



VIRGINIA
IS FOR
LEARNERS

Implementing High-Quality Work-Based Learning (WBL)

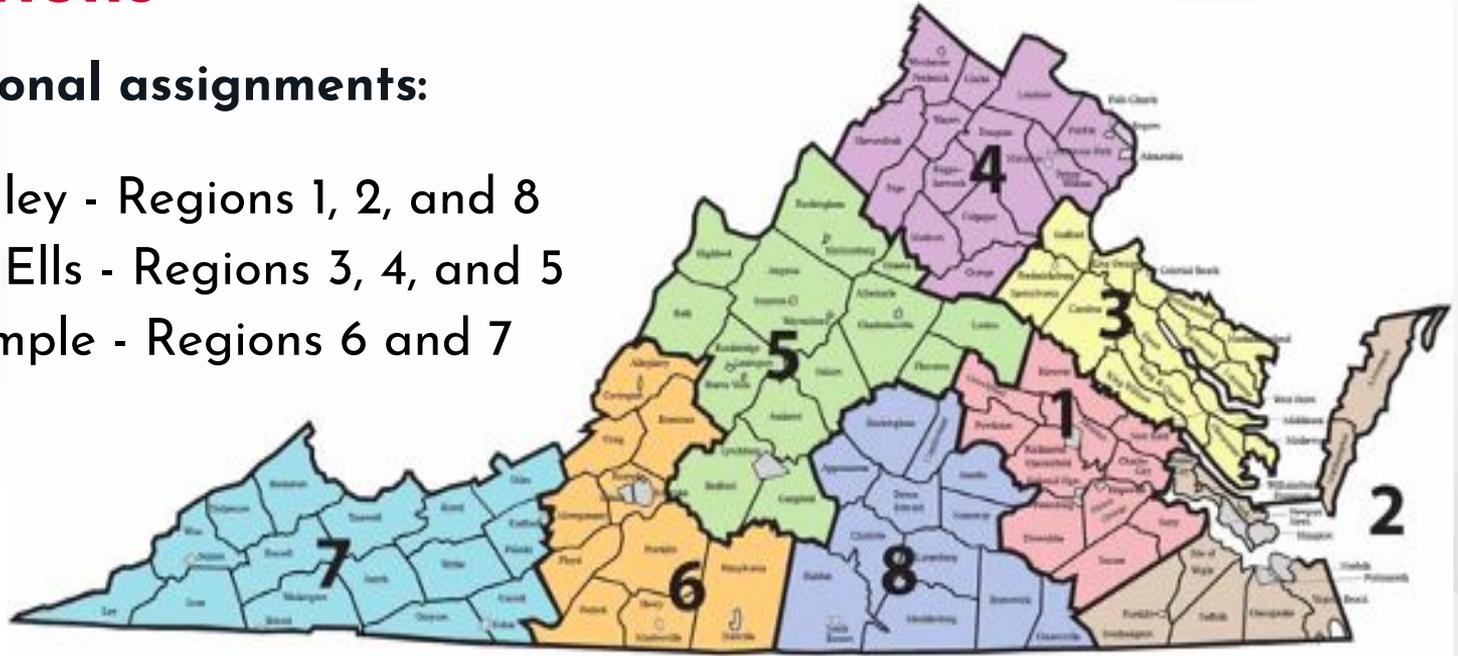
Virginia Association of Marketing Educators
(VAME)



Introductions

Current regional assignments:

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





Session Overview

WHAT

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

WHY

Identify reasons WHY WBL is important.

HOW

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

What is High-Quality WBL?



What is High-Quality Work-Based Learning?

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

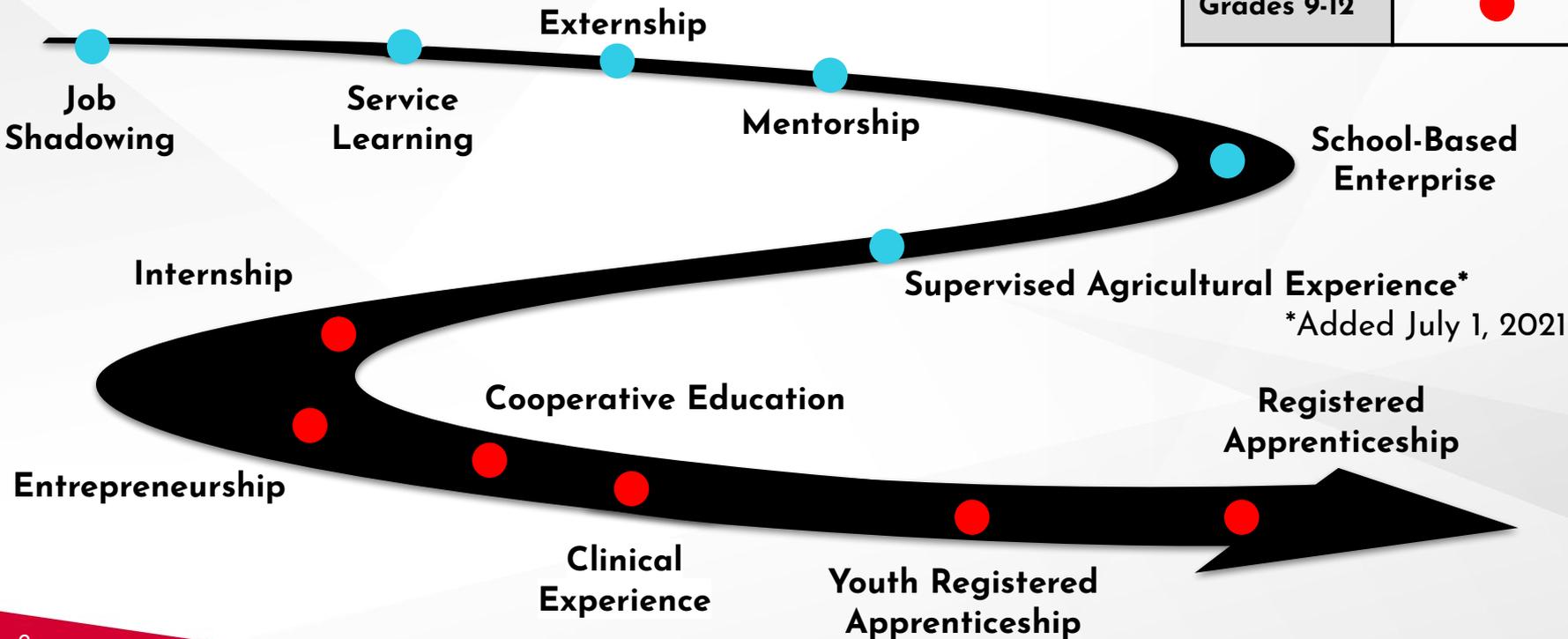
- Classroom instruction related to the WBL experience
- Participation in Career and Technical Student Organizations (CTSOs)
- School-coordinated Work-Based Learning (WBL)
 - related to students' career goals and/or interests
 - integrated with instruction
 - performed in partnership with local businesses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



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High-Quality WBL Experiences

Grades 6-12	●
Grades 9-12	●





#1 - Which WBL experiences have you offered?

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

Why is High-Quality WBL Important?



Profile of a Virginia Graduate

Align knowledge, skills, and
personal interests with
career opportunities

**Career
Planning**

Build connections and
value interactions with
diverse communities

**Community &
Civic
Responsibility**

**Content
Knowledge**

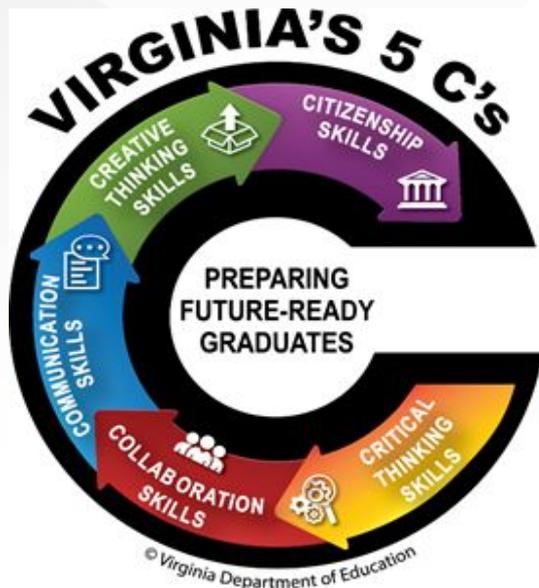
Achieve and apply
appropriate academic and
technical knowledge

**Workplace
Skills**

Attain and demonstrate
productive workplace skills,
qualities, and behaviors



WBL Reinforces Virginia's 5 Cs



(Example: Service Learning)

1	Investigation/ Research	Critical thinking to identify and analyze community needs.
2	Planning/ Preparation	Collaboration with community partners to create a service plan that addresses identified community needs.
3	Action	Citizenship through service that enhances social responsibility.
4	Reflection	Communication Skills are strengthened through reflection on lessons learned through participation in the service learning project.
5	Demonstration/ Celebration	Creative demonstrations for an important event to reflect on insights and outcomes to the community.



State Requirements

Graduation Requirements

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

- (i) complete an Advanced Placement, honors, International Baccalaureate, or dual enrollment course;
- (ii) complete a high-quality work-based learning experience, as defined by the Board; **or**
- (iii) earn a career and technical education credential that has been approved by the Board

College, Career and Civic Readiness Index (CCCRI)

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

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



Student Benefits

- Employability and technical skills
- Social capital
- Positive relationships and networking
- Workplace environment experiences
- Academic excellence and opportunities for advancement
- Pathways to careers





Business Partner Benefits

- Contribute to economic growth
- Increase workforce diversity and inclusion
- Enhance educational curriculum
- Prepare youth for evolving workforce by providing employment opportunities
- Meet current workforce needs
- Establish a network with other businesses/employers



How can we implement High-Quality WBL?



How can we implement High-Quality WBL?

Ensure your WBL program meets high-quality standards

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



Training Agreement

- Provides an outline of a written commitment made by the student, parent/guardian, WBL coordinator/teacher, and employer that outlines the roles and responsibilities of each stakeholder
- Required to be on file for each student for **ALL** WBL experiences
- Provides protection to the WBL coordinator and school officials against accusations of negligence and liability claims
- May be modified as appropriate by each program area or school division, but must include the Virginia Department of Labor and Industry (VDOLI) requirements (asterisked and italicized items) found in the templates provided in the WBL Guide and listed on the next slide



VDOLI Required Language

Student agrees to:

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

Employer agrees to:

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

Parent/Guardian Agrees to:

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

WBL Coordinator (Agriculture Instructor) agrees to:

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



Training Plan

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



Federal and State Labor Regulations

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

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



Federal and State Labor Regulations

Additional resources:

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



Building and Sustaining Business Partnerships

Challenges

Lack of communication and effective engagement

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

Strategies

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



Building and Sustaining Business Partnerships

Challenges

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

Strategies

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



Building and Sustaining Business Partnerships

Challenges

Concerns from business partners

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

Strategies

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

Examples and Resources for WBL Experiences



Job Shadowing

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

Example: A student observes a marketing director at a local law firm.

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



Externship

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

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

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



Service Learning

- Goes beyond community service to identify an interest or community need and develop and complete a project
- Structured activities before, during, and after the experience by the student to reflect and self-assess
- Can take place in conjunction with CTSO experiences
- Must meet all eight (8) standards from the National Youth Leadership Council as outlined in the WBL guide on page 30.

Example: Cybersecurity in Marketing students identify a need, conduct research, and design a plan to solve the problem.

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



Service Learning vs. Community Service

Service Learning is High-Quality Work-Based Learning

- Students identify an interest and a community need.
- Students develop and complete a service project addressing the community need.
- Students complete structured activities before, during, and after the experience.
- Students reflect and self-assess.

Community Service is not High-Quality Work-Based Learning

- The community need may already be established.
- Students participate in voluntary assignments and activities to serve organizations and/or individuals within the community.
- Community service may or may not align with school-based instruction.



Mentorship

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

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

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



School-Based Enterprise

- An on-going student managed, entrepreneurial operation within a school setting
- Provides goods and services that meet the needs of the school's target markets
- Is a collaboration between the teacher and student with management decisions made by the students

Example: Marketing Management students manage and operate the DECA school store, working with vendors to purchase supplies, managing funds, and making business-related decisions.

WBL Experience	Training agreement	Training plan	Suggested Grade levels	Related CTE instruction	Minimum duration	Paid option	Meets Graduation Req	Credit option
School-Based Enterprise			6-12		Course duration			



Internship

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

Example: A student is employed as an assistant to an office manager.

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



Entrepreneurship

- Students plans, implements, operates, and assumes financial risks in a business that produces goods or delivers services
- Student owns the business assets and keeps financial records
- Business must comply with all the local, state, and federal regulations including acquiring all necessary licenses and permits

Example: A Fashion Merchandising student starts a small clothing company and manages aspects of the business.

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

*Updated July 1, 2021



Cooperative Education

- Connects classroom instruction with paid employment
- Combines a rigorous and relevant curriculum with an occupational specialty
- Requires a collegiate professional or technical/professional license for supervision of students

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

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



Is this an example of High-Quality WBL?

Marketing Management students actively participate in the management and operations of the DECA School Store. Students learn about topics and careers in entrepreneurship, finance, marketing management, and digital marketing and rotate through the jobs to learn the skills of each position. The instructor of the course manages all of the funds, communicates with vendors to purchase supplies, and serves in a leadership capacity as the sole decision-maker of the store operations.

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



Revised Example

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

Marketing Management students actively participate in the management and operations of the DECA School Store. Students learn about topics and careers in entrepreneurship, finance, marketing management, and digital marketing and rotate through the jobs to learn the skills of each position. ~~The instructor of the course~~ **STUDENTS** manage the funds, communicate with vendors to purchase supplies, and serve in leadership roles as decision-makers of the store operations. **The instructor serves as a facilitator to the school-based enterprise, supervising the students and providing feedback to ensure safe and efficient operation of the SBE.**



Is this an example of High-Quality WBL?

A student enrolled in an Advanced Marketing course creates a business plan and develops a company to help small local businesses boost their social media platforms. The student purchases the equipment and supplies necessary to develop and advertise services. Monthly financial records are kept by the student and analyzed to determine productivity and profitability. The student submits reports and meets with the course instructor for feedback on the entrepreneurial experience.

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



Work-Based Learning (WBL) Guide

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

Examples of information located in the WBL guide:

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



Labor Market Information

What is Labor Market Information (LMI)?

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

Why is LMI Important?

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



Employment Projection for Selected Marketing Occupations

Occupational Title	Employment: 2019	Employment: 2029	Growth %
Market Research Analyst	738,100	870,958	18%
Public Relations & Fundraising Manager	88,000	95,920	9%
Promotions Specialist	138,600	149,688	8%
Graphic Designer	281,500	270,240	-4%

Source: U.S. Bureau of Labor Statistics, Employment Projections



CTE Trailblazers Report: Cluster Analysis*

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

The Marketing cluster is the third largest cluster in Virginia, consisting of an estimated 461,000 positions in 2016.

Within the Marketing cluster, the Professional Sales pathway is projected to add nearly 15,000 new jobs by 2026—the highest projection of all pathways in the cluster.

Market Research Analysts and Marketing Specialists are projected to experience the highest percentage of job growth through 2026 (27%), while Cashiers are expected to see the greatest number of annual job openings (20,500 openings).

The expected growth in the Finance Cluster is 11% by 2026, which is slightly higher than the growth rate for the Commonwealth as a whole.

*Link to [Marketing](#) and [Finance](#) Cluster Reports

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



Jobs EQ - Statewide Data Initiative

Provides [online access via Chmura](#) to regional information about:

- Demographics
- Employment
- Wage
- Job postings data
- Occupations
- Industries
- Skills
- Degrees/awards (postsecondary completions data from IPEDS)

Each school division has received one license to access statewide data (down to a metro-area, county, and zip code, plus a 75-mile radius around the states border.)



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