

The Work-Based Learning in Virginia

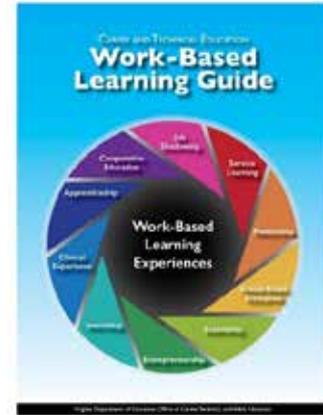
*Virginia Department of Education
Office of Career, Technical, and Adult Education
November 7, 2019*

Work-Based Learning (WBL) Methods of Instruction

▶ WBL is a school-coordinated, coherent sequence of workplace experiences that are related to students' career goals and/or interests, are integrated with instruction, and are performed in partnership with local businesses, industries, or other organizations in the community.

▶ WBL enables students to apply classroom instruction in a real-world business or service-oriented work environment.

▶ Expanded from eight to eleven work-based learning experiences



Resource: Virginia Department of Education Website, Work-Based Learning Page, *Career & Technical Education Work-Based Learning Guide*

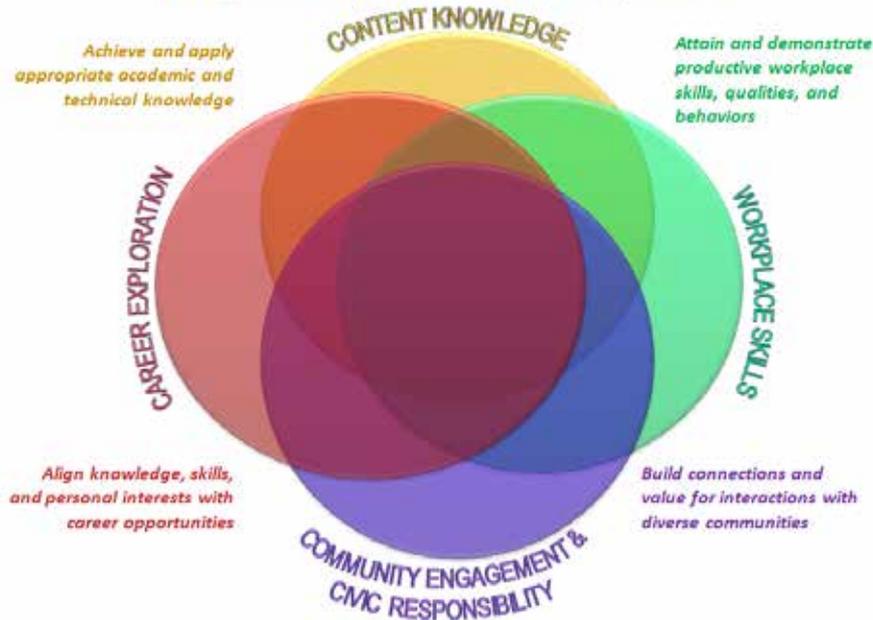
Profile of a Virginia Graduate

A life-ready Virginia graduate must:

- Achieve and apply appropriate academic and technical knowledge (content knowledge)
- Demonstrate productive workplace skills, qualities, and behaviors (workplace skills)
- Build connections and value interactions with others as responsible and responsive citizen (community engagement and civic responsibility) and,
- Align knowledge, skills, and personal interests with career opportunities (career exploration)

Profile of a Virginia Graduate

Profile of a Virginia Graduate
In Virginia, the Life Ready Individual Will,
During His or Her K-12 Educational Experience:

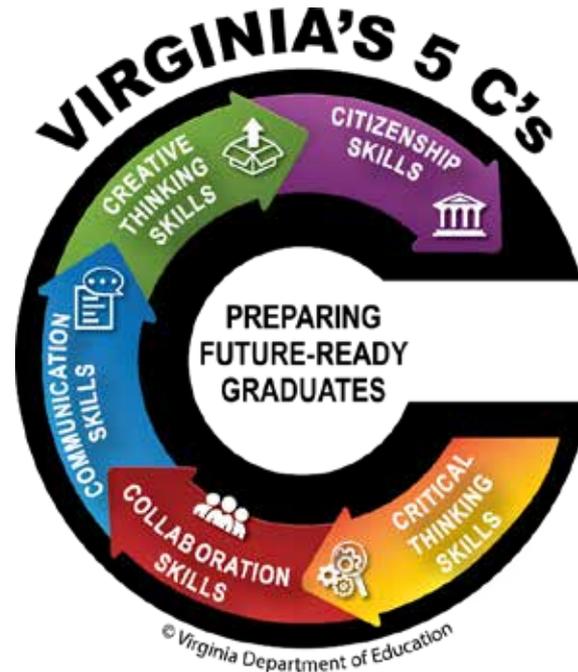


Profile of a Virginia Graduate

Profile of a Virginia Graduate In Virginia, the Life Ready Individual:



Virginia's 5 C's



Career Awareness Activities

- Designed to increase student awareness of personal interests and talents along with the education and training needed to pursue a career goal.
- Help students gain an initial understanding of work, various industries, and different career pathways.
- Ideally lead to WBL experiences where students can deepen their knowledge of career pathways and begin applying skills learned in the classroom.
- Examples: Guest speakers, career days or college and career fairs, field trips, workplace tours, videos and presentations about various professions, and informational interviews

Career Exploration Activities

- Encourage students to develop personal career interests, a better understanding of pathways to a chosen career, and the workplace readiness skills needed to make informed decisions regarding secondary and postsecondary education and training.
- Are shorter in duration
- Students may be assigned supplementary work connected with the activity and may be graded on their performance in a way that constitutes to the final grade in a CTE class.

Career Preparation Activities

- Deepen student knowledge and develop skills necessary for success in employment and postsecondary education
- Are recommended for students who have a clear goal of entering the workforce directly after high school or of enrolling in a closely related postsecondary training program
- Are structured primarily to give students extensive practice in applying fundamental technical and practical knowledge and skills in their chosen careers

Job Shadowing

Places students in workplaces to interact and observe employees

- ⊃ Helps students learn more about career and workplaces as well as education and training required for a career
- ⊃ Duration varies by type of experience
- ⊃ Requirement of the training agreement to ensure quality of the experience
- ⊃ Grades 6-12
- ⊃ May enhance the class grade with participation in the experience
- ⊃ May be in person, virtual, a one-on-one interaction or a group experience



Service Learning

- u Goes beyond community service; Identifies an interest and community need
- u Identification by students an interest and community need, and then develop and complete a project
- u Structured activities before, during, and after the experience by the student to reflect and self-assess
- u Duration varies to the type of experience
- u Requirement of the training agreement to ensure quality of the experience
- u Grades 6-12
- u May enhance the class grade with participation in the experience
- u Can take place in conjunction with Career and Technical Student Organization (CTSO) experiences



Service Learning vs. Community Service

Service Learning	Community Service
Students identify an interest and a community need.	The community need may already be established.
Students develop and complete a service project addressing the community need.	Students participate in voluntary assignments and activities to serve organizations and/or individuals within the community.
Students complete structured activities before, during, and after the experience.	Community service may or may not align with school-based instruction.
Students reflect and self-access.	

Mentorship

- u Consists of a long-term relationship focused on the growth and development of students as they learn about a particular industry and workplace
- u Pairs student with professionals with first-hand experience and proven track records
- u Provides hands-on experience, challenging opportunities, and a broad view of the industry
- u May be completed on a one-on-one, small group, or virtual basis
- u Aligned with the duration of the CTE course
- u Requirement of the training agreement to ensure quality of the experience
- u Grades 6-12
- u **May earn .5 credit toward graduation with at least a 140-hour duration**



Externship (New)

- u Pairs students with working professionals to observe and get a preview of the day-to-day activities needed for a career
- u Helps students learn more about the nature of various jobs and work environments as well as education and training required to succeed
- u Is an extended job shadowing experience designed so students can ask questions, observe, and get a feel for the workplace
- u Work is not delegated and projects are not assigned as in an internship experience
- u Requirement of the training agreement to ensure quality of the experience
- u Grades 6-12
- u Enhancement of class grade with a minimum duration of 40 hours in the experience



School-Based Enterprise (New)

- u An on-going, student managed, entrepreneurial operation within the school setting
- u Provides goods and services that meet the needs of the school's target markets.
- u Replicates the workplace to provide career insights and relevant experiences for the student.
- u Is cooperative, with management decisions made by the students.
- u Aligned with the duration of the CTE course
- u Requirement of the training agreement to ensure quality of the experience
- u Grades 6-12
- u May enhance the class grade with participation in the experience.
- u Examples include: culinary café or catering services, agriculture greenhouse plant sales, childcare programs, retail store, credit union, automotive services, and carpentry services.



Internship

- u Places the student in a real workplace environment to develop and practice career-related knowledge and skills for a specific career field related to the student interests, abilities and goals
- u May be paid or unpaid (Fact Sheet #71 for specifications)
- u Guided by a formal, written training plan that defines specific academic and workplace skills to be mastered
- u Requirement of the training agreement to ensure quality of the experience
- u Specific requirements may exist in programs such as Agriculture, Health and Medical Sciences, Family and Consumer Sciences, and Trade and Industrial Education
- u Grades 11-12
- u Receives a standard unit of credit for a minimum of 280 hours of work for the school year
- u Shorter duration internships do not earn credit outside of that already earned in the related CTE class.



Entrepreneurship (New)

- u Student plans, implements, operates, and assumes financial risks in a business that produces good or delivers services.
- u Student owns the business assets and keeps financial records to determine return on investments.
- u Students are provided the opportunity to develop the skills necessary to become established in their own business or to gain employment.
- u Business must comply with all the local, state, and federal regulations, including acquiring all necessary licenses and permits.
- u Experience is aligned with the duration of the CTE course in grades 11-12



Clinical Experience

- u A non-paid experience for health and medical students
- u Integrates knowledge acquired in the classroom with clinical experience
- u Is based on observation and treatment of patients at different stages of medical practice to gain a better understanding of the scope of the healthcare profession
- u Provides an opportunity to integrate knowledge acquired in the classroom with clinical practice
- u Affords practice of fundamental skills, behaviors, and attitudes needed for professional competence in the health field
- u Aligned with the duration of the CTE course with credit granted within the course
- u Grades 11-12
- u Requires a Clinical Affiliation Agreement
- u Rules and regulations may vary depending on the board that governs each experience.
- u Number of onsite hours and the qualifications needed for teachers varies in each area.



Cooperative Education

- u Connects classroom instruction with paid employment
- u Is directly related to the student's interests, abilities, and goals
- u Combines a rigorous and relevant curriculum with an occupational specialty
- u Guided by a formal, written training plan that defines specific academic and workplace skills to be mastered
- u Requirement of the training agreement to ensure quality of the experience
- u Grades 11-12
- u Receives a standard unit of credit for a minimum of 280 hours per year
- u Requires a collegiate professional or technical/professional license by the WBL coordinator



Youth Registered Apprenticeship (YRA)

- U CTE programs provide related technical education based on state-approved essential competencies.
- U Participating employment sponsor provides the worksite supervision of a skilled mentor to meet on-the-job training requirements.
- U May be part-time or full-time
- U All work hours are documented and credits toward completion of an Registered Apprenticeship (RA) program.
- U Related technical instruction (RTI) must be occupation-specific
- U RTI is given in high school CTE programs during grades 11-12 and also counts toward RTI requirements for RA
- U Education/Training Agreement is required
- U Each YRA employer may have additional criteria depending on the hours or skill set required.
- U **Receives a standard unit of credit for a minimum of 280 hours per year**



Registered Apprenticeship (RA)

- u RA offers worksite training from a skilled mentor in a specified occupation.
- u Students can obtain paid work experience, occupation specific instruction, and a portable, nationally-recognized credential.
- u Experience combines on-the-job training with related technical instruction providing specific knowledge correlating to the profession.
- u Apprentices are paid employees and receive pay increases as benchmarks are met for skill attainment.
- u Experience is based on national industry standards and can be customized to the needs of the employer.
- u Participating employment sponsor provides high-quality career pathways to prepare the future workforce.
- u 144 hours of related technical instruction are required for every 2,000 hours of on-the-job training.
- u Grades 11-12
- u Documentation is maintained exclusively by employers/sponsors and apprentices.
- u Students can begin occupational education and on-the-job training in high school.

Work-Based Learning Professional Development

Experience Works: A Convening of Business Leaders and Educators

June 17-18, 2020

Location: Richmond

VDOE Contact

Sharon Acuff

Specialist for Marketing and Related Clusters

CTE Work-Based Learning Lead

Office of Career, Technical, and Adult Education

cte@doe.virginia.gov

804-225-2846

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