



# NEW CTE WBL COORDINATOR TRAINING PART 2

VIRGINIA DEPARTMENT OF EDUCATION



# SESSION INFORMATION

- **Please put all questions in the Q&A**
- **Use “speaker view” for the best experience**
- **Mute your microphone during the session presentation**
- **All sessions are being recorded**
- **Complete the survey at the end of the session for PD points – please do not leave the Zoom**

**PATRICIA HODGE, WORK-BASED LEARNING  
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# New Career and Technical Education (CTE) High-Quality Work-Based Learning (HQWBL) Coordinator Training – Part Two

Experience Works 2023

June 29, 2023

**VIRGINIA DEPARTMENT OF EDUCATION**

# Today's Agenda

**Implementing  
CTE HQWBL**

**CTE  
HQWBL  
Experience  
Examples**

**Contact Your  
CTE HQWBL  
Regional  
Specialist**

# Implementing CTE HQWBL

**VIRGINIA DEPARTMENT OF EDUCATION**

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# Implementing CTE HQWBL Overview

Ensure your CTE HQWBL program meets high-quality standards by:

meeting three criteria from CTE HQWBL definition

using training agreements and training plans

adhering to labor laws and regulations

following grade level and hour minimum requirements

utilizing resources – CTE HQWBL Guide & labor market information

building and sustaining business partnerships (more on that in future training)

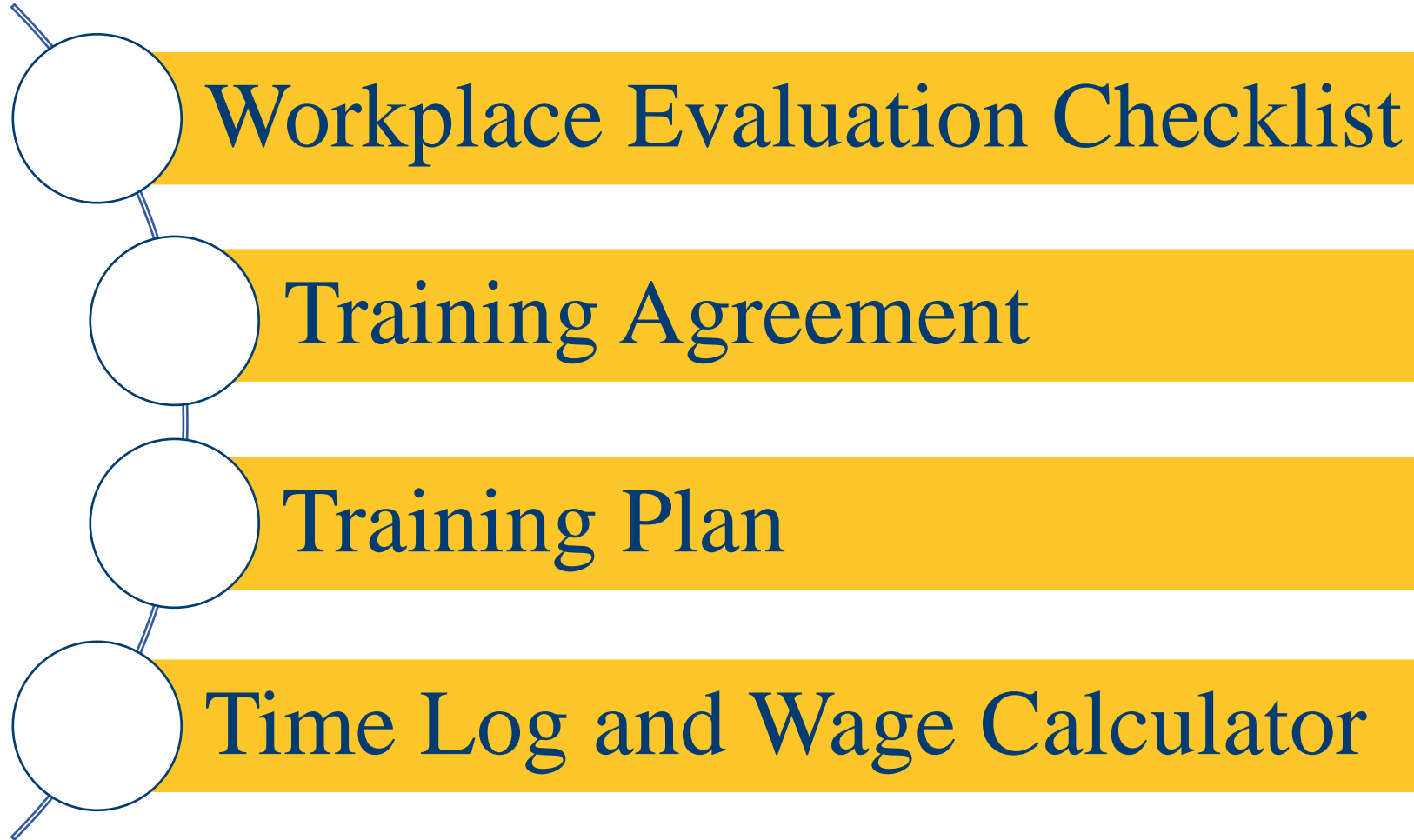
# What is CTE HQWBL?

CTE HQWBL opportunities are school-coordinated experiences that must be:

- Related to students' career goals and/or interests;
- Integrated with CTE instruction; and
- Performed in partnership with businesses and organizations



# CTE HQWBL Documentation\*



*\*Please refer to the CTE HQWBL Guide for required documentation for all experiences.*

# Required Documentation: Workplace Evaluation Checklist

- Required for each workplace on an annual basis
- Must be completed by the WBL Coordinator/Teacher/Point of Contact when visiting the workplace
- Both the employer and the WBL Coordinator/Teacher/Point of Contact must sign this document.

| HIGH-QUALITY WORK-BASED LEARNING WORKPLACE EVALUATION CHECKLIST   |        |        |
|---|--------|--------|
| Name of Company/Organization:   |        |        |
| Address:  |        |        |
| Contact Name:   | Email: | Phone: |
| Experience(s) Available:  |        |        |
| Visit Date and Time:  |        |        |
| Is student screening required?  | YES    | NO     |
| If so, what type(s) of screening?   |        |        |
| Is the atmosphere of the workplace conducive to the HQWBL Experience?   | YES    | NO     |
| Are the facilities and equipment conducive to student safety in the area in which the student will be completing the HQWBL experience?  | YES    | NO     |
| Does the employer follow state and federal guidelines pertaining to pandemic and infectious disease mitigations for employees/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 HQWBL experience? | YES    | NO     |
| Does the instructional potential of the workplace seem satisfactory for a student seeking a full range of work experiences?   | YES    | NO     |
| Does the workplace offer opportunities for a variety of student work experiences?   | YES    | NO     |
| Does the workplace provide accommodations for 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 WBL experiences for students without discrimination based on gender, race, color, national origin, and disability?  | YES    | NO     |
| Has the employer verified through the <a href="#">Virginia State Police Sex Offender Registry</a> that a student will not be working directly with anyone on the registry?  | YES    | NO     |
| <small>This form should be completed for each workplace on an annual basis. This information is correct and complete to the best of my knowledge.</small>   |        |        |
| Employer Contact Signature  | Date   |        |
| WBL Coordinator/Teacher/Point of Contact  | Date   |        |

# Required Documentation: Training Agreement

- Outlines roles and responsibilities of each stakeholder
- Required to be on file for ALL CTE HQWBL experiences\*
- Provides protection against accusations of negligence and liability claims
- Modifiable but must include the Virginia Department of Labor and Industry (VDOLI) required asterisked and italicized items
- Found in Appendix A in the CTE HQWBL Guide

\*Except Virtual Job Shadowing

| HIGH-QUALITY WORK-BASED LEARNING TRAINING AGREEMENT   |   |  |
|---|---|--|
| Choose a HQWBL experience type:   |   |  |
| <input type="checkbox"/> Cooperative Education  | <input type="checkbox"/> Internship                     | <input type="checkbox"/> Mentorship (+140 hours) |
| <input type="checkbox"/> Entrepreneurship   | <input type="checkbox"/> Job Shadowing                  | <input type="checkbox"/> School-Based Enterprise |
| <input type="checkbox"/> Externship   | <input type="checkbox"/> Mentorship (<140 hours)        | <input type="checkbox"/> Service Learning        |
| Student's Name:   | Grade & Age:  |  |
| School Division:  | School:   |  |
| Employer:   | Employer Address:                                       |  |
| On-the-job Supervisor Name:   | Supervisor Phone Number:                                |  |
| Supervisor Email:   | WBL Coordinator/Teacher/Point of Contact Phone & Email: |  |
| <b>PURPOSE OF AGREEMENT:</b> To provide the terms of the student's HQWBL experience and to outline the expectations and responsibilities of all parties involved with the HQWBL experience and to ensure compliance with the applicable legal requirements.   |   |  |
| <i>*Italicized items below meet the requirements of the Work Training Student-Learner Agreement of the Virginia Department of Labor.</i>  |   |  |
| <b>STUDENT (ENTREPRENEUR, if applicable) AGREES TO:</b>   |   |  |
| <ul style="list-style-type: none"><li>• Attend school regularly, and the work-based learning 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 HQWBL experience that day unless advance permission has been granted by the HQWBL coordinator/teacher/point of contact.</li><li>• Demonstrate honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn while at the workplace.</li><li>• <i>*Conform to all rules and regulations, including all safety requirements and acceptable use policies, of the place of employment and home school/division.</i></li><li>• Adhere to all workplace screenings, background checks, and policies. Obey laws and follow all pandemic/infection disease safety mitigations outlined by the school division and employer.</li><li>• Recognize that there is potential exposure to sensitive information regarding clients, customers, students, or other parties while participating in the HQWBL experience. Students should refrain from sharing any and all sensitive information regarding personnel, customers, clients, or other stakeholders.</li></ul> |   |  |

# VDOLI Required Language for Training Agreement

## **Student agrees to:**

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

## **Employer agrees to:**

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

# VDOLI Required Language for Training Agreement

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

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

## **WBL Coordinator/Teacher/Point-of-Contact agrees to:**

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

# Required Documentation: Training Plan

- Identifies the classroom instruction and workplace training
- Required for Internship, Entrepreneurship, Cooperative Education, Supervised Agricultural Experience Immersion
- Prepared jointly by all stakeholders
- Continuously revised according to the changing needs of the employer
- Serves as a record of student progress
- Provides documentation for evaluation

| HIGH-QUALITY WORK-BASED LEARNING TRAINING PLAN                                      |  |
|---|--|
| <b>Purpose</b>  | 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.  |
| <b>Procedure</b>  | The HQWBL coordinator/teacher/point of contact assumes primary responsibility for the development of an individualized training plan for the student. The HQWBL coordinator/teacher/point of contact identifies high-quality learning experiences that must be provided for the student either in the classroom or on the job. The employer (the student's immediate supervisor) is then asked to assist the HQWBL coordinator/teacher/point of contact by <ul style="list-style-type: none"><li>• identifying tasks for which training can be provided at the workplace using the training plan</li><li>• adding tasks to the training plan that are unique to the workplace</li><li>• supervising the student's training for specific job tasks</li><li>• assessing the student's strengths and weaknesses in completing tasks at the workplace.</li></ul> |
|   | The WBL coordinator/teacher/point of contact visits the workplace periodically to discuss the student's progress. Advice from the employer is used to make modifications in the student's HQWBL experience and to determine specific classroom instruction that can be provided to support student growth.   |
| <b>Orientation Checklist for Employers*</b>   |  |
| <input type="checkbox"/>  | 1. Introduce students to all persons with whom they will have contact.   |
| <input type="checkbox"/>  | 2. Show students the locations of offices, equipment, and supplies they will use.  |
| <input type="checkbox"/>  | 3. Explain the duties of the students' first assignments.  |
| <input type="checkbox"/>  | 4. Inform students as to who will be responsible for their work assignments and supervision.   |
| <input type="checkbox"/>  | 5. Inform coworkers of their relationship to students and solicit their cooperation.   |
| <input type="checkbox"/>  | 6. Inform students of arrival time, quitting time, check-in procedures and checkout procedures.  |
| <input type="checkbox"/>  | 7. Inform students of lunch times, office procedures, and regulations.   |
| <input type="checkbox"/>  | 8. Inform students of facilities available, such as restrooms, lunchroom, telephone, coat rack, etc.   |
| <input type="checkbox"/>  | 9. Inform students of time-recording procedures, pay schedule, payroll deductions, and computation of wages (if a paid experience).  |
| <input type="checkbox"/>  | 10. Inform students about dress code expectations.   |
| <input type="checkbox"/>  | 11. Inform students about any information that is to be kept confidential.   |
| <input type="checkbox"/>  | 12. Familiarize students with employee benefits (if a paid experience).  |
| <input type="checkbox"/>  | 13. Inform students of clauses in a union agreement, if any, that pertain to students (if a paid experience).  |
| <input type="checkbox"/>  | 14. Inform students of career opportunities with the employer.   |
| *These activities may be covered in orientation materials provided by the employer. |  |

# Federal and State Labor Regulations

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

- The strictest labor law applies between the state and federal entities.
- Students are required to obtain all safety training and/or OSHA certifications, if applicable.
- The training plan must meet all U.S. Department of Labor guidelines for student learner exemptions from Hazardous Occupations.
- See Child Labor Bulletin [101](#) and [102](#)
- [Federal and State Labor Laws/comparison guidelines](#) on the VDOE website



**Federal and State Labor Laws for Youth  
High-Quality Work-Based Learning**

**Know the Rules**

July 2023

Office of Career, Technical, and Adult Education



# Federal and State Labor Regulations

Additional resources:

- [U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division](#)
- [Virginia Department of Labor and Industry \(VDOLI\), Labor and Employment Law](#)
- Virginia Child Labor Laws [Webinar](#)



# CTE HQWBL Resources

- [CTE HQWBL Guide](#)
- **CTE HQWBL Time Log & Wage Calculator**
- **Experience Works resources**
- **Downloadable forms and resources**

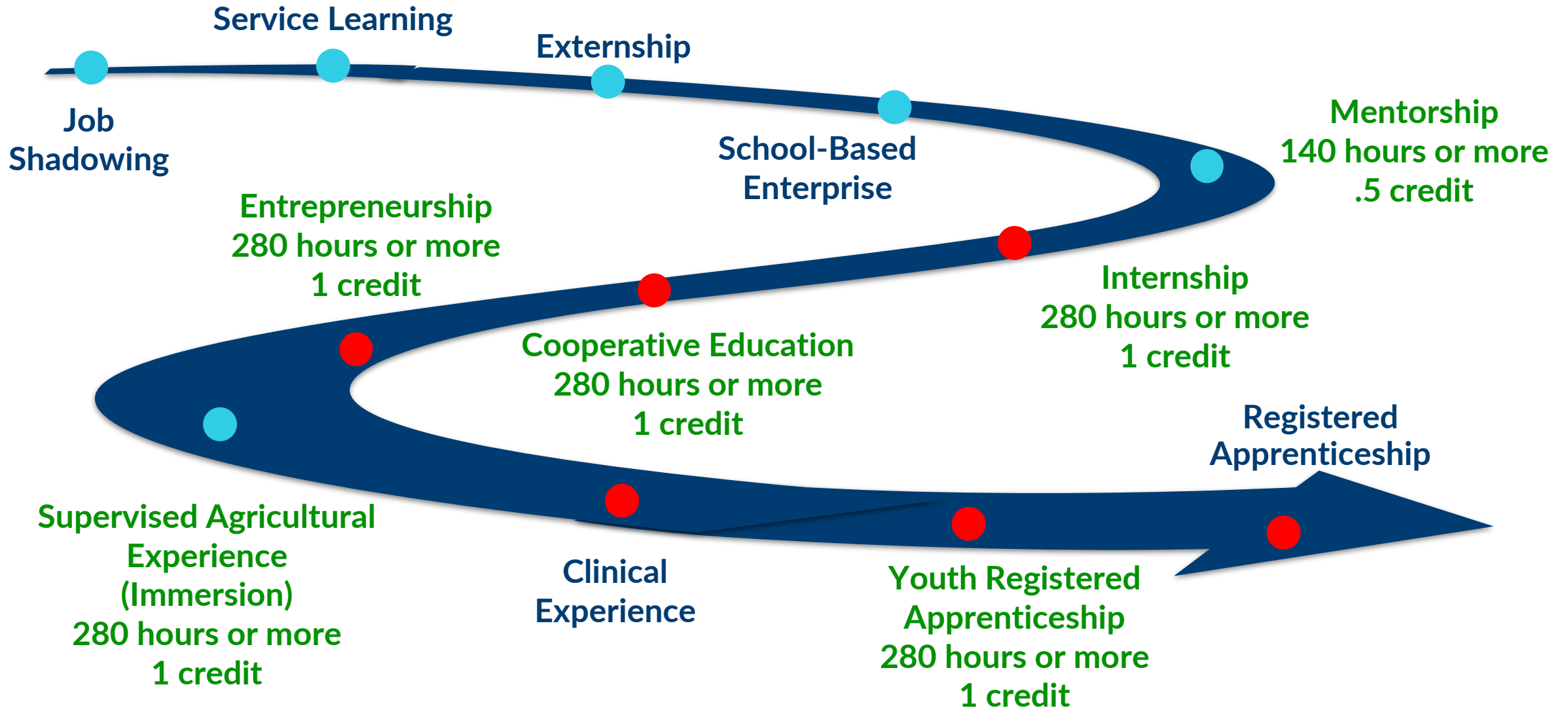
# CTE HQWBL Experience Examples



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# 12 CTE HQWBL Experiences







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



# Job Shadowing

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

**Example:** A student observes an architect at a local architectural design company.

| Suggested Grade Levels | Training Agreement<br>( <i>except for virtual</i> )                                 | Training Plan   | Minimum Duration | Paid Option   | Additional Credit Option  | Meets Graduation Requirement  | CCCRI   |
|------------------------|---|---|------------------|---|---|---|---|
| 6-12                   |  |  | Varies by type   |  |  |  |  |

# Service Learning

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

**Example:** Students in Engineering Studies identify a need, conduct research, and design a plan to solve the problem.

| Suggested Grade Levels | Training Agreement                  | Training Plan            | Minimum Duration | Paid Option              | Additional Credit Option | Meets Graduation Requirement        | CCCRI                               |
|------------------------|-------------------------------------|--------------------------|------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| 6-12                   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Varies by type   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

# SERVICE LEARNING VS. COMMUNITY SERVICE

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

# Externship

- An extended job shadowing experience designed so students may ask questions, observe, and get a feel for the work environment
- Must be a minimum of 40 hours total
- Work is not delegated and projects are not assigned
- Counts towards CCCRI and graduation requirements if student earns at least 40 hours

**Example:** A student observes a store manager conducting new employee training for 1-2 hours per week throughout the year.

| Suggested Grade Levels | Training Agreement                  | Training Plan            | Minimum Duration | Paid Option              | Additional Credit Option | Meets Graduation Requirement                             | CCCRI  |
|------------------------|-------------------------------------|--------------------------|------------------|--------------------------|--------------------------|--|--|
| 6-12                   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 40 hours         | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/><br>At least 40 hours | <input checked="" type="checkbox"/><br>At least 40 hours |

# School-Based Enterprise (SBE)

- Manages an on-going enterprise
- Provides goods/services through school location/mobile unit/website
- Completes structured activities in hands-on learning lab
- Reflects and self-assesses
- Examples include: culinary cafe, greenhouse, childcare program, retail store, credit union, and automotive services

**Example:** Culinary Arts students work in the café on school grounds, communicating with vendors to purchase supplies, managing funds, and making business-related decisions.

| Suggested Grade Levels | Training Agreement                  | Training Plan            | Minimum Duration | Paid Option                         | Additional Credit Option | Meets Graduation Requirement        | CCCRI                               |
|------------------------|-------------------------------------|--------------------------|------------------|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|
| 6-12                   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Course duration  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |



# Mentorship

- Pairs student with an industry professional for a long-term relationship focused on growth and development
- Documented hours working with a mentor may include: discussion/reflection, observation of workplace, collaborative research and exploration of the career field
- Counts towards CCCRI and graduation requirements if student earns at least 140 hours

**Example:** A Sports and Entertainment Marketing student participates in a mentorship with a brand manager to learn more about the career.

| Suggested Grade Levels | Training Agreement                  | Training Plan            | Minimum Duration                            | Paid Option              | Additional Credit Option            | Meets Graduation Requirement                              | CCCRI  |
|------------------------|-------------------------------------|--------------------------|---|--------------------------|-------------------------------------|---|--|
| 6-12                   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Course duration or 140 hours for 0.5 credit | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/><br>At least 140 hours | <input checked="" type="checkbox"/><br>At least 40 hours |

# Internship

- Places a student in a real workplace environment
- Allows for practice in career-related knowledge and skills for a specific career field related to the student's career interests, abilities, and goals
- Tasks and job duties are actively related to the workplace.
- Student interns are guided by a formal, written training plan that defines specific academic and workplace skills to be mastered.

**Example:** An Accounting II student participates in an internship at a local accounting firm.

| Suggested Grade Levels | Training Agreement                  | Training Plan                       | Minimum Duration                                 | Paid Option                         | Additional Credit Option            | Meets Graduation Requirement        | CCCRI                               |
|------------------------|-------------------------------------|-------------------------------------|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 11-12                  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Course duration or 280 hours for 1 credit option | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

# Entrepreneurship

- Explores entrepreneurial concepts from idea inception, business planning, enterprising, and growing a business
- Plans, implements, operates and assumes financial risks in a business that produces goods or delivers services
- Business assets are student-owned and financial records are kept to determine return on investments.
- Submits a completed business plan and self-assesses success measures
- Must comply with all local, state, and federal regulations, including acquiring all necessary licenses and permits

**Example:** A Design Multimedia student creates logos and designs websites for vendors in the community, charging fees and managing all aspects of the business.

| Suggested Grade Levels | Training Agreement                  | Training Plan                       | Minimum Duration                                 | Paid Option                         | Additional Credit Option            | Meets Graduation Requirement        | CCCRI                               |
|------------------------|-------------------------------------|-------------------------------------|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 11-12                  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Course duration or 280 hours for 1 credit option | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

# Cooperative Education (Co-Op)

- Connects CTE classroom instruction with paid employment and practical work experience
- Combines a rigorous and relevant curriculum with an occupational specialty
- Guided by a formal, written training plan that defines specific academic and workplace skills to be mastered
- Requires a collegiate professional or technical/professional license in the program area for supervision of students
- One additional credit may be earned toward graduation for co-op experiences of at least a 280-hour duration and by working continuously throughout the school year.

**Example:** A Marketing student works as an assistant to a media planner in a local public relations firm.

| Suggested Grade Levels | Training Agreement                  | Training Plan                       | Minimum Duration                                 | Paid Option                         | Additional Credit Option            | Meets Graduation Requirement        | CCCRI                               |
|------------------------|-------------------------------------|-------------------------------------|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 11-12                  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Course duration or 280 hours for 1 credit option | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

# Foundational Supervised Agricultural Experience (SAE)

- Includes five components as outlined in the [SAE For All Teachers Guide](#)
- Required to be embedded into every Agriculture, Food and Natural Resources (AFNR) course
- Prepares students to select and implement one or more Immersion SAEs
- Does not count towards CCCRI or graduation requirements on its own

| Suggested Grade Levels | Training Agreement                  | Training Plan            | Minimum Duration             | Paid Option              | Additional Credit Option | Meets Graduation Requirement | CCCRI                    |
|------------------------|-------------------------------------|--------------------------|------------------------------|--------------------------|--------------------------|------------------------------|--------------------------|
| 6-12                   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Aligned with course duration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> |

# Immersion (SAE)

- Option for students enrolled in an (AFNR) course
- Must have completed the requirements for Foundational SAE
- Immersion SAEs include: Ownership/Entrepreneurship, Placement/Internship, Research (Experimental, Analysis, Invention), School-Based Enterprise and Service Learning
- [SAE Immersion Documents](#)

| Suggested Grade Levels | HQWBL Training Agreement               | SAE Agreement   | SAE Training Plan                      | Minimum Duration                                    | Paid Option                         | Additional Credit Option            | Meets Graduation Requirement        | CCCRI                               |
|------------------------|--|---|--|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 9-12                   | Required for ALL Immersion experiences | Required for:<br>Placement/Internship<br>Ownership/Entrepreneurship | Required for ALL Immersion experiences | 280 hours for 1 credit option<br>(July 1 - June 30) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

# Clinical Experience

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

**Example:** A student enrolled in the Nurse Aide program completes clinical rotation hours to earn a Nurse Aide certification.

| Suggested Grade Levels | Training Agreement                  | Training Plan            | Minimum Duration | Paid Option              | Additional Credit Option | Meets Graduation Requirement        | CCCRI                               |
|------------------------|-------------------------------------|--------------------------|------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| 11-12                  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Varies by Type   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

# Youth Registered Apprenticeship (YRA)

- All apprentices are registered through the DOLI.
- Participating employment sponsor provides the worksite supervision of a skilled mentor to meet On-the-Job Training (OJT) requirements.
- Licensed and endorsed CTE teachers provide occupation-specific related technical instruction (RTI) for youth apprentices.
- All work hours and RTI credits toward completion of a Registered Apprenticeship.

**Example: A student is enrolled in HVAC and Refrigeration II at their high school. The student is employed and receiving On the Job Training by a local Heating & Air Conditioning company.**

| Suggested Grade Levels | Training Agreement                  | Training Plan            | Minimum Duration              | Paid Option                         | Additional Credit Option            | Meets Graduation Requirement        | CCCRI                               |
|------------------------|-------------------------------------|--------------------------|-------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 11-12                  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 280 hours for 1 credit option | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |



# Registered Apprenticeship (RA)

- Apprentices are paid employees of a company and receive pay increases as they meet benchmarks for skill attainment.
- RTI will be provided by technical schools, community colleges, online, or on-site by employer/sponsor and it must be occupation specific.
- Documentation is maintained exclusively by employers/sponsors and apprentices.

**Example:** A student would like to be an electrician; however, the school division does not offer the Related Technical Instruction (RTI). The student is employed by a sponsoring employer where they receive On-the-Job training (OJT) and Related Technical Instruction (RTI).

| Suggested Grade Levels | Training Agreement                  | Training Plan            | Minimum Duration                  | Paid Option                         | Additional Credit Option | Meets Graduation Requirement        | CCCRI                               |
|------------------------|-------------------------------------|--------------------------|-----------------------------------|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|
| 11-12                  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 144 hours RTI per 2,000 hours OJT | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

**Contact Your CTE  
HQWBL Specialist**

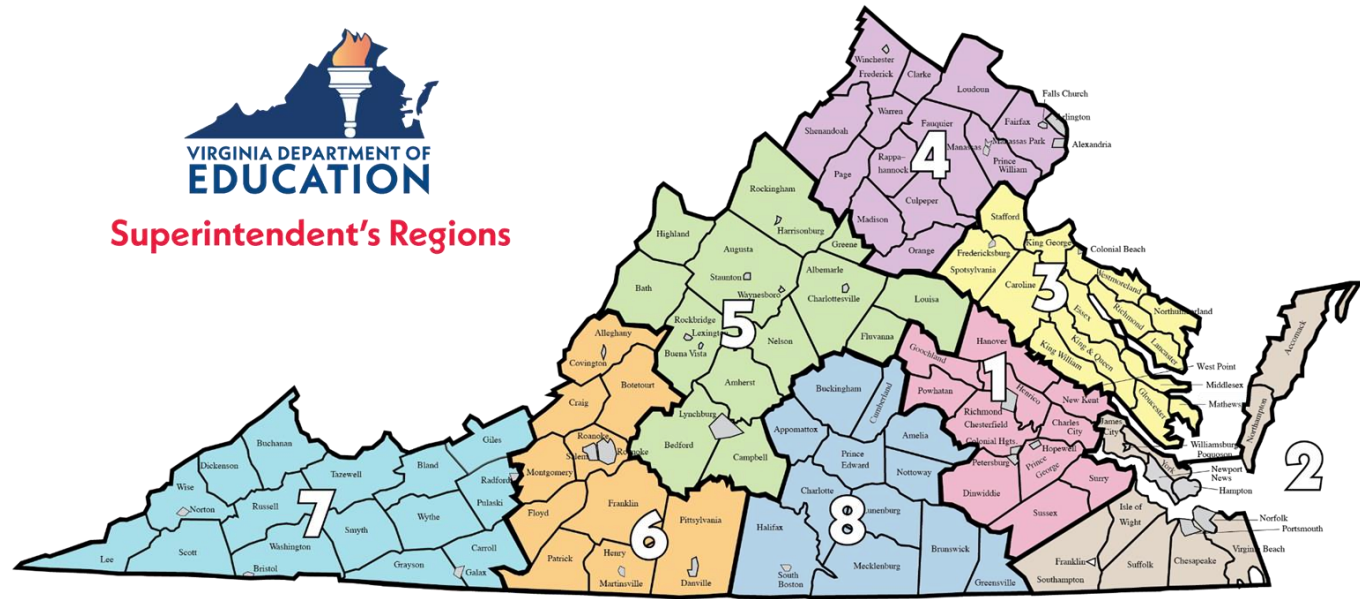
**VIRGINIA DEPARTMENT OF EDUCATION**

A faint, light blue graphic in the background features a torch with a flame on the right side, and a stylized outline of the state of Virginia on the left side, partially overlapping the torch's base.

# CTE HQWBL Regional Assignments

- **Coordinator**  
Sharon Acuff

- **Current Regional Specialists**
  - Erika Temple Region 1
  - Nikki Finley Region 2
  - Patti Hodge Region 3
  - Susan McNamara Region 4
  - Amy Pultz Region 5
  - Kim Radford Region 6
  - Jan Huffman Region 7
  - Tammy Hurt Region 8



**Serving 131 school divisions across the Commonwealth**

# CONTACT INFORMATION



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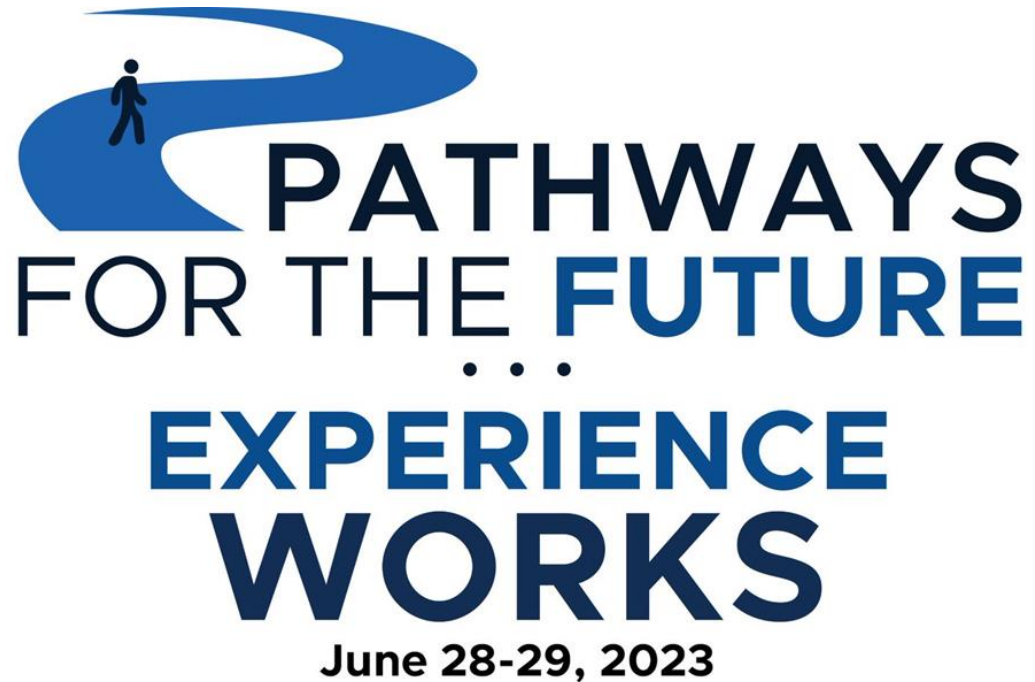
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## **Dr. Tammy Hurt**

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**QUESTIONS?**



# Earn Your PD Points!

Please complete the  
survey at the end of this  
Zoom session