present CTE 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 CTE HQWBL experiences and goals for continuous improvement, may be distributed to the faculty and administrators before the end of the school year.
- Showcase [CTE Career Success Stars](#) videos.

### Student Recruitment

Recruitment of qualified and interested students is a primary responsibility of the CTE WBL designee. The following activities can help recruit students:

- Identify programs of study that offer CTE HQWBL and explain the benefits to students. Enlist the help of current CTE HQWBL students to give testimonials about their successful experiences.
- Distribute student-interest surveys to middle and high school English classes. Obtain a list of students who have indicated an interest in entering a CTE program. Talk individually with students interested in exploring CTE HQWBL experiences to determine whether CTE HQWBL would offer what they need for career preparation and to answer their questions.
- Provide the [At a Glance For Schools, Students, and Parents: CTE High-Quality Work-Based Learning Opportunities](#) to interested students (see [Appendix E](#)).

- Assist students participating in CTE 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 CTE HQWBL experiences and opportunities.
- Coordinate career awareness activities for students (e.g., career day).
- Recruit CTE HQWBL students and graduates as guest speakers in CTE classes, employer appreciation luncheons/banquets, assembly programs, and CTSO meetings. Presentations may include information on CTE 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 CTE HQWBL succeed in the classroom and at the workplace. Successful students are the best advertisements for promoting CTE HQWBL experiences.

### **Parent/Guardian Engagement**

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

- Send a letter to parents/guardians explaining the CTE HQWBL experience and requesting permission for their student to be enrolled in the CTE HQWBL experience.
- Send a student prepared CTE HQWBL newsletter to parents/guardians.
- Hold an open house for parents/guardians. Encourage them to ask questions about CTE HQWBL and solicit their support.
- Conduct presentations about CTE HQWBL experiences at parent-organization meetings.
- Hold conferences with parents/guardians of students who have expressed an interest in CTE programs that incorporate CTE HQWBL opportunities.
- Involve parents/guardians as resource speakers and as CTE HQWBL employers.
- Provide a copy of the [At a Glance For Schools, Students, and Parents: CTE 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 CTE HQWBL. This collaboration maximizes the opportunities and benefits of participation in CTE HQWBL for students, parents/guardians, the school, and the community. The following activities for publicizing CTE HQWBL to the business community may be effective:

- Display various promotional materials about CTE 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 (e.g., newspapers, radio, and television) to distribute news releases and gain publicity about CTE HQWBL opportunities.
- Use social media platforms—Twitter, Facebook, Instagram, and LinkedIn are effective ways to reach new audiences with engaging content.
- Form an alumni group of former students to help promote CTE HQWBL opportunities. Many alumni are in the local business community and may become employers of students participating in CTE HQWBL.
- Conduct employer appreciation functions such as an open house, breakfast, luncheon, or banquet.
- Provide a copy of the [At a Glance for Business and Industry Partners: Career and Technical Education High-Quality Work-Based Learning Opportunities](#) document (see [Appendix E](#)).
- Invite employers to tour CTE programs at the school.
- Connect with CTE HQWBL employers, encouraging them to become ambassadors for the CTE HQWBL experience.

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 CTE HQWBL. This enhances experience validity, generates student and parent/guardian interest, and broadens awareness.
- Maintain CTE HQWBL booths at local and state fairs, festivals, and exhibitions. These venues allow for promotion to a diverse cross-section of the population.

### **CTE High-Quality Work-Based Learning Employer Participation Form**

To start the initial process for students to participate in CTE HQWBL, the CTE WBL designee should contact a business/community partner to complete an employer participation form. A sample [CTE High-Quality Work-Based Learning Employer Participation Form](#) is provided in [Appendix A](#).

## **CTE High-Quality Work-Based Learning Workplace Evaluation Checklist**

Once an employer agrees to participate in a CTE HQWBL experience, a workplace evaluation checklist must be completed by the CTE WBL designee. A workplace evaluation checklist is required to be completed annually. It is suggested that the CTE WBL designee maintain files of vetted employers. A sample [CTE High-Quality Work-Based Learning Workplace Evaluation Checklist](#) is provided in [Appendix A](#) and can be used by all school divisions.

## **CTE High-Quality Work-Based Learning Training Agreement**

All CTE HQWBL experiences, except virtual job shadowing, require a CTE HQWBL training agreement. A training agreement is a written statement of commitment made by the student, parent/guardian, CTE WBL designee, employer, and school administrator. 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 CTE WBL designee and school officials against accusations of negligence and liability claims. For all CTE HQWBL experiences, except for virtual job shadowing, it is important that each student has a completed training agreement on file. A sample [CTE High-Quality Work-Based Learning Training Agreement](#) is provided in [Appendix A](#) which includes italicized items that meet the requirements of [Virginia Code Section 40.1-89](#) and may not be modified.

## **CTE High-Quality Work-Based Learning Training Plan**

A [CTE HQWBL Training Plan](#) is required for co-op, entrepreneurship, and internship experiences while SAE immersion, apprenticeships, and clinical experiences may have a corresponding document governed by regulations in their respective areas.

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 CTE WBL designee, employer, and student must jointly prepare the training plan. The CTE WBL designee 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 CTE WBL designee, and the employer should follow each evaluation.

The CTE WBL designee 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, tasks to be learned in the workplace should be identified and indicated on the plan. During each conference, the CTE WBL designee 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 CTE WBL designee. 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 CTE HQWBL experience, 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 allowing the student to apply core technical competencies learned in the classroom to the CTE HQWBL experience

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 [CTE High-Quality Work-Based Learning Training Plan](#) is provided in [Appendix A](#).

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

Many CTE HQWBL opportunities require maintaining hours dedicated to the experience. Whether the experience is paid or unpaid, the CTE WBL designee may use the CTE HQWBL Time Log & Wage Calculator Template to record the necessary time information. Contact your [Regional Secondary Workforce Development Specialist](#) for a copy of this template. 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. The specific CTE HQWBL experience method is to be selected on the first tab of the Time Log & Wage Calculator spreadsheet.

### **School Records**

Participating schools must maintain the following records for each student:

- Training agreement
- Training plan, if applicable
- 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 records is as follows:

- Enrollment—retain one year, then destroy
- Evaluation—retain three years, then destroy

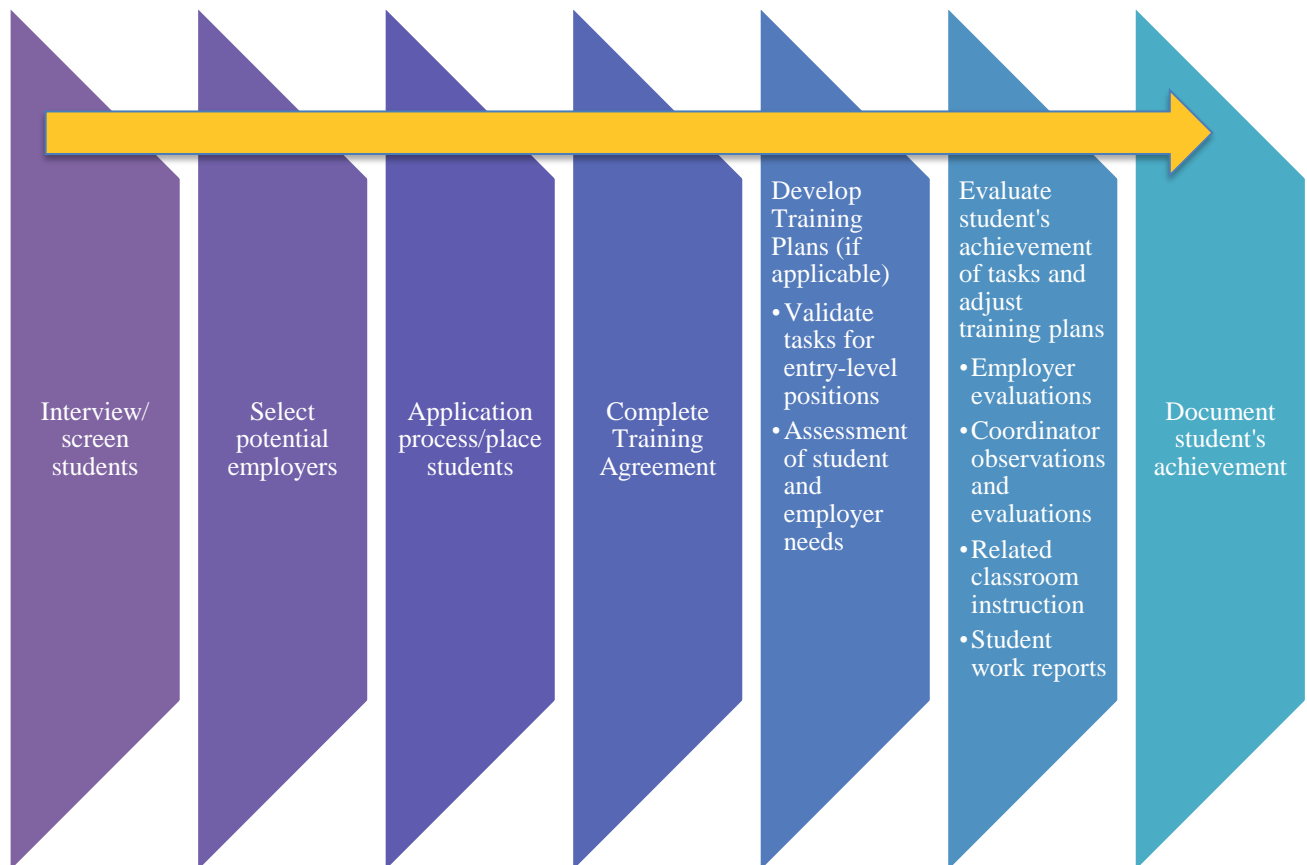


- Experience—review annually; destroy records that have no administrative value
- Work experience forms (including training agreements, training plans, student competency records, local wage and hour information, and documentation of workplace visits)—retain five years after the student graduates, then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

### **Insurance**

Prior to implementing any CTE HQWBL experience or partnership, it is recommended that the CTE WBL designee, CTE administrator, and school division leadership and/or school board attorney discuss the specific environment of the CTE HQWBL experience, including (but not limited to) transportation, location, worksite, 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 CTE HQWBL experience or partnership. Refer to the sample [CTE High-Quality Work-Based Learning Student Incident Form](#) in [Appendix A](#).

## Procedures followed by the Career and Technical Education Work-Based Learning Designee



# Career and Technical Education High-Quality Work-Based Learning Opportunities in Virginia

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

- Career awareness
- Career exploration
- Career preparation

CTE HQWBL Experience	Suggested Grade Levels	Related CTE Instruction	Training Agreement	Training Plan	Minimum Duration	Paid Option	When associated with a high school course		
							Credit Option	Meets Graduation Requirement	CCCRI
Job Shadowing	6-12	✓	✓		Varies by type				
Service Learning	6-12	✓	✓		Varies by type			✓	✓
Externship	6-12	✓	✓		40 hours			✓ (at least 40 hours)	✓ (at least 40 hours)
School-Based Enterprise	6-12	✓	✓		Course duration	✓		✓	✓
Mentorship	6-12	✓	✓		Course duration or 140 hours for .5 credit option		✓	✓ (at least 140 hours)	✓ (at least 140 hours)
Internship	11-12	✓	✓	✓	Course duration or 280 hours for 1 credit option	✓	✓	✓	✓
Entrepreneurship	11-12	✓	✓	✓	Course duration or 280 hours for 1 credit option	✓	✓	✓	✓
Cooperative Education	11-12	✓	✓	✓	280 hours for 1 credit option	✓	✓	✓	✓
SAE (Immersion)	9-12	✓	✓	*	280 hours for 1 credit option	✓	✓	✓	✓
Clinical Experience	11-12	✓	✓	*	Varies by type			✓	✓
Youth Registered Apprenticeship	11-12	✓	✓	*	280 hours for 1 credit option	✓	✓	✓	✓
Registered Apprenticeship	11-12	✓	✓	*	144 hours RTI per 2,000 hours OJT	✓		✓	✓

*\*A corresponding document may be required as governed by regulations in their respective areas.*

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**Job  
Shadowing**

# Job Shadowing

Job shadowing places students in workplaces, either in person or virtually, to interact with and observe one or more employees in a work environment. 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 and Additional Credit	Duration will vary according to the type of experience.  No additional credit available beyond the CTE Course credit.
Pay	None
Related Classroom Instruction	Yes
CTE WBL Designee Qualifications	The CTE WBL designee 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 CTE HQWBL activities, the content and expectations should reflect each student’s need for additional information about specific careers.

<p>Sample Forms (see <a href="#">Appendix A</a>)</p>	<ul style="list-style-type: none"> <li>● <a href="#">CTE High-Quality Work-Based Learning Employer Participation Form</a></li> <li>● <a href="#">CTE High-Quality Work-Based Learning Workplace Evaluation Checklist</a> (required)</li> <li>● <a href="#">CTE High-Quality Work-Based Learning Training Agreement</a> (required for in-person experiences)</li> <li>● <a href="#">CTE High-Quality Work-Based Learning Student Reflection</a></li> <li>● <a href="#">CTE High-Quality Work-Based Learning Employer/Mentor Evaluation</a></li> </ul>
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While each job shadowing experience should be tailored to the individual needs of a 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 Experience**

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 CTE WBL designee.
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 experience, including location, 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 experience to area employers, parents/guardians, school administrators, students, teachers, and advisory groups.

# Roles and Timeline for Job Shadowing Implementation

## Before the Job Shadowing Experience

CTE WBL Designee	Student	Employer
<ul style="list-style-type: none"> <li>● Review career assessment results.</li> <li>● Identify interested and qualified students.</li> <li>● Assist students in identifying career interests.</li> <li>● Cultivate community partnerships to help secure contacts for students.</li> <li>● Use the workplace evaluation checklist to screen potential employers.</li> <li>● Orient students to expectations, including safety requirements (e.g., PPE).</li> <li>● Confirm logistics, including transportation for students, parent/guardian permission, and emergency contact information.</li> <li>● 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).</li> <li>● Finalize each student’s training agreement (for in-person opportunities) with the appropriate parties.</li> </ul>	<ul style="list-style-type: none"> <li>● Research the industry and workplace prior to the job shadowing experience.</li> <li>● Identify job shadowing opportunities of interest.</li> <li>● Submit required forms.</li> <li>● Prepare questions to ask while participating in the job shadowing experience.</li> </ul>	<ul style="list-style-type: none"> <li>● Communicate expectations and confirm logistics with CTE WBL designee.</li> <li>● Communicate with staff about the student visit(s).</li> </ul>

### During the Job Shadowing Experience

<b>CTE WBL Designee</b>	<b>Student</b>	<b>Employer</b>
<ul style="list-style-type: none"><li>• Communicate with the host employer and the student.</li></ul>	<ul style="list-style-type: none"><li>• Comply with all workplace rules and exercise workplace readiness skills.</li><li>• Ask appropriate questions and engage with the employer.</li><li>• Record observations of the career and workplace.</li></ul>	<ul style="list-style-type: none"><li>• Provide insights into various aspects of the industry for the student.</li><li>• Communicate with the student and CTE WBL designee.</li></ul>

### After the Job Shadowing Experience

<b>CTE WBL Designee</b>	<b>Student</b>	<b>Employer</b>
<ul style="list-style-type: none"><li>• Gather feedback from the student and the employer.</li><li>• Collect required assignments and/or forms from the student and the employer.</li></ul>	<ul style="list-style-type: none"><li>• Complete feedback and reflection assignments.</li><li>• Update résumé based on new skills and experiences gained.</li></ul>	<ul style="list-style-type: none"><li>• Complete feedback and evaluation forms.</li></ul>



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**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 to distinguish the difference between service learning and community service:

## Service Learning vs. Community Service

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

The [National Youth Leadership Council \(NYLC\)](#) has established eight K-12 standards for quality service learning. These evidence-based standards guide stakeholders to ensure high-quality, service learning experiences.

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 and Additional Credit	<p>Duration will vary according to the type of experience.</p> <p><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></p> <p>No additional credit available beyond the CTE Course credit.</p>
Pay	None
Related Classroom Instruction	Yes
CTE WBL Designee Qualifications	The CTE WBL designee need not be certified in the career field but should have knowledge of career pathways to effectively implement the service learning experience.
Student Eligibility	<p>There are no specific prerequisites for a service learning experience. Consider the following prior to placement:</p> <ul style="list-style-type: none"> <li>● Successful completion of career inventory and exploration activities</li> <li>● Relevant work experience (e.g., job shadow, part-time job)</li> <li>● Recommendation from classroom teacher or school counselor</li> <li>● Minimum attendance and/or grade point average</li> <li>● Completion of application and interview process</li> <li>● Completion of required forms</li> <li>● Ability to fulfill the time demands of the project</li> </ul>

Sample Forms	<ul style="list-style-type: none"> <li>● <a href="#">CTE High-Quality Work-Based Learning Workplace Evaluation Checklist</a> (required, <a href="#">Appendix A</a>)</li> <li>● <a href="#">Service Learning Needs Assessment and Initial Research</a> (<a href="#">Appendix B</a>)</li> <li>● <a href="#">Service Learning Group Project Student List</a> (<a href="#">Appendix B</a>)</li> <li>● <a href="#">Service Learning Project Planning Worksheet</a> (<a href="#">Appendix B</a>)</li> <li>● <a href="#">CTE High-Quality Work-Based Learning Training Agreement</a> (required, <a href="#">Appendix A</a>)</li> <li>● <a href="#">CTE High-Quality Work-Based Learning Student Reflection</a> (<a href="#">Appendix A</a>)</li> <li>● <a href="#">Service Learning Project Partner Evaluation</a> (<a href="#">Appendix B</a>)</li> </ul>
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### **Establishing a Service Learning Experience**

To create a service learning experience, the CTE WBL designee can assist students in conducting initial research to determine community needs, including conducting surveys, consulting community agency representatives, and coordinating with local organizations and/or media. Once key public issues have been identified and analyzed, expectations for experience scope and rigor must be set. Expectations for the experience 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 CTE HQWBL experiences depend on cultivating community relationships, consider collaborating with people in existing experiences that may complement the new service learning experience. Service learning may take place in conjunction with CTSO experiences as long as CTE HQWBL service learning criteria are met.

Once high-level decisions about the experience have been made, standards, expectations, and responsibilities must be drafted for all stakeholders. The CTE WBL designee must ensure all safety requirements are followed by business/community project partners, develop training materials, and provide a service learning training agreement to be signed by the student, parent/guardian, CTE WBL designee, project contact, and school administrator.

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

## Roles and Timeline for Service Learning Implementation

### Before the Service Learning Project

CTE WBL Designee	Student	Project Partner (if applicable)
<ul style="list-style-type: none"> <li>● Review career assessment results.</li> <li>● Identify interested and qualified students.</li> <li>● Cultivate community partnerships to help secure contacts for students.</li> <li>● Use the workplace evaluation checklist to screen potential employers.</li> <li>● Orient students to expectations, including safety requirements (e.g., PPE).</li> <li>● Work with students to develop a project framework.</li> <li>● Confirm logistics, including transportation for students, parent/guardian permission, and emergency contact information.</li> <li>● Encourage students to share information regarding supports and accommodations needed to be successful in the workplace so that any community partners may be aware of student needs (e.g., health issues, dietary restrictions).</li> <li>● Finalize each student's training agreement with the appropriate parties.</li> </ul>	<p><u>Planning and Implementation</u></p> <ul style="list-style-type: none"> <li>● Identify an area of interest.</li> <li>● Define a community need.</li> <li>● Establish community contacts.</li> <li>● Obtain pre-approval for the project.</li> </ul> <p><u>Research</u></p> <ul style="list-style-type: none"> <li>● Conduct academic research.</li> <li>● Identify experts in the field.</li> <li>● Become familiar with relevant local, state, and federal ordinances, codes, and laws.</li> <li>● Organize findings and data.</li> <li>● Review the research with CTE WBL designee (and project partner, if applicable).</li> </ul> <p><u>Proposal Development</u></p> <ul style="list-style-type: none"> <li>● Define the project (who, what, when, where, and how).</li> <li>● Follow the written standards and expectations.</li> <li>● Define the project resources.</li> <li>● Create a project timeline.</li> <li>● Receive approval from the project partner, if applicable.</li> </ul>	<ul style="list-style-type: none"> <li>● Communicate expectations and confirm logistics with CTE WBL designee.</li> <li>● Communicate with the staff about the student visit(s).</li> </ul>

	<p><u>Approval and Permission</u></p> <ul style="list-style-type: none"> <li>● Present the proposal for approval.</li> <li>● Edit as needed.</li> <li>● Obtain permissions or permits.</li> </ul>	
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**During the Service Learning Project**

<b>CTE WBL Designee</b>	<b>Student</b>	<b>Project Partner (if applicable)</b>
<ul style="list-style-type: none"> <li>● Support students in working toward project-learning objectives.</li> <li>● Provide supervision.</li> <li>● Structure learning activities to complement the service learning experience (e.g., discussions, reading, writing, reflection, presentation).</li> <li>● Evaluate student progress.</li> <li>● Conduct progress conferences.</li> <li>● Approve service learning hours.</li> <li>● Maintain ongoing communication with students and project partners.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide updates to CTE WBL designee.</li> <li>● Comply with all workplace rules and exercise workplace readiness skills.</li> <li>● Document CTE HQWBL hours.</li> </ul>	<ul style="list-style-type: none"> <li>● May provide supervision for student.</li> <li>● May evaluate student progress.</li> <li>● May coordinate and communicate with CTE WBL designee.</li> </ul>

## After the Service Learning Project

<b>CTE WBL Designee</b>	<b>Student</b>	<b>Project Partner (if applicable)</b>
<ul style="list-style-type: none"><li>● Collect feedback from the students and project partners.</li><li>● Evaluate student performance.</li><li>● Submit reports as required.</li></ul>	<ul style="list-style-type: none"><li>● Complete feedback and reflection assignments.</li><li>● Update résumé based on new skills and experiences gained.</li></ul>	<ul style="list-style-type: none"><li>● Complete feedback and evaluation forms.</li></ul>

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**Externship**





# Externship

An externship is a short CTE 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 involved in 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 time 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 and Additional Credit	<p>Minimum of 40 hours</p> <p><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></p> <p>No additional credit available beyond the CTE Course credit.</p>
Pay	None
Related Classroom Instruction	Yes
CTE WBL Designee Qualifications	The CTE WBL designee 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 CTE HQWBL

	activities, the content and expectations should reflect each student’s need for additional information about specific careers.
Sample Forms (See <a href="#">Appendix A</a> )	<ul style="list-style-type: none"> <li>● <a href="#">CTE High-Quality Work-Based Learning Employer Participation Form</a></li> <li>● <a href="#">CTE High-Quality Work-Based Learning Workplace Evaluation Checklist</a> (required)</li> <li>● <a href="#">CTE High-Quality Work-Based Learning Training Agreement</a> (required)</li> <li>● <a href="#">CTE High-Quality Work-Based Learning Student Reflection</a></li> <li>● <a href="#">CTE High-Quality Work-Based Learning Employer/Mentor Evaluation</a></li> </ul>

### **Establishing an Externship Experience**

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 CTE WBL designee).
2. Cultivate relationships with employers.
3. Determine the scope and structure of the externship experience, including the location, 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 a 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 experience 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

CTE WBL Designee	Student	Employer
<ul style="list-style-type: none"> <li>● Review career assessment results.</li> <li>● Identify interested and qualified students.</li> <li>● Assist students in identifying career interests.</li> <li>● Cultivate community partnerships to help secure contacts for students.</li> <li>● Use the workplace evaluation checklist to screen potential employers.</li> <li>● Orient students to expectations, including safety requirements (e.g., PPE).</li> <li>● Confirm logistics, including transportation for students, parent/guardian permission, and emergency contact information.</li> <li>● Encourage student 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).</li> <li>● Finalize each student's externship training agreement with the appropriate parties.</li> </ul>	<ul style="list-style-type: none"> <li>● Research the industry and workplace prior to the externship.</li> <li>● Identify externship opportunities of interest.</li> <li>● Submit the required forms.</li> <li>● Participate in any orientation activities required by the employer.</li> <li>● Prepare questions to ask while participating in the externship experience.</li> </ul>	<ul style="list-style-type: none"> <li>● Communicate expectations and confirm logistics with CTE WBL designee.</li> <li>● Communicate with staff about student visits.</li> </ul>

### During the Externship Experience

CTE WBL Designee	Student	Employer
<ul style="list-style-type: none"> <li>● Communicate with the employer and the student.</li> <li>● Approve student hours.</li> <li>● Evaluate student progress.</li> <li>● Conduct progress conferences.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide updates to CTE WBL designee.</li> <li>● Participate in progress conferences.</li> <li>● Reflect on the connection between what is learned at school and at the workplace.</li> <li>● Comply with all workplace rules and exercise workplace readiness skills.</li> <li>● Record observations of the career and workplace.</li> <li>● Document CTE HQWBL hours.</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate student progress.</li> <li>● Participate in progress conferences.</li> <li>● Coordinate and communicate with CTE WBL designee.</li> <li>● Provide insights into various aspects of the industry for the student.</li> </ul>

### After the Externship Experience

CTE WBL Designee	Student	Employer
<ul style="list-style-type: none"> <li>● Gather feedback from the student and the employer.</li> <li>● Evaluate student performance.</li> <li>● Submit the required reports.</li> </ul>	<ul style="list-style-type: none"> <li>● Complete feedback and reflection assignments.</li> <li>● Update résumé based on new skills and experiences gained.</li> </ul>	<ul style="list-style-type: none"> <li>● Complete feedback and evaluation forms.</li> </ul>

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**School-Based  
Enterprise**

A large white arrow graphic that starts on the left, curves down and then up, ending in a point labeled 'School-Based Enterprise'. The arrow is thick and has a slight gradient. A small dark blue dot is placed at the tip of the arrow, which is labeled 'School-Based Enterprise'.

# School-Based Enterprise

An SBE is an ongoing, student-managed 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. SBEs 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 CTE WBL designee 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
- Creative design and printing services

SBEs 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. SBEs 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 CTE HQWBL experiences. SBEs also allow students to gain valuable work experience without having to leave the school setting.

## School-Based Enterprise at a Glance

Suggested Grade Levels	6-12
Graduation Requirement	Yes
CCCRI	Yes
Duration and Additional Credit	Aligned with course duration No additional credit available beyond the CTE Course credit

Pay	<p>SBEs may be paid or unpaid.</p> <p>If paid, the payment must be the state or federal minimum wage (whichever is higher) and based on a progressive wage schedule. Paid experiences must be conducted in compliance with federal and state labor laws. (See <a href="#">Wage and Hour Division, Employment Standards Administration, U.S. Department of Labor</a> and <a href="#">Labor and Employment Law, VDOLI, .</a>)</p>
Related Classroom Instruction	Yes
CTE WBL Designee Qualifications	The CTE WBL designee need not be certified in the career field but should have knowledge of career pathways to effectively implement the SBE 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 CTE HQWBL activities, the content and expectations should reflect each student's need for additional information about specific careers.
Sample Forms (See <a href="#">Appendix A</a> )	<ul style="list-style-type: none"> <li>● <a href="#">CTE High-Quality Work-Based Learning Training Agreement</a> (required)</li> <li>● <a href="#">CTE High-Quality Work-Based Learning Student Reflection</a></li> </ul>

### **Establishing a School-Based Enterprise**

To create an SBE, the CTE WBL designee, 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 the scope of the experience must be set. Expectations for the experience and for the students must be based on student abilities and areas of interest as well as school-based needs. Because all CTE HQWBL experiences depend on cultivating community relationships, consider collaborating with partners in existing experiences that may complement the new SBE experience.

Once high-level decisions about the experience 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 (e.g., cash, check, credit/debit cards)

Effective CTE HQWBL experiences 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 experience 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
- Monitoring inventory of merchandise, including ensuring that items are sold well before the expiration date
- 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"> <li>● Review career assessment results.</li> <li>● Identify interested and qualified students.</li> <li>● Orient students to expectations, including safety requirements (e.g., PPE).</li> <li>● Finalize each student’s SBE training agreement with appropriate parties.</li> </ul>	<ul style="list-style-type: none"> <li>● Express interest and complete any necessary application procedures for the SBE.</li> <li>● Submit required forms.</li> <li>● Participate in applicable interviewing and orientation activities.</li> </ul>

### During the SBE Experience

SBE Supervisor	Student
<ul style="list-style-type: none"> <li>● Support students in working toward related learning objectives, structuring learning activities to complement the SBE.</li> <li>● Evaluate student progress.</li> <li>● Conduct progress conferences.</li> <li>● Maintain ongoing communication with all SBE stakeholders.</li> <li>● Approve student hours.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide updates to CTE WBL designee.</li> <li>● Comply with all SBE rules and exercise workplace readiness skills.</li> <li>● Maintain communication with others within the SBE.</li> <li>● Record observations of SBE.</li> <li>● Document CTE HQWBL hours.</li> </ul>

### After the SBE Experience

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

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**Mentorship**

# Mentorship

Mentorship is a CTE HQWBL experience consisting of a long-term relationship focused on supporting the growth and development of a student 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, virtual, or hybrid basis.

## Mentorship at a Glance

Suggested Grade Levels	6-12
Graduation Requirement	Yes, if at least 140 hours are earned in a school year
CCCRI	Yes, if at least 140 hours are earned in a school year
Duration and Additional Credit	Duration of mentorship is aligned with the duration of the associated CTE course.  Students may earn an additional .5 credit toward graduation for mentorships of at least a 140-hour duration in a school year. Mentorships of shorter duration do not earn an additional credit outside what is earned for the related CTE course.
Pay	None
Related Classroom Instruction	Yes
CTE WBL Designee Qualifications	The CTE WBL designee 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"> <li>● Successful completion of career inventory and exploration activities</li> <li>● Relevant work experience (e.g., job shadow, part-time job)</li> <li>● Recommendation from classroom teacher or school counselor</li> <li>● Minimum attendance and/or grade point average</li> <li>● Ability to fulfill the time demands of the mentorship</li> </ul>
Sample Forms	<ul style="list-style-type: none"> <li>● <a href="#">CTE High-Quality Work-Based Learning Employer Participation Form (Appendix A)</a></li> <li>● <a href="#">CTE High-Quality Work-Based Learning Workplace Evaluation Checklist</a> (required, <a href="#">Appendix A</a>)</li> <li>● <a href="#">CTE High-Quality Work-Based Learning Training Agreement</a> (required, <a href="#">Appendix A</a>)</li> <li>● <a href="#">Mentorship Independent Study Project Template (Appendix B)</a></li> <li>● <a href="#">CTE High-Quality Work-Based Learning Student Reflection (Appendix A)</a></li> <li>● <a href="#">CTE High-Quality Work-Based Learning Employer/Mentor Evaluation (Appendix A)</a></li> </ul>

### Establishing a Mentorship Experience

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 CTE WBL designee).
2. Cultivate relationships with mentors.
3. Determine the scope and structure of the mentorship experience, 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. Utilize the [CTE HQWBL 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 experience to area employers, parents/guardians, school administrators, students, and advisory groups.

### **Required Hours**

Credit for mentorship experiences during a 36-week course should be based upon the student's successful completion of the course and continuous mentoring. To receive an additional half credit toward graduation for the mentorship, students in the 9th through 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. For mentorships of fewer than 140 hours, students will not receive credit beyond the credit earned for the related CTE course.

## Roles and Timeline for Mentorship Implementation

### Before the Mentorship Experience

CTE WBL Designee	Student	Employer/Mentor
<ul style="list-style-type: none"> <li>● Review career assessment results.</li> <li>● Identify interested and qualified students.</li> <li>● Assist students in identifying career interests.</li> <li>● Cultivate community partnerships to help secure contacts for students.</li> <li>● Use the workplace evaluation checklist to screen potential employers.</li> <li>● Orient students to expectations, including safety requirements (e.g., PPE).</li> <li>● Confirm logistics, including transportation for students, parent/guardian permission, and emergency contact information.</li> <li>● 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).</li> <li>● Finalize each student's training agreement with the appropriate parties.</li> </ul>	<ul style="list-style-type: none"> <li>● Research the industry and workplace prior to the mentorship.</li> <li>● Identify mentorship opportunities of interest.</li> <li>● Submit the required forms.</li> <li>● Participate in any required orientation activities.</li> <li>● Prepare questions to ask while participating in the mentorship experience.</li> </ul>	<ul style="list-style-type: none"> <li>● Communicate expectations and coordinate logistics with CTE WBL designee.</li> <li>● Communicate with staff about the student visit(s).</li> </ul>

### During the Mentorship Experience

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

### After the Mentorship Experience

CTE WBL Designee	Student	Employer/Mentor
<ul style="list-style-type: none"> <li>● Collect feedback from the student and the mentor.</li> <li>● Evaluate student performance.</li> <li>● Submit reports as required.</li> </ul>	<ul style="list-style-type: none"> <li>● Complete feedback and reflection assignments.</li> <li>● Update résumé based on new skills and experiences gained.</li> </ul>	<ul style="list-style-type: none"> <li>● Complete feedback and evaluation forms.</li> </ul>

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**Internship**



# Internship

Internship is a CTE HQWBL experience that places the student in a workplace environment that 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.

## Internship at a Glance

Suggested Grade Levels	11-12
Graduation Requirement	Yes
CCCRI	Yes
Duration and Additional Credit	<p>Students should work a minimum of 280 hours for the school year to earn one credit in addition to the course credit toward graduation.</p> <p>Internships of shorter duration do not earn an additional credit outside of that already earned for the related CTE course. For a quality internship experience, the VDOE suggests the intern work a minimum of 100 hours.</p>
Pay	<p>Internship experiences may be paid or unpaid. (Refer to U.S. Department of Labor <a href="#">Fact Sheet #71</a>.) If paid, the payment must be the state or federal minimum wage (whichever is higher) and based on a progressive wage schedule. Paid experiences must be in compliance with federal and state labor laws. (See <a href="#">Wage and Hour Division, Employment Standards Administration, U.S. Department of Labor</a>, and <a href="#">Labor and Employment Law, VDOLI</a>.)</p>
Related Classroom Instruction	Yes
Regulations	<p><u>Paid</u> internship experiences must be in compliance with federal and state labor laws.</p> <p>Federal legislation governs whether interns must be paid by the minimum wage and overtime under the FLSA for the services that they</p>

	<p>provide to private sector “for-profit” employers. Educators must meet the seven criteria under the <a href="#">Test for Unpaid Interns</a> if they are placing students in unpaid internships. Otherwise, the students must follow the <a href="#">FLSA</a> for paid internships.</p>
CTE WBL Designee Qualifications	<p>In general, the CTE WBL designee need not be certified in the career field but must have knowledge of career pathways to effectively implement the internship.</p> <p><i>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 CTE WBL designee. Please contact the appropriate <a href="#">VDOE CTE program specialist</a> for details.</i></p>
Student Eligibility	<p>There are no state-mandated student eligibility requirements for internships. Consider the following prior to placement:</p> <ul style="list-style-type: none"> <li>• Successful completion of career inventory and exploration activities</li> <li>• Relevant work experience (e.g., job shadow, part-time job)</li> <li>• Recommendation from classroom teacher or counselor</li> <li>• Minimum attendance and/or grade point average</li> <li>• Possess acceptable workplace readiness skills</li> <li>• Completion of application and interview process with host employer</li> <li>• Completion of student registration and parent/guardian permission</li> <li>• Ability to fulfill the time demands of the internship</li> </ul>
Forms (See <a href="#">Appendix A</a> )	<ul style="list-style-type: none"> <li>• <a href="#">CTE High-Quality Work-Based Learning Employer Participation Form</a></li> <li>• <a href="#">CTE High-Quality Work-Based Learning Workplace Evaluation Checklist</a> (required)</li> <li>• <a href="#">CTE High-Quality Work-Based Learning Training Agreement</a> (required)</li> <li>• <a href="#">CTE High-Quality Work-Based Learning Training Plan</a> (required only for internships of 280 hours or longer)</li> <li>• <a href="#">CTE High-Quality Work-Based Learning Student Reflection</a></li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• <a href="#">CTE High-Quality Work-Based Learning Employer/Mentor Evaluation</a></li></ul> |
|--|---|

### **Establishing an Internship Experience**

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 CTE WBL designee.
2. Determine the scope and structure of the internship experience, 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 experience 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 CTE HQWBL experience made by the student, parent/guardian, CTE WBL designee, the employer, and school administrator. 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 CTE WBL designee and school officials against accusations of negligence and liability claims. It establishes a basis of understanding as to expectations for participating students -- and all parties involved. It is important that each student placed in a CTE HQWBL workplace has a fully completed training agreement on file.

If the CTE WBL designee 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 CTE WBL designee to have these documents signed in his/her presence.

A sample [CTE High-Quality Work-Based Learning 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 CTE WBL designee, 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 core technical competencies learned in the classroom to the CTE HQWBL experience)

A sample [CTE High-Quality Work-Based Learning Training Plan](#) is provided in [Appendix A](#). Forms may be customized as appropriate for each CTE 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:

- CTE WBL designee should meet with the students' CTE classroom teacher(s) before each workplace visit and, if there is a need, after each visit.
- Meetings between CTE WBL designee 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 the school year should be based upon the student's successful completion of the course and continuous, satisfactory employment. To receive an additional 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 additional credit beyond the approved credit(s) earned for completing the related CTE course.

## Roles and Timeline for Internship Implementation

### Before the Internship Experience

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

### During the Internship Experience

CTE WBL Designee	Student	Employer
<ul style="list-style-type: none"> <li>● Approve student hours.</li> <li>● Evaluate student progress.</li> <li>● Observe students at the workplace.</li> <li>● Conduct progress conferences.</li> <li>● Maintain communication with employers.</li> <li>● Comply with applicable local, state, and federal laws.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide updates to CTE WBL designee.</li> <li>● Participate in progress conferences.</li> <li>● Maintain school attendance.</li> <li>● Reflect on the connection between what is learned at school and at the workplace.</li> <li>● Comply with all workplace rules and exercise workplace readiness skills.</li> <li>● Record observations of career and workplace.</li> <li>● Document CTE HQWBL internship experience hours.</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in progress conferences.</li> <li>● Supervise and assist students in working toward learning objectives.</li> <li>● Document and assess student performance.</li> <li>● Coordinate and communicate with CTE WBL designee.</li> <li>● Comply with applicable local, state, and federal laws.</li> </ul>

### After the Internship Experience

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



**WAGE AND HOUR DIVISION**  
UNITED STATES DEPARTMENT OF LABOR

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

**Updated January 2018**

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).<sup>1</sup>

## 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.<sup>2</sup> 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.

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.



## Footnotes

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.*, F.3d 518, 529 (6th Cir. 2011).

## Where to Obtain Additional Information

For additional information, visit our Wage and Hour Division Website: <http://www.dol.gov/agencies/whd> 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).



This publication is for general information and is not to be considered in the same light as official statements of position contained in the regulations.

The contents of this document do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

**CAREER AND TECHNICAL EDUCATION**

**High-Quality Work-Based Learning Guide  
2024-2025**



**Entrepreneurship**

# Entrepreneurship

Entrepreneurship allows students to explore entrepreneurial concepts from idea to inception, business planning, enterprising, and growing a business. During an entrepreneurship CTE 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 and Additional Credit	<p>Students should work a minimum of 280 hours for the school year to earn one credit in addition to the course credit toward graduation.</p> <p>Entrepreneurships of shorter duration do not earn an additional credit outside of that already earned for the related CTE course. For a quality entrepreneurship experience, the VDOE suggests the entrepreneur work a minimum of 100 hours.</p>
Pay	<p>Entrepreneurship experiences may be paid or unpaid.</p> <p>If paid, the payment must be the state or 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 <a href="#">Wage and Hour Division, Employment Standards Administration, U.S. Department of Labor</a>, and <a href="#">Labor and Employment Law, VDOLI</a>.)</p>
Related Classroom Instruction	Yes

CTE WBL Designee Qualifications	The CTE WBL designee 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, if applicable.</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 CTE HQWBL activities, the content and expectations should reflect each student’s need for additional information about specific careers.</p>
Forms	<ul style="list-style-type: none"> <li>● <a href="#">Entrepreneurship Business Plan Template (Appendix B)</a></li> <li>● <a href="#">CTE High-Quality Work-Based Learning Training Agreement</a> (required; <a href="#">Appendix A</a>)</li> <li>● <a href="#">CTE High-Quality Work-Based Learning Training Plan</a> (required; <a href="#">Appendix A</a>)</li> <li>● <a href="#">CTE High-Quality Work-Based Learning Student Reflection (Appendix A)</a></li> <li>● <a href="#">CTE High-Quality Work-Based Learning Employer/Mentor Evaluation (Appendix A)</a></li> </ul>

### **Establishing an Entrepreneurship Experience**

Unlike other CTE HQWBL experiences, the entrepreneurship experience is student-driven and managed. The CTE WBL designee acts as a consultant for the purposes of guidance and accountability as related to CTE HQWBL. Effective CTE HQWBL experiences 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

CTE WBL Designee	Student
<ul style="list-style-type: none"> <li>● Review career assessment results.</li> <li>● Identify interested and qualified students.</li> <li>● Orient student to expectations including safety requirements (e.g., PPE).</li> <li>● Finalize each student’s entrepreneurship training agreement with appropriate parties.</li> </ul>	<ul style="list-style-type: none"> <li>● Submit required forms.</li> </ul>

## During the Entrepreneurship Experience

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

## After the Entrepreneurship Experience

CTE WBL Designee	Student
<ul style="list-style-type: none"> <li>● Evaluate student performance.</li> <li>● Collect documentation.</li> <li>● Submit reports, as required.</li> </ul>	<ul style="list-style-type: none"> <li>● Complete feedback and reflection assignments.</li> </ul>

**CAREER AND TECHNICAL EDUCATION**

**High-Quality Work-Based Learning Guide  
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**Cooperative  
Education**



# Cooperative Education

Co-op is a CTE HQWBL paid experience that connects CTE classroom instruction and practical work experience. The work experience should relate directly to the student’s individual 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 at a Glance

Suggested Grade Levels	11-12
Graduation Requirement	Yes
CCCRI	Yes
Duration and Additional Credit	Students should complete a minimum of 280 hours for the school year.  Students may earn one credit in addition to the course credit toward graduation for co-op experiences of at least a 280-hour duration and by working continuously throughout the school year
Pay	Yes, payment must be at least the state or federal minimum wage (whichever is higher) and based on a progressive wage schedule.  Paid experiences must be conducted in compliance with federal and state labor laws. (See <a href="#">Wage and Hour Division, Employment Standards Administration, U.S. Department of Labor</a> and <a href="#">Labor and Employment Law, VDOLI.</a> )
Related Classroom Instruction	Yes
Regulations Regulations (cont.)	Co-op experiences must be conducted in compliance with federal and state labor laws. (See <a href="#">Wage and Hour Division, Employment Standards Administration, U.S. Department of Labor</a> and <a href="#">Labor and</a>

	<p><a href="#">Employment Law, VDOLI.</a>)</p> <p>In addition, the following sections of the Virginia Administrative Code provide important information:</p> <ul style="list-style-type: none"> <li>● <a href="#">8VAC20-120-20 Definitions</a></li> <li>● <a href="#">8VAC20-120-140 Cooperative Education</a></li> <li>● <a href="#">8VAC20-120-150, 4a-b Maximum Class Size</a></li> </ul>
<p>CTE WBL Designee Qualifications</p>	<p>The CTE WBL designee must have:</p> <ul style="list-style-type: none"> <li>● a collegiate professional or technical/professional license in the program area (<i>Note: Co-op experiences in occupations related to certain CTE program areas may have specific regulatory requirements. Please contact the appropriate <a href="#">CTE program area specialist</a> for details.</i>),</li> <li>● experience in the occupation,</li> <li>● a record of successful teaching in the appropriate discipline, and</li> <li>● knowledge of planning, implementing, and evaluating career-preparation for CTE HQWBL methods of instruction.</li> </ul>
<p>Student Eligibility</p>	<p>The student must:</p> <ul style="list-style-type: none"> <li>● be enrolled or planning to enroll in a CTE course during the current school year,</li> <li>● have a career objective in a career field related to the CTE course,</li> <li>● have a satisfactory scholastic record,</li> <li>● possess acceptable workplace readiness skills,</li> <li>● have a satisfactory attendance record, and</li> <li>● be at least 16 years old, unless an employment certificate is secured.</li> </ul>
<p>Forms (See <a href="#">Appendix A</a>)</p>	<ul style="list-style-type: none"> <li>● <a href="#">CTE High-Quality Work-Based Learning Employer Participation Form</a></li> <li>● <a href="#">CTE High-Quality Work-Based Learning Workplace Evaluation Checklist</a> (required)</li> <li>● <a href="#">CTE High-Quality Work-Based Learning Training Agreement</a> (required)</li> <li>● <a href="#">CTE High-Quality Work-Based Learning Training Plan</a> (required)</li> </ul>



	<ul style="list-style-type: none"> <li>● <a href="#">CTE High-Quality Work-Based Learning Student Reflection</a></li> <li>● <a href="#">CTE High-Quality Work-Based Learning Employer/Mentor Evaluation</a></li> </ul>
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### **How to Implement a Co-op Experience**

At the school division level, a general advisory committee composed of business/industry representatives, local workforce development leaders, and labor representatives are stakeholders in any successful co-op experience. School division and CTE leaders must cultivate community relationships to build such an advisory committee.

Selection of the CTE WBL designee 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 CTE WBL designee 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., OSHA) regulations.
- Develop a variety of CTE HQWBL experiences for prospective students
- Be provided with sufficient time during the school day for experience planning. (Instructional time for the CTE WBL designee 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 \(8VAC-20-131\)](#). Assignments should not interfere with the released period(s) for coordination. See [8VAC-20-120-150, 4b](#).

The CTE WBL designee 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 CTE WBL designee, and employer to discuss the training plan and evaluate student performance and progress.

### **Co-op Responsibilities**

The CTE WBL designee has responsibilities in the following areas:

#### Classroom Instruction

- Organizing the classroom or lab 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 CTE 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

### **Co-op Class Size and Facilities Requirements**

CTE courses using co-op shall be limited to an average of 20 students per teacher per class period (with no class being more than 24 students) where the co-op method is required (see [8VAC20-120-150, 4b](#)). For courses in which the co-op 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 students) if all students participate in co-op. Schools should allocate sufficient and appropriate classroom and office space, equipment, and materials for teaching the occupational skills required for the co-op experiences.

### **Coordination Time and Travel for Co-op CTE HQWBL Experiences**

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

Career and technical education programs offering classes that require the co-op method of instruction shall have a class period assigned to the instructor for the on-the-job coordination for each 20 students participating in the on-job training ([8VAC20-120-150, 4b](#)). The coordination period for the CTE WBL designee is based on a traditional, single-period class period where the CTE WBL designee is granted 45 minutes per day for each 1 to 20 students participating in CTE HQWBL (45 minutes = 225 minutes per week per 1 to 20 students). For example, when a school operates on a block schedule, the CTE WBL designee 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.

Co-op 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 CTE WBL designee in jobs related to their career goals and must be supervised and visited at the workplace by the CTE WBL designee throughout the placement.

### **Extended Contracts for CTE HQWBL Experiences**

It is desirable for the CTE WBL designee to be given extended contracts to enhance effective coordination of co-op experiences. An extended contract provides for employment for a period (at least 20 additional days is desirable) beyond the regular contractual period.

## **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 that has been completed and signed by the student, parent/guardian, , CTE WBL designee, employer, and school administrator.
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 CTE WBL designee should meet regularly with the teacher who teaches the course related to the student's job placement to discuss and gather input regarding:

- workplace
- student placement
- training plan criteria that reinforce course standard
- 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.
- CTE WBL designee must meet with the students' CTE classroom teachers before each workplace visit and, if there is a need, after each visit.
- Meetings between CTE WBL designee and the students' CTE classroom teachers must be documented in 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 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**

Co-op experiences must be continuous throughout the school year even if the classroom instruction is a class in a single semester. Students must be placed by the CTE WBL designee in jobs related to their career goals and must be supervised and visited at the workplace by the CTE WBL designee throughout the year.

### **Training Agreement**

A training agreement shall be developed and followed for each student. It is a written statement of commitment to a CTE HQWBL experience made by the student, parent/guardian, CTE WBL designee, employer, and school administrator. 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 CTE WBL designee and school officials against accusations of negligence and liability claims. It establishes a basis of understanding as to what is expected from participating students and all parties involved. It is important that each student placed in a CTE HQWBL workplace has a completed training agreement on file.

If the CTE WBL designee supervises co-op 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 to visit the employer and to build a relationship. The best practice is for the CTE WBL designee to have these documents signed in his/her presence.

A sample [CTE High-Quality Work-Based Learning Training Agreement](#) is provided in [Appendix A](#). Any 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**

Co-op 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 CTE WBL designee, 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 core technical competencies learned in the classroom to the CTE HQWBL experience.)

A sample [CTE High-Quality Work-Based Learning Training Plan](#) is provided in [Appendix A](#). Forms may be customized as appropriate for each CTE HQWBL experience or by each program area or school division.

## Roles and Timeline for Cooperative Education

### Before the Co-op Experience

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

### During the Co-op Experience

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

### After the Co-op Experience

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



**CAREER AND TECHNICAL EDUCATION**

**High-Quality Work-Based Learning Guide  
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**Supervised  
Agricultural  
Experience**

# Supervised Agricultural Experience

The Foundational [SAE](#) is 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

	<a href="#">Foundational SAE</a>	<a href="#">Immersion SAE</a>
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, learn 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 <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	No	Yes
CCCRI	No	Yes
Duration	Aligned with course duration	May take place outside of normal instruction hours

	<u>Foundational SAE</u>	<u>Immersion SAE</u>
Pay	None	May be paid
Additional Credit	None (within course credit)	Students may earn one additional credit toward graduation for Immersion SAEs of at least a 280-hour duration for the school year. Students may earn one 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 AFNR course	Any student enrolled in an AFNR course; must have completed the requirements for the Foundational SAE
Additional Information	<p>Components</p> <ul style="list-style-type: none"> <li>● Career Exploration and Planning</li> <li>● Employability Skills for College and Career Readiness</li> <li>● Personal Financial Management and Planning</li> <li>● Workplace Safety</li> <li>● Agricultural Literacy</li> </ul>	<p>There are five types of Immersion SAE that build upon the Foundational SAE component in a real-world application:</p> <ul style="list-style-type: none"> <li>● Placement/Internship</li> <li>● Ownership/ Entrepreneurship</li> <li>● Research <ul style="list-style-type: none"> <li>○ Experimental</li> <li>○ Analysis</li> <li>○ Invention</li> </ul> </li> <li>● SBE</li> <li>● Service Learning</li> </ul>

## 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 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, CTE WBL designee and employers all the information they need to comply with this law.

## Resources

[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.

- Child Labor Requirements in Agricultural Occupations Under the FLSA HO Bulletin 102, Wage and Hour Division, U.S. Department of Labor: <https://www.dol.gov/whd/regs/compliance/childlabor102.pdf>
- Index to State Child Labor Laws, Wage and Hour Division, U.S. Department of Labor: <https://www.youthrules.gov/law-library/state-laws/index.htm>
- State Wage and Hour Youth Labor Laws, Wage and Hour Division, U.S. Department of Labor: <https://www.dol.gov/whd/state/agriemp2.htm#prohibited>
- SAY Curriculum Clearinghouse, Penn State Extension: <https://extension.psu.edu/business-and-operations/farm-safety/say-project>
- SAE Injury Risk Assessment, SAY, Agricultural Safety and Health eXtension Community of Practice: <https://ag-safety.extension.org/injury-risk-assessment-for-supervised-agricultural-experiences/>
- Gearing Up for Safety – Production Agriculture Safety Training for Youth, Purdue University: <https://www.asec.purdue.edu/tractor/index.html>
- Tractor & Machinery Safety Training, Penn State Extension: <https://extension.psu.edu/national-safe-tractor-and-machinery-operation-program>
- Student Self-Awareness of SAE Checklist, Agricultural Safety and Health eXtension Community of Practice: <https://ag-safety.extension.org/wp-content/uploads/2019/05/Student-Self-Evaluation.pdf>
- Safety Assessment of Student’s SAE, Agricultural Safety and Health eXtension Community of Practice: <https://ag-safety.extension.org/injury-risk-assessment-for-supervised-agricultural-experiences/>

- OSHA 10 Agriculture Certification – Career Safe: <https://www.careersafeonline.com/courses/agriculture-industry>
- Cultivate Safety: <https://www.cultivatesafety.org/>
- Ag Youth Work Guidelines, Cultivate Safety: <https://www.cultivatesafety.org/safety-guidelines-search/?category=familyyouth>
- Ag Health Safety Alliance: <http://www.aghealthandsafety.com/>

## 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 students 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 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 the [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 an additional 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 [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:

- [SAE Agreement](#) and [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
  - [SAE Agreement](#) and [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 [SAE 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. An [SAE 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 the 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 that 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 the agriculture education 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 an [SAE Research Plan](#) centered on the educational and skill development of the student.

#### 4. [SBE SAE](#)

In an SBE 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.

The SBEs are student-led. While the agricultural education 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 the SBE SAE include that 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
- collaborates with the agricultural education 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 that incorporates 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 agricultural education 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 that 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?

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

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.

## Establishing a Supervised Agricultural Education Program

### Instruction and Supervision

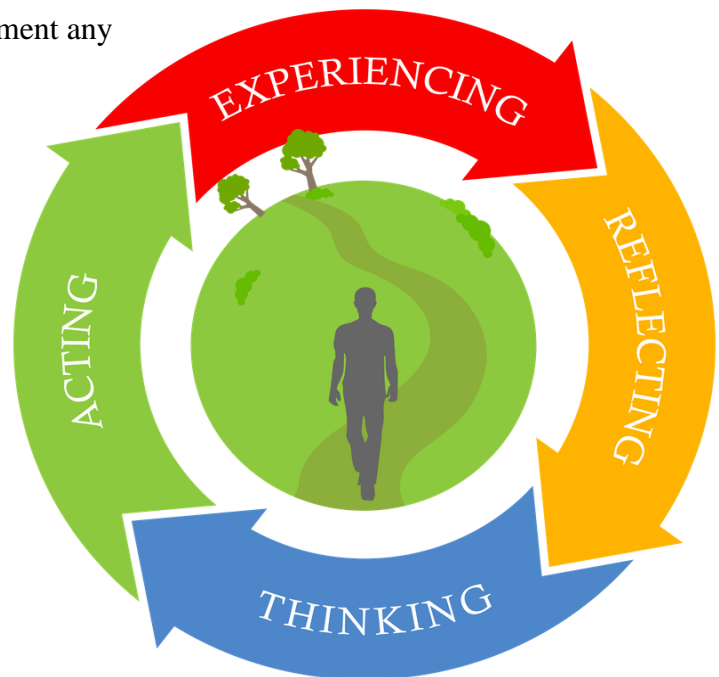
For SAEs to be relevant and provide valuable training to students, they must be embedded within the instructional components of an agricultural education program. For assistance with SAE development and implementation, review the Sample Instructional Plan in the Appendix of the [SAE for All Teacher's 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 agricultural education teacher every time and in every instance. Supervision can occur in groups, using technology, social media, or other appropriate measures, permitting agricultural education 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 agricultural education 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.

Agricultural education 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](#)
- an online tool that provides evidence

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 CTE 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 time for the agricultural education teacher outside of the classroom and lab 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 agricultural education 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, agricultural education teachers should develop relationships with local employers and professionals to assist in providing regular coaching and feedback to students. For accountability, agricultural education 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 SBEs. 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.

<b>Immersion SAE Type</b>	<b>SAE Forms Required</b>
Placement SAE	<a href="#">Supervised Agricultural Experience (SAE) Agreement</a> <a href="#">Supervised Agricultural Experience (SAE) Training Plan</a>
Internship SAE	<a href="#">Supervised Agricultural Experience (SAE) Agreement</a> <a href="#">Supervised Agricultural Experience (SAE) Training Plan</a>
Ownership/ Entrepreneurship SAE	<a href="#">Supervised Agricultural Experience (SAE) Agreement</a> <a href="#">Supervised Agricultural Experience (SAE) Business Plan</a>
Research SAE	<a href="#">Supervised Agricultural Experience (SAE) Research Plan</a>
SBE SAE	<a href="#">Supervised Agricultural Experience (SAE) Business Plan</a>
Service Learning SAE	<a href="#">Supervised Agricultural Experience (SAE) Service Learning Plan</a> <a href="#">Supervised Agricultural Experience (SAE) Training Plan</a>

In addition to the SAE Forms, a [CTE HQWBL Workplace Evaluation Checklist](#) and [CTE HQWBL Training Agreement \(Appendix A\)](#) are required for all immersion experiences.

**CAREER AND TECHNICAL EDUCATION**

**High-Quality Work-Based Learning Guide  
2024-2025**



**Clinical  
Experience**

# Clinical Experience

To participate in this CTE HQWBL experience, students must be in the 11th or 12th grade and enrolled in a health and medical sciences CTE course. Clinical experience allows health and medical sciences 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 sciences teachers supervise 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
Pay	None
Additional Credit	None (within CTE course credit)
Rules and Regulations	<p>Rules and regulations for each type of clinical experience may vary, depending on the board that governs each area. The most up-to-date information for each board can be found on the <a href="#">Virginia Department of Health Professions website</a>.</p> <p>This information includes the number of onsite hours required and the qualifications needed for teachers in each area.</p>
Forms	<ul style="list-style-type: none"> <li>• <a href="#">CTE High-Quality Work-Based Learning Workplace Evaluation Checklist</a> (required; <a href="#">Appendix A</a>)</li> <li>• <a href="#">CTE High-Quality Work-Based Learning Training Agreement</a> (required; <a href="#">Appendix A</a>)</li> <li>• <a href="#">Clinical Experience Participation Form for Employers</a> (see <a href="#">Appendix C</a>)</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Clinical Experience Application Form for Students (see Appendix C)</a></li> <li>• <a href="#">Clinical Experience Parental Consent Form (see Appendix C)</a></li> <li>• <a href="#">Non-Employee Personnel Health Clearance Form (see Appendix C)</a></li> <li>• <a href="#">Clinical Experience Time Log Sheet (see Appendix C)</a></li> <li>• <a href="#">Clinical Experience Evaluation for Employers (see Appendix C)</a></li> <li>• <a href="#">Clinical Affiliation Agreement (sample; see Appendix C)</a></li> <li>• Virginia Office of Emergency and Medical Services Specific Forms (see <a href="#">Appendix C</a>)</li> <li>• Pharmacy Technician Specific Resources (see <a href="#">Appendix C</a>)</li> </ul> <p><i>Note: <a href="#">Forms</a> required by the Virginia Board of Nursing pertaining to Practical Nursing and Nurse Aide can be found online.</i></p>
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### Dental Careers at a Glance

Rules and Regulations	<p>Most up-to-date information for a dentistry clinical experiences can be found at the <a href="#">Virginia Board of Dentistry</a> 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 <a href="#">DANB website</a>.</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"> <li>• 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</li> <li>• assist students in developing clinical efficiency, which leads to patient and practice management</li> </ul>

	<ul style="list-style-type: none"> <li>● furnish students with abundant opportunities to work with clinical staff on a broad range of skills</li> <li>● ensure that students gain professional competence and self-confidence in executing their duties</li> <li>● broaden students' knowledge and expertise involving research, scientific inquiry, and public policy relating to oral health</li> <li>● teach students to sterilize, organize, and assemble instruments</li> <li>● teach students to prepare materials like fillings and other compounds</li> <li>● allow students to assist the dentist by handing off instruments or suctioning out fluids</li> <li>● teach students to help patients stay calm and comfortable during procedures</li> <li>● allow students to understand front-desk work and assist with office administration.</li> </ul>
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### EMT/EMR at a Glance

Rules and Regulations	<p>Guidelines can be found on the <a href="#">Virginia OEMS website</a>.</p> <ul style="list-style-type: none"> <li>● Training Program Guidance</li> <li>● Virginia OEMS Regulation</li> </ul>
Duration	<p>Students must attend at least 85 percent of the didactic and lab aspects of the course to be eligible for EMS certification testing, following the <a href="#">VA Code (12VAC5-31-1501.A)</a>.</p> <p>The duration for each course (i.e., EMR, EMT I, EMT II, EMT III) is 36 weeks.</p>
Class Size	<p>Class size is limited to 30 students unless the program is accredited by the Virginia OEMS.</p> <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 <a href="#">VA Code 12VAC5-31-1447. B</a>.</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>

<p>Teacher Qualifications</p>	<p>The teacher/coordinator for any Virginia OEMS program must possess and maintain a current Virginia OEMS certification and certification as an EC in accordance with the <a href="#">Virginia OEMS Regulations (12VAC5-31-1548)</a>. 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 a current Virginia 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 <a href="#">Virginia OEMS</a> website or by calling the Division of Educational Development at 804-888-9100.</p> <p>ECs 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, another certified EC in the classroom. The school and the EMS program's EC must approve any additional ECs or classroom assistants.</p>
<p>Student Eligibility</p>	<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><b>Student Age</b></p> <p>All students enrolled in a BLS EMS course shall be at least 16 years of age by the end dated of the course as announced to Virginia OEMS. Students 15 years of age must apply for a variance before the program begins be eligible to enroll with the Virginia OEMS.</p> <p><b>Students Under 16</b></p> <ul style="list-style-type: none"> <li>○ The variance process for 15-year-olds should be started as soon as the student expresses interest in the course. The student must reach out to Ron Passmore, Director of Regulation &amp; Compliance and request information on the process of applying for a variance as a 15-year-old high school student.</li> <li>○ The variance process can take as long as 30 days for a decision.</li> </ul>

- Mr. Passmore can be reached at: [ron.passmore@vdh.virginia.gov](mailto:ron.passmore@vdh.virginia.gov) or via phone at: 804-888-9131.
- All 15-year-olds shall have an approved variance from Virginia OEMS before enrolling and participating in any EMS course.

Students, regardless of age, shall meet all BLS student requirements as specified in the [Virginia OEMS Regulations \(12VAC5-31-1503\)](#). These will be reviewed with students and verified on the first day of the course.

All students who do not meet the Age of Majority in the Commonwealth shall have a signed Virginia OEMS Parental Permission Form, [EMS.TR 07 \(Appendix C\)](#), on file before the start of the course.

### **Social Security Number and Virginia Driver's License or ID**

Students shall have a valid SSN on the first day of class.

Students will be required to have a Virginia Driver's License or a state identification card take the National Registry of EMT's certification exam.

### **Foreign Nationals**

For non-U.S. citizens who do not possess an SSN, the student must have an appropriate U.S. visa. Individuals who fall into this category should start the process of securing Virginia OEMS approval early in the process.

Foreign Nationals should be directed to this website:

<https://www.vdh.virginia.gov/emergency-medical-services/education-certification/educator-resources/foreign-national-access-to-ems-training-in-virginia/>

All Foreign Nationals shall have a Virginia OEMS issued fictitious SSN on the first day of the course.

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, audit, or monitor the program.

### **Parent/Guardian Meeting**

The high school is strongly encouraged to facilitate a meeting with all parents approximately two months before the class starts to where the instructor discusses what will be encountered and what their student will be exposed to, not only in the classroom, but in the field.

The information packet should include, at a minimum:

- letter from the school
- letter from the course teacher/EC
- parental notification form from the course teacher/EC
- Parent/guardian approval form from the school
- first class paperwork which includes, but is not limited to:
  - 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.11C](#))
  - Virginia Accommodation Policy ([TR.15A](#))
  - NREMT Accommodation Policy ([TR.15B](#))
- [Student Permission Form \(TR.07; Appendix C\)](#)
- immunization requirements and checklist
- hepatitis-B non-participation form
- course syllabus
- checklist of required forms needing signature
- mature content permission form

[Required forms can be found online](#) at the Virginia OEMS website.

It is imperative that school counselors understand the requirements and nature of the course before enrolling students. It is highly recommended that a test of each student's reading comprehension be conducted and that the teacher/EC and school division establish acceptable reading levels for the course.

### **ADA Accommodations**

The Virginia OEMS does not automatically award accommodations to EMS students with disabilities. All students shall meet all BLS student requirements as specified in the Virginia [OEMS Regulations](#).



	<p>Students with disabilities who are admitted to the program shall have an IEP or 504 Plan. The EMS course teacher/coordinator must collaborate with the IEP or 504 team to develop the IEP or 504 Plan to meet all BLS student requirements as specified in the <a href="#">Virginia OEMS Regulations (12VAC5-31-1503)</a>, which can be viewed online.</p> <p><i>It is important to note that simply because a student has an IEP or 504 within an educational program does not automatically signify that to those accommodations must be applied to an EMS program and National Registry certification examinations.</i></p> <p>Any prospective student who does not meet the Virginia OEMS requirements may submit a exemption/variance request to the <a href="#">Virginia OEMS, Division of Regulation and Compliance</a>. Please note that these variances and exemptions only apply to coursework and clinical experiences.</p> <p>Students requiring accommodations on the cognitive exam shall request these as soon as possible after the request for an accommodation. National Registry accommodations can take 45-60 days. Educators are encouraged to have the student and their parents/guardians start this process at the beginning of the course so appropriate decisions can be made early. NREMT accommodations required detailed documented records from the student’s doctor prior to being processed.</p> <p><b>Course Enrollment Limits</b></p> <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 <a href="#">VA Code (12VAC5-31-1447)</a>.</p>
Objectives	<p><b>EMS Course Content</b></p> <p>EMS courses are to be taught, at minimum, in accordance with the 2021 <a href="#">U.S. Department of Transportation’s National Emergency Medical Services Education Standards (NEMSES, )</a>.</p> <p>In accordance with the VDOE, all EMS programs shall use the competencies in <a href="#">Virginia’s CTE Resource Center</a>. Educators shall ensure the appropriate <a href="#">Virginia Scope of Practice</a> procedures and formulary components are included in the program.</p>

*School divisions shall not remove any Virginia OEMS/VDOE competencies.*

**Clinical Training**

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 Virginia OEMS establishes the clinical requirements for certification at the EMT level. A minimum of 10 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 \(Appendix C\)](#).

The coordination of rotations may require completion outside normal school hours. The school division is responsible for determining transportation requirements for these rotations.

**Contracts/MOU's**

The school division is required to ensure that contractual agreements or MOUs with a local healthcare facility or EMS agencies are in place before the start of the EMT program to permit students to complete the clinical component.

**Insurance**

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.

## Nurse Aide at a Glance

Rules and Regulations	<p>School division must teach the course as an approved program according to the Virginia Board of Nursing Regulation governing Nurse Aide Education Programs.</p> <ul style="list-style-type: none"> <li>● <a href="#">Nurse Aide Education Programs</a></li> <li>● <a href="#">Laws and Regulations for Certified Nurse Aides</a></li> <li>● <a href="#">Pre-Licensure Nursing Education Programs</a></li> </ul>
Duration	<p>Minimum 40 hours of live-client clinical experiences. Hours of observation shall not be included in the required 40 hours of clinical training.</p>
Class Size	<p>According to <a href="#">VA Code 18VAC90-26-30 (G)</a> the ratio of students to each instructor shall not exceed 10 students to one instructor in all clinical areas, including the skills laboratory.</p>
Teacher Qualifications	<p>The teacher must hold a current, unrestricted Virginia license or multistate licensure privilege as a registered nurse and have at least one year of direct client care of supervisory experience in the provision of long term care services.</p> <p>Prior to being assigned to teach in a nurse aide education program, all instructional personnel shall demonstrate competence to teach adults or high school students by satisfactory completion of at least 12 hours of coursework with content that meets Virginia Board of Nursing requirements or have previous experience in teaching the curriculum content and skills evaluated on the board-approved nurse aide certification examination to adults or high school students and knowledge of current regulations for nurse aides and nurse aide education programs.</p>
Student Eligibility	<p>Students must be in the 11th or 12th grade before taking part in this clinical experience.</p>

### Additional Information on Nurse Aide

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

#### **18VAC90-26-30. Requirements for instructional personnel.**

G. When students are giving direct care to clients in clinical areas, instructional personnel must be on site solely to supervise the students.

**18VAC90-26-40. Requirements for the curriculum.**

- A. 1. Initial core curriculum. Prior to the direct contact with a client, a student shall have completed a total of at least 24 hours of instruction. Sixteen of those hours shall be in the following five areas:
- a. Communication and interpersonal skills
  - b. Infection control
  - c. Safety and emergency procedures, including dealing with obstructed airways and fall prevention
  - d. Promoting client independence
  - e. Respecting clients' rights

**Practical Nursing at a Glance**

Rules and Regulations	<ul style="list-style-type: none"> <li>● <a href="#">Forms</a> required by the Virginia Board of Nursing pertaining to Practical Nursing can be found online.</li> <li>● <a href="#">Establishing/Maintaining a Pre-Licensure Nursing Education Program</a></li> <li>● <a href="#">Regulations for Nursing Education Programs</a></li> </ul>
Duration	<ul style="list-style-type: none"> <li>● Practical Nursing I: 18 weeks/280 hours</li> <li>● Practical Nursing II: 18 weeks/280 hours</li> <li>● Practical Nursing III: 36 weeks/420 hours</li> </ul> <p><i>Note: 400 hours of direct client care clinical across the lifespan are required for the practical nursing program. Hours of observation do not count towards required clinical hours.</i></p>
Class Size	<p>According to <a href="#">VA Code 18VAC90-27-60 (B)</a>:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● When students are giving direct care to patients, the ratio of students to faculty shall not exceed 10 students to one faculty member, and the faculty shall be on site solely to supervise students.</li> <li>● When preceptors are utilized for specific learning experiences in clinical settings, the faculty member may supervise up to 15 students.</li> </ul>
Teacher Qualifications	<p>According to <a href="#">VA Code 18VAC90-27-60 (A) 1-3</a>; 6:</p>

	<ul style="list-style-type: none"> <li>● 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 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.</li> <li>● 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.</li> <li>● 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.</li> </ul>
Student Eligibility	<p>Students must be in the 11th or 12th grade before taking part in this clinical experience.</p> <p>Pursuant to regulation, the program director and faculty should participate in the admission process.</p>

### **Additional Information on Practical 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 percent 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 percent of the required 500 hours). For prelicensure practical nursing programs, the total of simulated client care hours cannot exceed 100 hours (25 percent of the required 400 hours).
  - 2. No more than 50 percent 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 percent 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
- g. method to communicate student performance to clinical faculty.

### Pharmacy Technician at a Glance

Rules and Regulations	<p>The <a href="#">Virginia Board of Pharmacy guidance documents</a> can be found online.</p> <p><b><a href="#">18VAC110-21-135</a>; Registration as Pharmacy Technician Trainee</b></p> <p>B. In order to be eligible to register as a pharmacy technician trainee, an applicant shall be enrolled in a pharmacy technician training program. An expiration date, not to exceed two years, shall be assigned to the registration to cover the estimated time period for the trainee to complete the practical pharmacy experience required for completion of the training program and pass the required examination. If the trainee is no longer enrolled in the training program, takes a voluntary break from the program, or is otherwise not actively progressing toward completion of such program, the registration is no longer valid and shall be returned to the board immediately.</p> <p><b><a href="#">Va. Code §54.1-3321.B</a></b> provides:</p> <p>B. To be registered as a pharmacy technician, a person shall submit:</p> <ol style="list-style-type: none"> <li>1. An application and fee specified in regulations of the Board;</li> <li>2. Evidence that he has successfully completed a training program that is (i) an accredited training program, including an accredited training program operated through the Department of Education's Career and Technical Education program or approved by the Board, or (ii) operated through a federal agency or branch of the military; and</li> <li>3. Evidence that he has successfully passed a national certification examination administered by the Pharmacy Technician Certification Board or the National Healthcareer Association.</li> </ol>
Duration	<p>Pharmacy Technician I: 36 weeks/140 hours  Pharmacy Technician II: 36 weeks/280 hours</p>
Teacher Qualifications	<p>The teacher must be a licensed pharmacy technician with the Virginia Board of Pharmacy with two or more years of experience.</p>



Student Eligibility	Students must be in the 11th or 12th grade and must be registered as a Pharmacy Technician trainee before taking part in this clinical experience.
Objectives	<p>Through the clinical experience, students will</p> <ul style="list-style-type: none"> <li>• assist patients dropping off prescriptions</li> <li>• assist patients picking up prescriptions, although students are not allowed to use the register</li> <li>• enter prescriptions into the computer while being supervised</li> <li>• enter patients' insurance information into the computer</li> <li>• answer incoming phone calls and route them to the pharmacist when necessary</li> <li>• sign a pharmacy visitor agreement, as required by the pharmacy</li> <li>• return outdated or damaged drugs under supervision</li> <li>• restock pharmacy shelves</li> <li>• check daily medication replenishments under supervision</li> <li>• order medications from supplier daily under supervision</li> </ul>
Pharmacy Technician Trainee License	<p>The <a href="#">Application for Pharmacy Technician Trainee License</a> can be found online.</p> <p>To be registered as a pharmacy technician trainee, a person will need to submit an application and pay the associated fee for the registration to the Virginia Board of Pharmacy prior to performing the duties of a pharmacy technician.</p>
Specific Pharmacy Technician forms	<ul style="list-style-type: none"> <li>• <a href="#">Pharmacy Clinical Affiliation Agreement</a></li> <li>• <a href="#">Pharmacy Clinical Experience Time Log Sheet</a></li> </ul>

## Radiologic Technology at a Glance

Rules and Regulations	None for secondary education programs
Duration	Radiologic Technology I: 36 weeks/140 hours Radiologic Technology II: 36 weeks/140 hours
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	Through the clinical experience, students will <ul style="list-style-type: none"><li>● 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</li><li>● identify safety measures used in each procedure</li><li>● identify the purpose of each procedure observed</li><li>● discuss the preparation needed for each procedure</li><li>● visualize structures and organs during the study</li><li>● employ safety measures against radiation exposure</li><li>● identify post-procedure monitoring and instructions.</li></ul>

**CAREER AND TECHNICAL EDUCATION**

**High-Quality Work-Based Learning Guide  
2024-2025**



**Registered  
Apprenticeship**

**Youth Registered  
Apprenticeship**

# Youth Registered Apprenticeship and Registered Apprenticeship

## Youth Registered Apprenticeship

All YRAs should be undertaken in consultation with the Virginia Works' Division of Registered Apprenticeship. YRA is a career preparation HQWBL method that integrates CTE curriculum and OJT to help students gain employability and occupational skills. CTE programs provide RTI based on the VDOE 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 are 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	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 may receive one 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.  All work hours will be documented or tracked by the employer and will also be credited toward the completion of an adult RA program.
Pay	Yes, payment must be at least the state or federal minimum wage (whichever is higher) and based on a progressive wage schedule.

Additional Credit	Students who complete a minimum of 280 OJT hours per school year of YRA may earn one additional credit in addition to the course credit toward graduation.
RTI	RTI must be occupation specific. RTI is provided in high school CTE programs and also counts toward RTI requirements for RA. RTI is taken simultaneously with academic classes to meet high school graduation requirements.
Teacher Qualifications	Licensed and endorsed CTE teachers and journeyworker experts instruct youth apprentices.
Documentation	<a href="#">YRA Education/Training Agreement</a> (see <a href="#">Appendix D</a> ) Virginia YRA programs require documentation (check with the area Registered Apprenticeship Consultant).
Student Eligibility	Each student must be at least 16 years old and in the 11th or 12th grade. Students must be in good standing with the school, be enrolled in a CTE program that supports the occupation, maintain passing grades, and have satisfactory attendance. YRA participation will be canceled if the student leaves the school.  Each YRA employer may have additional criteria depending on the hours or skill set required.
Objectives	The student will <ul style="list-style-type: none"> <li>● gain employability and occupational skills</li> <li>● develop technical knowledge and skills necessary for a specific occupation through OJT and RTI</li> <li>● strengthen career awareness, workplace readiness skills, and personal development, including learning about workplace protocols and etiquette</li> <li>● receive employment experience and foster essential communication skills</li> <li>● gain work experience</li> </ul>
Forms	<ul style="list-style-type: none"> <li>● <a href="#">Youth Registered Apprenticeship Education/Training Agreement</a> (<a href="#">Appendix D</a>)</li> </ul>

	<ul style="list-style-type: none"> <li>● <a href="#">CTE High-Quality Work-Based Learning Workplace Evaluation Checklist</a> (required, <a href="#">Appendix A</a>)</li> </ul>
Supplements	<ul style="list-style-type: none"> <li>● <a href="#">Planning and Partnerships, Virginia’s Youth Registered Apprenticeship (YRA)</a></li> <li>● <a href="#">10 Questions to Consider If your School or Division would like to create a Youth Registered Apprenticeship Model</a></li> <li>● <a href="#">10 Benefits of a Youth Registered Apprenticeship Program</a></li> </ul>

### 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 all regulations and guidelines.

### Registered Apprenticeship

All RAs should be undertaken in consultation with Virginia Works’ 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 an RA program, the apprentice receives a nationally recognized credential which consists of a completion certificate and journeyworker card. The credential signifies to employers that the journeyworker is 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 RA program.
Pay	Yes, payment must be at least the state and federal minimum wage (whichever is higher) and based on a progressive wage schedule.
RTI	RTI is 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 OJT learning in high school.
Objectives	<p>The student will</p> <ul style="list-style-type: none"> <li>● gain employability and occupational skills</li> <li>● develop technical knowledge and skills necessary for a specific occupation through OJT and RTI</li> <li>● strengthen career awareness, workplace readiness skills, and personal development</li> <li>● receive employment experience that fosters essential communication skills, workplace protocols, and etiquette</li> <li>● gain work experience</li> <li>● earn an industry-recognized, portable credential if an apprentice completes an adult RA program</li> </ul>
Form	<a href="#">CTE High-Quality Work-Based Learning Workplace Evaluation Checklist</a> (required, <a href="#">Appendix A</a> )

# Planning and Partnerships

## Virginia's Youth Registered Apprenticeship (YRA)

### CTE Administrators or CTE WBL Designee:

- Contact a [Registered Apprenticeship Consultant](#) from the Division of Registered Apprenticeship in your area by visiting our website at <https://www.Viriniaworks.gov>
- Determine the CTE programs that will be highlighted to local employers
- Work with employers on hiring CTE students with industry specific interest
- Market the YRA Program to parents, students, partners, employers, and community
- Recruit students
- Coordinate student enrollment
- Integrate the 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, if applicable

### Employers:

- Contact a [Registered Apprenticeship Consultant](#) from the Division of Registered Apprenticeship in your area
- Complete the Sponsor company registration process
- Comply with child labor laws
- Interview and hire student(s) for your YRA program
- Pay apprentices state or federal minimum wage (whichever is higher)
- 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 commitments with participating high schools, technical schools, colleges, and local businesses
- Provide information on Registered Apprenticeship requirements to all parties
- Register the sponsors 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 that wants a robust school-to-work transition for your students?
2. Are students and parents interested in a work-based learning approach that provides the pathway to a specific occupation?
3. Do you provide industry-specific Career and Technical Education courses, and will local employers support such a program by hiring students?
4. Will you provide two semesters per year of the Related Technical Instruction?
5. Will you monitor students to ensure they stay on track for graduation?
6. Will the student receive high school graduation credit for the Youth Registered Apprenticeship experience?
7. Can you recruit students and coordinate student enrollment?
8. Will your staff and faculty market Youth Registered Apprenticeship to parents, students, and the business community?
9. Virginia Works will help your designated coordinator start the process for Youth Registered Apprenticeship. Do you have someone in mind to organize the Youth Registered Apprenticeship experience?
10. Do you know who your VirginiaWorks Registered Apprenticeship Consultant is? Find out at [www.VirginiaWorks.gov](http://www.VirginiaWorks.gov).



## 10 Benefits of a Youth Registered Apprenticeship program

### **Youth Registered Apprenticeship**

1. Is a real job that provides hands-on experience in a real career environment
2. Builds upon necessary social and customer service skills to excel in a workplace
3. Allows students to earn credit toward graduation
4. Enables students to work towards credentialing in an occupation of their choice
5. Allows students the opportunity to gain employment, establish a relationship with employers, and grow their skillset while in high school
6. Fosters a sense of responsibility and accountability
7. Creates a structured pathway to a career in high-demand and high wage occupations
8. Promotes a smooth transition from education to the workforce
9. Cultivates a strong workforce to meet industry demands
10. Empowers students by allowing them to develop skills in their chosen profession while still in high school

# **CAREER AND TECHNICAL EDUCATION**

## **High-Quality Work-Based Learning Guide 2024-2025**

### **APPENDIX A – Sample CTE HQWBL Forms**

- CTE High-Quality Work-Based Learning Employer Participation Form**
- CTE High-Quality Work-Based Learning Workplace Evaluation Checklist**
- CTE High-Quality Work-Based Learning Student Incident Form**
- CTE High-Quality Work-Based Learning Training Agreement**
- CTE High-Quality Work-Based Learning Training Plan**
- CTE High-Quality Work-Based Learning Training Plan Evaluation**
- CTE High-Quality Work-Based Learning Student Reflection**
- CTE High-Quality Work-Based Learning Employer/Mentor Evaluation**

## CTE HIGH-QUALITY WORK-BASED LEARNING EMPLOYER PARTICIPATION FORM

Choose the CTE HQWBL experience:

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

CTE WBL Designee:	Date:
CTE WBL Designee Email:	CTE WBL Designee 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, and department of CTE HQWBL opportunity:	
Description of CTE HQWBL opportunity (e.g., required age, experience, duties/responsibilities, application process):	
Contact Signature:	

*Once this form has been submitted, the CTE WBL designee will confirm receipt. For more information or questions, please contact the CTE WBL designee listed above.*

## CTE HIGH-QUALITY WORK-BASED LEARNING WORKPLACE EVALUATION CHECKLIST

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

Is student screening required?	YES	NO
If so, what type(s) of screening?		
Is the atmosphere of the workplace conducive to the CTE HQWBL Experience?	YES	NO
Are the facilities and equipment conducive to student safety in the area in which the student will be completing the CTE HQWBL experience?	YES	NO
Does the employer follow state and federal guidelines pertaining to pandemic and infectious disease mitigations for employees/CTE 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 CTE HQWBL experience?	YES	NO
Does the workplace offer opportunities for a variety of student work experiences?	YES	NO
Does the workplace provide accommodations for CTE 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 CTE HQWBL experiences for students without discrimination based on race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation or against otherwise qualified persons with disabilities?	YES	NO
Has the employer verified that the employees of the company are not on the <a href="#">Virginia State Police Sex Offender Registry</a> (according to <a href="#">Code of Virginia 22.1-296.1</a> )? <ul style="list-style-type: none"> <li>• The employer provides evidence that the student is always working under the supervisor/guidance of an employee of the company.</li> </ul>	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.*

<b>Employer Contact Printed Name &amp; Signature</b>	<b>Date</b>
<b>CTE WBL Designee Printed Name &amp; Signature</b>	<b>Date</b>

## CTE HIGH-QUALITY WORK-BASED LEARNING STUDENT INCIDENT FORM

*In addition to completing this form, the CTE WBL designee 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's CTE 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:	

**Signatures:**

<b>Student Name (Print)</b>	<b>Student Signature</b>	<b>Date</b>
Parent/Guardian Name (Print)	Parent/Guardian Signature	Date
CTE WBL Designee (Print)	CTE WBL Designee Signature	Date
Employer/Supervisor Name (Print)	Employer/Supervisor Signature	Date
School Administrator/Designee Name (Print)	School/Administrator/Designee Signature	Date

## CTE HIGH-QUALITY WORK-BASED LEARNING TRAINING AGREEMENT

Choose a CTE HQWBL experience type:

<input type="checkbox"/> Job Shadowing	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Externship)	<input type="checkbox"/> School-Based Enterprise)
<input type="checkbox"/> Mentorship (<140 hours)	<input type="checkbox"/> Mentorship (>140 hours)	<input type="checkbox"/> Internship (<280 hours)	<input type="checkbox"/> Internship (>280 hours)
<input type="checkbox"/> Entrepreneurship	<input type="checkbox"/> Cooperative Education	<input type="checkbox"/> SAE	<input type="checkbox"/> Clinical

Student Name:	Grade and Age:
School Division:	School:
Business Name:	Business Address:
On-the-job Supervisor Name:	Supervisor Phone Number:
Supervisor Email:	CTE WBL Designee Phone and Email:

**PURPOSE OF AGREEMENT:** To provide the terms of the student’s CTE HQWBL experience and to outline the expectations and responsibilities of all parties involved with the CTE 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 [Virginia Code Section 40.1-89](#) and may not be modified.*

**STUDENT (ENTREPRENEUR, if applicable) AGREES TO:**

- *\*Conform to all rules and regulations, including all safety requirements and acceptable use policies, of the place of employment and home school/division.*
- Attend school and the CTE HQWBL 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 CTE HQWBL experience that day unless advance permission has been granted by the CTE WBL designee.
- Demonstrate honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn while at the workplace.
- Adhere to all workplace screenings, background checks, and policies. Obey laws and follow all pandemic/infectious 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 CTE HQWBL experience. Students should refrain from sharing any and all sensitive information regarding personnel, customers, clients, or other stakeholders.
- Consult the CTE WBL designee about any difficulties arising at the workplace or related to the CTE HQWBL experience.
- Complete all required assignments related to the CTE HQWBL experience and make up schoolwork missed due to participation in the CTE HQWBL experience.
- Perform workplace responsibilities efficiently.
- Furnish the CTE WBL designee with necessary information about the CTE HQWBL experience and promptly complete all necessary reports.
- Participate in the CTSO and other school activities required in connection with the CTE HQWBL experience as it applies to a CTE course.

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

- *\*Give the student an orientation of the facility, introduction to relevant staff, and any pertinent safety guidelines at the beginning of the CTE 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 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 CTE WBL designee regarding any change affecting the student, including compensation, job responsibilities, supervision, work schedule, termination, or leave.*
- Adhere to nondiscrimination on the *\*basis of race, color, national origin, religion, sexual orientation, gender identity, age, political affiliation or against otherwise qualified persons with disabilities*, avoiding at all times any denial of the benefits of the CTE HQWBL experience for discriminatory reasons.
- Communicate, as needed, with the CTE WBL designee regarding student concerns, on-site visits, and completion of all required CTE HQWBL forms.
- Deny students the privilege of working on days they are absent from school unless the CTE WBL designee 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.
- As required by [Section 22.1-296.1 of the Code of Virginia](#), certify that all of the company employees are not on the registered sex offenders list and will provide evidence to ensure the student will not have direct contact with known registered sex offenders.
- Provide the CTE WBL designee 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:**

- *\*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 CTE HQWBL site and from the time the student leaves the CTE HQWBL site until arrival at home.*
- *\*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.)*
- Support the CTE HQWBL experience and encourage competent student participation, including attending scheduled meetings/conferences with the CTE WBL designee, being aware of experience policies, and reviewing course-evaluation procedures.
- Be aware that students are not allowed to report to the CTE HQWBL site on days they are absent from school unless permission from the CTE WBL designee is received in advance.
- Communicate with the CTE WBL designee regarding any special student needs, concerns that might affect the experience, and/or questions related to the worksite.

## **CTE WBL DESIGNEE AGREES TO:**

- *\*Ensure related classroom instruction, including safety procedures, is provided to prepare the student for the CTE HQWBL experience, if required.*
- *\*Assume responsibility for initiating and developing the individual training plan and ensuring that the plan is followed until it is mutually agreed upon to modify the plan (if applicable).*
- *\*Cooperate with the employers in developing appropriate training activities related to the student's career interests.*
- *\*Cooperate with the employer to coordinate all details for the CTE HQWBL experience, ensure the experience is organized, relate to the student's career interests, and provide related classroom instruction.*
- *\*Make periodic visits to training site(s) to observe the student, consult with employers, and assist the student with any problems.*
- Document and address any workplace incidents or injuries via the Student Incident Form.
- 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 CTE HQWBL experience.
- Verify that the employer provides evidence that all federal and state guidelines regarding child labor are being observed and utilized for all CTE HQWBL experiences when visiting the worksite. Employers may use the [Employer's Pocket Guide on Youth Employment](#) to ensure they comply with federal child labor laws.

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**SIGNATURES ON NEXT PAGE**

## CTE HIGH-QUALITY WORK-BASED TRAINING AGREEMENT AUTHORIZATION

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

<b>Student Name (Print)</b>	<b>Student Signature</b>	<b>Date</b>
<b>Parent/Guardian Name (Print)</b>	<b>Parent/Guardian Signature</b>	<b>Date</b>
<b>CTE WBL Designee Name (Print)</b>	<b>CTE WBL Designee Signature</b>	<b>Date</b>
<b>Employer/Supervisor Name (Print)</b>	<b>Employer/Supervisor Signature</b>	<b>Date</b>
<b>School Administrator/Designee Name (Print)</b>	<b>School Administrator/Designee Signature</b>	<b>Date</b>

## CTE 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 CTE WBL designee assumes primary responsibility for the development of an individualized training plan for the student. The CTE WBL designee 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 CTE WBL designee 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 CTE WBL designee visits the workplace periodically to discuss the student's progress. Advice from the employer is used to make modifications in the student's CTE HQWBL experience and to determine specific classroom instruction that can be provided to support student growth.

### Orientation Checklist for Employers\*

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

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



**CTE HIGH-QUALITY WORK-BASED LEARNING TRAINING PLAN EVALUATION**

=====  
**Visit #1**

Date: \_\_\_\_\_

Additional Comments:

\_\_\_\_\_  
Employer Name (Print)

\_\_\_\_\_  
Employer Signature

\_\_\_\_\_  
Student Name (Print)

\_\_\_\_\_  
Student Signature

=====  
**Visit #2**

Date: \_\_\_\_\_

Additional Comments:

\_\_\_\_\_  
Employer Name (Print)

\_\_\_\_\_  
Employer Signature

\_\_\_\_\_  
Student Name (Print)

\_\_\_\_\_  
Student Signature

**CTE HQWBL TRAINING PLAN EVALUATION (Page 2)**

***Visit #3***

Date: \_\_\_\_\_

Additional Comments:

\_\_\_\_\_  
Employer Name (Print)

\_\_\_\_\_  
Employer Signature

\_\_\_\_\_  
Student Name (Print)

\_\_\_\_\_  
Student Signature

=====  
***Visit #4***

Date: \_\_\_\_\_

Additional Comments:

\_\_\_\_\_  
Employer Name (Print)

\_\_\_\_\_  
Employer Signature

\_\_\_\_\_  
Student Name (Print)

\_\_\_\_\_  
Student Signature

=====

CTE HQWBL TRAINING PLAN EVALUATION (Page 3)

Visit #5

Date: \_\_\_\_\_

Additional Comments:

\_\_\_\_\_  
Employer Name (Print)

\_\_\_\_\_  
Employer Signature

\_\_\_\_\_  
Student Name (Print)

\_\_\_\_\_  
Student Signature

=====  
Visit #6

Date: \_\_\_\_\_

Additional Comments:

\_\_\_\_\_  
Employer Name (Print)

\_\_\_\_\_  
Employer Signature

\_\_\_\_\_  
Student Name (Print)

\_\_\_\_\_  
Student Signature

CTE HQWBL TRAINING PLAN EVALUATION (Page 4)

Visit #7

Date: \_\_\_\_\_

Additional Comments:

\_\_\_\_\_  
Employer Name (Print)

\_\_\_\_\_  
Employer Signature

\_\_\_\_\_  
Student Name (Print)

\_\_\_\_\_  
Student Signature

=====  
Visit #8

Date: \_\_\_\_\_

Additional Comments:

\_\_\_\_\_  
Employer Name (Print)

\_\_\_\_\_  
Employer Signature

\_\_\_\_\_  
Student Name (Print)

\_\_\_\_\_  
Student Signature



## CTE HIGH-QUALITY WORK-BASED LEARNING STUDENT REFLECTION

Student Name:			
Date:		Date of CTE HQWBL Experience:	
Location of CTE HQWBL Experience:			
CTE Course Title:			
<i>Select the CTE HQWBL experience below:</i>			
<input type="checkbox"/> Job Shadowing	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Externship	<input type="checkbox"/> School-Based Enterprise
<input type="checkbox"/> Mentorship	<input type="checkbox"/> Internship	<input type="checkbox"/> Entrepreneurship	<input type="checkbox"/> Cooperative Education

<b>Rate the following from 1-5, with one indicating strong disagreement and five indicating strong agreement:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The CTE 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 CTE HQWBL experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The CTE 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 CTE 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 CTE 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 CTE HQWBL experience about the workplace and the career?

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

## CTE HIGH-QUALITY WORK-BASED LEARNING EMPLOYER/MENTOR EVALUATION

Thank you for taking the time to host a student. Your support of this experience provides students with opportunities to make better decisions about their future careers. Your feedback is valuable to ensuring CTE HQWBL experiences in the future. Please complete this form and return it to the CTE WBL designee at your earliest convenience.

Location of CTE HQWBL experience:		
Your Name:	Title:	
Phone Number:	Email:	
Student Name:	Date(s) of CTE HQWBL Experience:	
<input type="checkbox"/> Job Shadowing	<input type="checkbox"/> Externship	<input type="checkbox"/> Mentorship
<input type="checkbox"/> Internship	<input type="checkbox"/> Entrepreneurship	<input type="checkbox"/> Cooperative Education

Please evaluate the student in the following areas.	Exceeded Expectations	Met Expectations	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"/>
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 Printed Name & Signature

\_\_\_\_\_  
Date

# **CAREER AND TECHNICAL EDUCATION**

## **High-Quality Work-Based Learning Guide 2024-2025**

### **APPENDIX B – Specific CTE HQWBL Experience Forms**

**Service-Learning Needs Assessment and Initial Research**

**Service-Learning Group Project Student List**

**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 or group (if a group project, complete the Service Learning Group Project Student List form):
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 GROUP PROJECT STUDENT LIST

*This form should be used for a service learning Career and Technical Education High-Quality Work-Based Learning group project. List each student's name who is participating in the service learning project.*

Group Name:	
Service Learning Project description:	
CTE Course(s)	Teacher(s)

<b>Student Name</b>	<b>CTE Course</b>	<b>Teacher</b>	<b>Project Role</b>

## 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, which 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?

**SERVICE LEARNING PROJECT TASKS AND TIMELINES**

Task	Materials Needed	Deadline

## SERVICE LEARNING PROJECT PARTNER EVALUATION

### Basic Information

Name of Project Partner:

\_\_\_\_\_

Project Partner Contact Name (Printed)

\_\_\_\_\_

Project Partner Contact Signature:

### Student Evaluation

Student/Group 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 the 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?

## **Additional Information**

Note any other necessary information related to this project.

If this was a group project, list any student(s) who did not contribute to the project satisfactorily.

## 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 CTE HQWBL Time Log and Wage Calculator Template that can be obtained from your Secondary Workforce Development Specialist. Enter \$0 if no payment is to be submitted.
- Journals may be assessed using the suggested rubric below.

Criteria	Excellent (5 points)	Good (3 points)	Poor (1 point)
<b>Organization of ideas</b>	Descriptions were written clearly and precisely.	Descriptions were written with some clarity.	Descriptions were unclear and imprecise.
<b>Evaluation and analysis</b>	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.
<b>Use of language</b>	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 CTE WBL designee-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 CTE WBL designee requirements.

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

1. Product(s) and/or service(s) offered summary
  - What is the product or service?
  - How does it work?
2. Target market description
  - Who are the customers or desired customers?
  - Why would they need or want this product or service?
3. Competition description
  - 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 time frame for development?
5. Marketing strategy
  - How much is charged for the product or service?
  - How will potential customers become aware of the product or service?
  - 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 and their roles?
  - What kind of training does each team member undergo and for how long?
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
  - What are the fixed and variable costs of operating the business?
  - How much money is needed to start the business?
  - At what point does the business expect to break even and begin to make a profit?
  - Attach financial statements.

***The student should include a copy of the business license, if applicable with the business plan.***

# **CAREER AND TECHNICAL EDUCATION**

## **High-Quality Work-Based Learning Guide 2024-2025**

### **APPENDIX C – Clinical Forms**

**Clinical Experience Participation Form for Employers**

**Clinical Experience Application Form for Students**

**Clinical Experience Parental Consent Form**

**Non-Employee Personnel Health Clearance**

**Clinical Experience Time Log Sheet**

**Clinical Experience Evaluation for Employers**

**Clinical Affiliation Agreement**

**TR-05 EMT Clinical Training Record**

**TR-07 BLS Student Permission Form**

**Pharmacy Clinical Affiliation Agreement**

**Pharmacy Clinical Experience Time Log Sheet**

# CLINICAL EXPERIENCE PARTICIPATION FORM FOR EMPLOYERS

*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.*

# 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 and medical careers in which you are interested.

Explain why and how participating in the CTE 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?

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 (healthcare facility) and (high school).*

Student Signature:

Date:

Parent/Guardian Signature:

Date:

Parent/Guardian Name:

Parent/Guardian Phone Number:

# CLINICAL EXPERIENCE PARENTAL/GUARDIAN CONSENT FORM

Enrollment consent: I consent to the enrollment of my child during (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).

**HEALTH REQUIREMENTS**

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

**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:

<b>Clinical Day</b>	<b>Date</b>	<b>Clinical Area</b> (e.g., ICU, Rehab)	<b>Hours on Duty</b>	<b>Preceptor Comments with initials</b>
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

<b>Clinical Day</b>	<b>Date</b>	<b>Clinical Area</b> (e.g., ICU, Rehab)	<b>Hours on Duty</b>	<b>Preceptor Comments with initials</b>
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.**

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

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 \_\_\_\_\_ days 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:



# EMT Clinical Training Record

## STUDENT INFORMATION:

Student's Name: \_\_\_\_\_ Cert #: \_\_\_\_\_

Instructor's Name: \_\_\_\_\_

## SUMMARY OF CLINICAL ROTATIONS:

	Name of Clinical Site/Setting*	Date	Time	Preceptor's Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

**\*Students conducting live patient assessments need to complete a form TR-05A for each patient listed above. This form contains the minimum data needed on each live patient.**

All students completing Emergency Medical Technician course must:

- Perform 10 patient assessments:
  - A minimum five of these patient assessments must be performed on live patients. These should be performed on an ambulance or in an emergency department or may be completed in a clinic, nursing home, doctor's office, etc.
  - No more than five of the required 10 patient assessments may be performed on standardized programmed patients or advanced simulation mannequins.
- Students should observe emergency department operations for a period of time sufficient to gain an appreciation for the continuum of care.

**Virginia Office of Emergency Medical Services**

Technology Park Drive

Glen Allen, VA 23059

804-888-9120

<http://www.vdh.virginia.gov/emergency-medical-services/>

EMS.TR.05 1041

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# EMT Clinical Training Record

## STANDARDIZED PROGRAMMED PATIENTS:

If the training site makes use of the **Standardized Programmed Patient** option, the following chart must be completed for each programmed patient contact. No more than five (5) of the required 10 patient assessments may be performed on standardized programmed patients or advanced simulation mannequins.

	Location of Scenario Session	Date	Time	EMT Instructor's Signature
1				
2				
3				
4				
5				

A. Standardized Program Patients is defined as:

1. The use of individuals trained to portray the roles of patients, family members or others to allow students to practice physical exam skills, history taking skills, communication skills and other exercises.
  - a. Experiential Learning with a Standardized Patient
    - i. Standardized Patient (SP) is a person carefully recruited and trained to take on the characteristics of a real patient thereby affording the student an opportunity to learn and to be evaluated on learned skills in a simulated clinical environment.
      - (a) During an interaction with a student the SP may:
        - (b) present case history in response to questioning by the student
        - (c) undergo a limited physical examination at the student's direction
        - (d) assist students in developing their communication and clinical skills
        - (e) assist students in working through difficult emotional situations in a safe environment

B. Advanced Simulation Manikins are defined as:

1. A realistic interactive training manikin for simulating a wide range of advanced life saving skills in medical emergencies.
  - a. Please see [TPAM Policy T-555](#) for more details on minimum specs for Advanced Simulation Manikins.

**Signatures:**

Student Signature: \_\_\_\_\_ Instructor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_



# Student Permission Form for BLS Students Less than 18

Dear Parent/Legal Guardian:

Your daughter/son has expressed an interest in being certified as an Emergency Medical Services Provider. The Office of Emergency Medical Services, Virginia Department of Health requests that you take a moment to review this letter. If you have any concerns, please discuss them with your daughter/son, the EMT instructor, or someone at the Office of Emergency Medical Services. (1-800-523-6019)

The Emergency Medical Services (EMS) Basic Life Support (BLS) Course is a program which trains people to assist injured or ill individuals outside the confines of a hospital. The curriculum used in Virginia is a nationally recognized program developed by the U.S. Department of Transportation.

The curriculum requires a minimum of number of hours of classroom instruction and for Emergency Medical Technician programs an additional 10 hours of clinical experience either by hospital emergency department observation, or a ride-a-long on an ambulance. Following successful completion of a State approved course, the student is allowed to take the State Certification Examination. Passing both the written and practical aspects of the State examination certifies the student to perform the duties of an EMS provider.

Because of the responsibilities placed on an EMS provider, the State of Virginia requires that anyone less than eighteen (18) years of age must have permission from their parent or legal guardian to become certified as an EMS provider in Virginia. **The individual must be at least sixteen (16) years of age before the course starts to enroll in an EMS program.**

To participate in the delivery of health care can be a very rewarding experience. However, the responsibilities of an EMS provider are great and at times extremely stressful. The balance of a patient's life may rest with the actions taken by the provider. The consequences of such situations can be positive; but can also be a source of frustration, guilt, and emotional distress. Physical injury is also a very real possibility.

EMS providers are at a greater risk of exposure to infectious diseases, hazardous environments, and violent behaviors. Emergency Medical Services' training programs provide information on how to protect oneself when dealing with these hazards. However, the nature of EMS activities tends to place EMS providers in dangerous situations where the maturity and experience to deal with critical decisions is of the most importance.

## APPLICANT/STUDENT INFORMATION:

Name \_\_\_\_\_  
 Last Name \_\_\_\_\_ First Name \_\_\_\_\_ MI \_\_\_\_\_

Mailing Address \_\_\_\_\_  
 Number, Street, Apt. \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip +4 \_\_\_\_\_  
 +

E-mail Address \_\_\_\_\_

(over)

**Virginia Office of Emergency Medical Services**  
 1041 Technology Park Drive  
 Glen Allen, VA 23059  
 804-888-9120  
<http://www.vdh.virginia.gov/emergency-medical-services/>

EMS.TR.07  
 Revised January 2019



# Student Permission Form for BLS Students Less than 18

## PARENTAL ACKNOWLEDGMENT:

By signing this document, you agree that your daughter/son has the capabilities of managing these mature matters. The Office of Emergency Medical Services welcomes all interested individuals to participate as an informed member in this very rewarding activity.

I have reviewed this letter and discussed with my daughter/son the activities associated with being an EMS provider. Having no further questions, I consider to possess the necessary maturity to perform the duties of an Emergency Medical Services Provider and authorize their enrollment in this **EMERGENCY MEDICAL RESPONDER** or **EMERGENCY MEDICAL TECHNICIAN** course.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Relationship to Applicant: \_\_\_\_\_

This letter must be presented to the EMT Instructor who will keep it on file with the records for the Emergency Medical Services program the above applicant has enrolled. This letter must be returned to the EMT instructor within one week after receipt by the student in order to remain in the course.

**Virginia Office of Emergency Medical Services**

1041 Technology Park Drive

Glen Allen, VA 23059

804-888-9120

<http://www.vdh.virginia.gov/emergency-medical-services/>

EMS.TR.07

Revised January 2019

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# PHARMACY CLINICAL AFFILIATION AGREEMENT

## (SAMPLE)

*This document is a sample of information to use when drafting your clinical contracts. Realize there may be variations in items such as whether students are responsible for drug screens or immunizations.*

**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 Pharmacy Technician 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.)***
  - D. Students must be at least 16 years old to participate.
  
- 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.
  9. The Institution shall inform the Clinical Coordinator of any Pharmacy Technician I or II student under the age of 18 who has committed any felonious conduct involving alcohol, marijuana, a controlled substance, imitation controlled substance, or an anabolic steroid (reporting non-felony offenses involving these are subject to the principal's discretion). [Va. Code § 22.1-279.3:1\(A\)\(iii\)](#). The Institution shall immediately remove the student from any Clinical Experience at the Affiliate.
- 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 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.
5. Maintain a copy of this Agreement at the worksite.
6. The Affiliate shall immediately notify the Institution of the results of DHP inspections, including any violations issued, penalties assessed and the terms of any consent orders.
7. The Affiliate shall immediately notify the Institution of drug diversions or drug thefts.

**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: Criminal background checks of students are required. The Institution shall notify students of this requirement prior to enrollment in the program or if already enrolled, as soon as possible thereafter. 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.

8. The parties agree that should DOLI request a copy of this agreement as part of an inspection, it will be immediately provided by the party it was requested from.

**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:

# PHARMACY CLINICAL EXPERIENCE TIME LOG SHEET

Student Name:

Number of Clinical Hours needed:

<b>Clinical Day</b>	<b>Date</b>	<b>Clinical Area</b> (e.g., ICU, Rehab)	<b>Hours on Duty</b>	<b>Preceptor Comments</b> <b>List of Job Tasks Completed</b> <b>with initials</b>
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):

**CAREER AND TECHNICAL EDUCATION**

**High-Quality Work-Based Learning Guide  
2024-2025**

**APPENDIX D – Apprenticeship Form**

**Education/Training Agreement – Youth Registered Apprenticeship  
(YRA)**



Virginia Department of Workforce Development and Advancement

Education/Training Agreement: Virginia Youth Registered Apprenticeship (YRA)

A fully signed copy of this Agreement is effective immediately. The agreement must be on file with the Employer and School when the student begins working. The Virginia Department of Workforce Development and Advancement should receive a copy within 30 days of the student's start date.

This agreement is between \_\_\_\_\_ (Youth Apprentice) and \_\_\_\_\_ (Sponsor/Employer).

The undersigned parties agree to enter into a Youth Registered Apprenticeship for the purpose of educating the student named above as a student learner in the industry area and occupation of:

\_\_\_\_\_ (Industry) and \_\_\_\_\_ (Occupation).

Starting wage for the youth apprentice will be \$ \_\_\_\_\_ (minimum wage or higher) per hour. Grade level: \_\_\_\_\_

The apprenticeship will begin on (Month / Day / Year) \_\_\_\_\_ School Name: \_\_\_\_\_

Assurances – The undersigned parties agree to comply with the following:

- A. No individual shall be excluded from participation in, denied the benefits of, subjected to discrimination under, or denied employment in the administration of or in connection with any youth apprenticeship program on the basis of the person's race, color religion, national origin, sex, childbirth, or related medical conditions, age, marital status, or disability.
B. Youth apprentices will be provided with adequate and safe equipment and a safe healthful workplace in conformity with all health and safety standards of Federal and State law.
C. To comply with Child Labor laws, youth apprentices shall not work in a company where a strike or lockout is in an active progress.
D. The youth apprenticeship program will not impair existing contracts for services or collective bargaining agreements. Any youth apprenticeship program that would be inconsistent with the terms of a collective bargaining agreement shall be approved only with the written concurrence of the labor organization and employer involved.
E. Student records released pursuant to this agreement will not be further disclosed without prior written consent of the youth apprentice and/or the parent or guardian.
F. Youth apprentices will not displace any currently employed worker (including a partial displacement, such as a reduction in the hours of non-overtime work, wages, or employment benefits).
G. An employer will not hire a youth apprentice when:
H. Any other individual is on temporary layoff, with the clear possibility of recall, from the same or any substantially equivalent jobs, or the employer has terminated the employment of any regular employee or otherwise reduced its work force with the intention of filling the vacancy so created with a youth apprentice.

The Youth Registered Apprentice agrees to:

- A. Maintain the academic and attendance requirements required by the youth registered apprenticeship;
B. Observe company rules and other requirements identified by the employer;
C. Participate in progress reviews scheduled with mentors, school personnel and parent(s) or guardian(s); and
D. Comply with the items stated in the Assurance section above.

**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

**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 Division agrees to:**

- A. Participate in progress reviews scheduled with mentors, the youth apprentice, and youth apprentice's parent or guardian;
- B. Provide safety instruction for work considered hazardous under child labor laws; and
- C. 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 2024-2025**

### **APPENDIX E – Promotional Resources**

**At a Glance for Schools: CTE High-Quality  
Work-Based Learning Opportunities**

**At a Glance for Business and Industry Partners:  
CTE High-Quality Work-Based Learning Opportunities**

**12 CTE HQWBL Experiences Roadmap**

**CTE Resource Center**

**CTE Career Success Stars**

# VIRGINIA DEPARTMENT OF EDUCATION CAREER AND TECHNICAL EDUCATION HIGH-QUALITY WORK-BASED LEARNING OPPORTUNITIES EDUCATION For Schools, Students, and Parents

## Job Shadowing

Places students in workplaces to interact with and observe one or more employers

- 6th – 12th graders
- Varied hours

## School-Based Enterprise

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.

- 6th – 12th graders
- Paid or unpaid
- May qualify as a graduation requirement

## Entrepreneurship

The student plans, implements, operates, and assumes financial risks in a business that produces goods or delivers services.

- 11th & 12th graders
- Varied hours; paid or unpaid
- Credit option may be available
- May qualify as a graduation requirement

## Immersion Supervised Agricultural Experience

Builds upon the Foundational Supervised Agricultural Experience; Enhances agricultural industry knowledge; Gains financial independence & management skills; Supports the agricultural education coursework

- 9th – 12th graders
- 280 hours; paid or unpaid
- Credit option may be available
- May qualify as a graduation requirement

## Service Learning

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.

- 6th – 12th graders
- Course duration
- May qualify as a graduation requirement

## Mentorship <140 hours & 140 hours or more

Student is paired with a professional having first-hand experiences & proven track record that becomes a source of guidance, motivation, wisdom, teaching, role model, & support.

- 6th – 12th graders; unpaid
- Credit option may be available (**140 hours or more only**)
- May qualify as a graduation requirement

## Cooperative Education (Co-op)

Combines a rigorous & relevant curriculum with an occupational specialty.

- 11th & 12th graders
- 280 hours; paid
- Credit option may be available
- May qualify as a graduation requirement

## Clinical Experience

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.

- 11th & 12th graders
- Varied hours; unpaid
- Within course credit
- May qualify as a graduation requirement

## Registered Apprenticeship

Employer provides on-the-job training & Related Technical Instruction which can be credited toward an adult RA program.

- Minimum 16 years old
- Paid; PT or FT position
- Employer must be registered with Virginia Department of Workforce Development and Advancement.
- May qualify as a graduation requirement

## Externship

Student is paired with a working professional to observe and get a preview of the day-to-day activities as needed for a career.

- 6th – 12th graders
- 40 hours; unpaid
- May qualify as a graduation requirement

## Internship

Student is placed in a real workplace environment to develop & practice career-related knowledge & skills for a specific career-field to master specific skills.

- 11th & 12th graders
- Varied hours; paid or unpaid
- Credit option may be available
- May qualify as a graduation requirement

## Foundational Supervised Agricultural Experience

Required, graded component of an agricultural education course

- 6th – 12th graders; course duration
- Framework provided by National FFA

## Youth Registered Apprenticeship

Employer provides on-the-job training; CTE programs provide the Related Technical instruction which can be credited toward an adult RA program.

- Minimum 16 years old
- Paid; PT or FT position
- Employer must be registered with Virginia Department of Workforce Development and Advancement.
- Credit option may be available
- May qualify as a graduation requirement

# CAREER AND TECHNICAL EDUCATION HIGH-QUALITY WORK-BASED LEARNING OPPORTUNITIES

## For Business and Industry Partners

### Job Shadowing

Places students in workplaces to interact with and observe one or more employers

- 6th – 12th graders
- Varied hours

### Service Learning

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.

- 6th – 12th graders
- Course duration

### Externship

Student is paired with a working professional to observe and get a preview of the day-to-day activities as needed for a career.

- 6th – 12th graders
- 40 hours; unpaid

### School-Based Enterprise

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.

- 6th – 12th graders
- Paid or unpaid

### Mentorship

Student is paired with a professional having first-hand experiences & proven track record that becomes a source of guidance, motivation, wisdom, teaching, role model, & support.

- 6th – 12th graders
- Varied hours; unpaid

### Internship

Student is placed in a real workplace environment to develop & practice career-related knowledge & skills for a specific career-field to master specific skills.

- 11th & 12th graders
- Varied hours; paid or unpaid

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Builds upon the Foundational Supervised Agricultural Experience; Enhances agricultural industry knowledge; Gains financial independence & management skills; Supports the agricultural education coursework

- 9th – 12th graders
- 280 hours; paid or unpaid

### Clinical Experience

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.

- 11th & 12th graders
- Varied hours; unpaid
- Within course credit

### Youth Registered Apprenticeship

Employer provides on-the-job training; CTE programs provide the Related Technical instruction which can be credited toward an adult RA program.

- Minimum 16 years old
- Paid; PT or FT position
- Employer must be registered with Virginia Department of Workforce Development and Advancement.

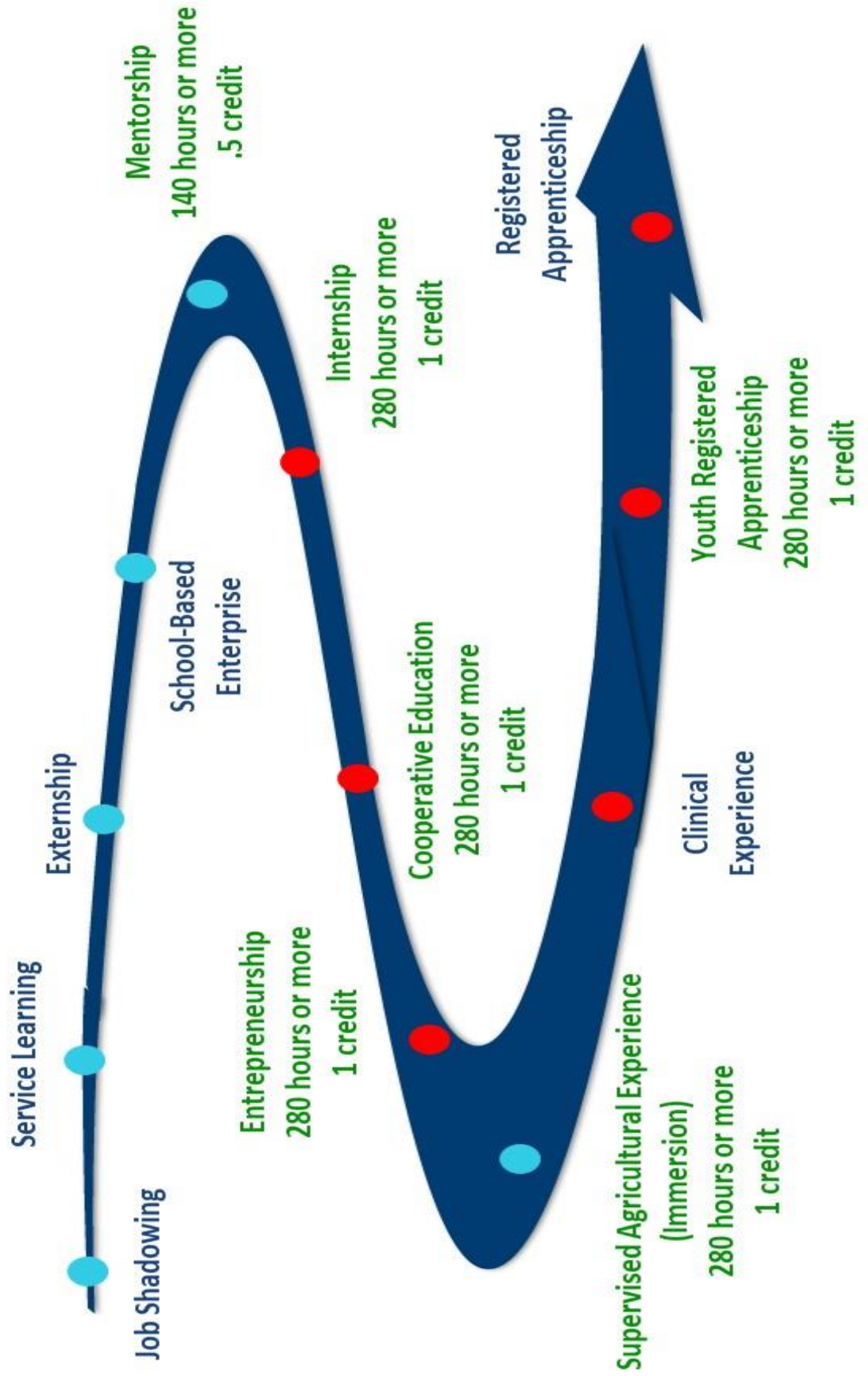
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- Employer must be registered with Virginia Department of Workforce Development and Advancement.

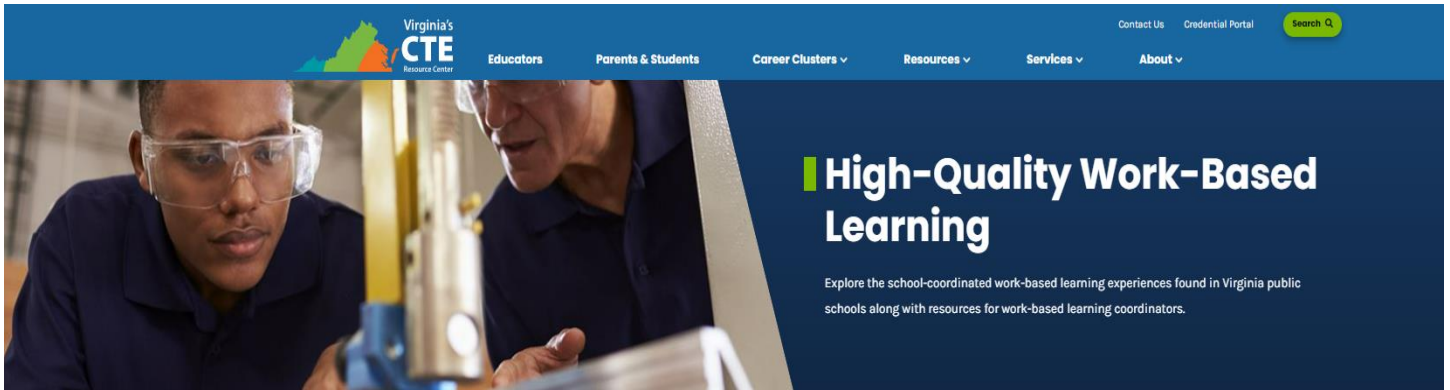
# 12 CTE HQWBL EXPERIENCES

Grades 6-12	●
Grades 9-12	●
HS Credit Earned	Green



## CTE Resource Center

On the [CTE Resource Center High-Quality Work-Based Learning webpage](#) the most recent Experience Works professional development conference workshop recordings, workshop supplemental materials, and exhibitor videos can be accessed. This information is a great resource for growing a CTE HQWBL program.



## CTE Career Success Stars

The Office of Career, Technical, and Adult Education celebrates former CTE students in their 20s and 30s recognizing them as Virginia’s brightest [Career Success Stars](#). Individual success stories are featured in video profiles highlighting how CTE programs provide academic and technical skills for high-skill, high-wage, or in-demand careers.

Videos spotlight our Career Success Star Honorees for all 17 career clusters and the military can be found on the VDOE CTE webpage.

The screenshot shows the Virginia Department of Education website. At the top left is the logo with the text "VIRGINIA DEPARTMENT OF EDUCATION". To the right are links for "A-Z Index", "SSWS Login", "Contact Us", and "Translate", along with social media icons for Facebook, Twitter, LinkedIn, and YouTube. A search bar is located below these links. A dark blue navigation bar contains the following menu items: "Parents & Students", "Teaching, Learning & Assessment", "Programs & Services", "State Board, Data & Funding", and "About VDOE". The "Teaching, Learning & Assessment" menu is expanded, showing a list of sub-items including "TEACHING IN VIRGINIA", "PROFESSIONAL LEARNING & DEVELOPMENT", "TEACHERDIRECT", "ALL IN VA", "EARLY CHILDHOOD CARE & EDUCATION", "INSTRUCTIONAL RESOURCES & SUPPORT", "K-12 STANDARDS & INSTRUCTION", and "Career and Technical Education (CTE)". Under "Career and Technical Education (CTE)", there are sub-links for "CTE Announcements & News", "CTE Memos", "CTE Program Administration & Management", "CTE Program Areas", "CTE High-Quality Work-Based Learning", and "CTE Industry Credentialing". The main content area is titled "CTE Student Profiles" and includes a breadcrumb trail: "Teaching, Learning & Assessment > K-12 Standards & Instruction > Career and Technical Education (CTE) >". Below the title are "Print", "Share & Bookmark", and "Font Size" options. The section is titled "Career Success Stars" and contains a paragraph: "The Office of Career, Technical, and Adult Education celebrates former CTE students in their 20s and 30s recognizing them as the Commonwealth’s brightest Career Success Stars. The individual success stories are featured as video profiles highlighting how CTE programs provide academic and technical skills for high-skill, high-wage, or in-demand careers." To the right of this text is a graphic with an orange star and the text "Career Success Stars". Below the paragraph is a sentence: "Use the links below to view video spotlights for our Career Success Star Honorees." followed by a list of five career clusters: "Agriculture, Food & Natural Resources", "Architecture & Construction", "Arts, A/V Technology & Communications", "Business Management & Administration", and "Education & Training".