Career and Technical Education Work-Based Learning Guide

Virginia Department of Education
2014

Career and Technical Education
Work-Based Learning Guide

Developed by

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Resources

The following resources are available online at the CTE Resource Center Web site www.CTEresource.org:

- Word and PDF files of this guide (click on “VERSO,” “Across the Board”)
- Related Web sites for work-based learning (click on “Links,” “Featured Resources,” “Work-Based Learning”)

The Word and PDF files of this guide are also available at the Department of Education Web site www.doe.virginia.gov/instruction/career_technical/work-based_learning/index.shtml.

INTRODUCTION

Virginia has built its Career and Technical Education (CTE) programs on the following three major cornerstones:

- **Classroom instruction,** which is the essential component for students to master the academic and technical competencies, attitudes, and work ethic necessary for career success and lifelong learning.
- **Career and technical student organizations,** which provide experiences that reinforce and strengthen classroom learning and prepare students for individual responsibility, teamwork, and leadership in their chosen career pathways.
- **Work-based learning (WBL) experiences,** which offer opportunities for students to apply and refine knowledge, attitudes, and skills through professionally coordinated and supervised work experience directly related to career goals.

The WBL experience component builds on the benefits of the other two components by assisting students in the transition from the classroom to the workplace. Students enhance their knowledge, skills, and attitudes by participating in supervised experiences that are not possible to replicate in an educational setting. WBL experience is valuable because it helps students get jobs once they graduate from high school or complete postsecondary programs, including college. Students who participate in WBL experiences are often able to continue to work for their placement companies after high school graduation or even after college graduation. Furthermore, employers are increasingly seeking new hires who have WBL experience and can perform well from day one.

Overview of Work-Based Learning Methods of Instruction

Work-based learning is a school-coordinated, coherent sequence of workplace experiences that are related to students' career goals and/or interests, are based on instructional preparation, 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. The seven WBL methods of instruction currently practiced in Virginia are listed and defined below in order from the lowest to the highest degree of engagement.

1. **Job shadowing** is a method of short-term, school-coordinated career exploration in which the student interviews a competent worker about his/her job and industry and "shadows" (follows) the worker to observe the performance of a variety of job tasks. Job shadowing is less intensive than the other methods and is usually the first form of workplace assignment given to a student. Prior to job shadowing, the student receives instruction about careers and the process of career choice, develops appropriate questions to ask, and learns the rules and guidelines for grooming, dress, and behavior in the workplace. Once the student

has identified a career interest, path, or goal, job shadowing helps the student make informed career decisions and focus his/her studies. Job shadowing does not provide a standard unit of credit, but the student may enhance his/her class grade through the experience.

2. **Mentorship** is a structured, school-coordinated method that enables the student to learn about the industry and the workplace from a selected worker who has a recognized record of achievement in the occupational field. It requires student preparation, including career exploration, prior to the experience. Mentorship is more complex than job shadowing but less demanding and often of shorter duration than internship or service learning. Mentorship does not provide a standard unit of credit, but the student may enhance his/her class grade through the experience.

3. **Service learning** is a method in which the student engages in community-service work for a specified number of hours in order to gain developmental experience. Students and teachers cooperate with local leaders to address community problems and issues, resulting in student service to the community and development of personal, workplace-readiness, academic, and citizenship skills. Students engage in critical, reflective thinking and experience the relationship of theory and practice. Service learning does not provide a standard unit of credit, but the student may enhance his/her class grade through the experience.

4. **Internship** is a progressive, school-coordinated method that places the student in a real workplace environment in order to develop and practice career-related knowledge and skills needed for a specific entry-level job. An internship can be either *introductory* (short-term) or *extended* (lasting a summer, a semester, or an entire school year and involving a specified number of hours in the training agreement). Currently, interns may be paid or unpaid.[1] An internship provides hands-on experience in a particular industry or occupation related to the student's career interests, abilities, and goals, and allows him/her to document job-related experiences. Prior to an internship, the student receives the established criteria and guidelines from the workplace supervisor, and throughout the internship, the supervisor evaluates the student. Internship does not provide a standard unit of credit, but the student may enhance his/her class grade through the experience.

5. **Clinical experience** is a form of cooperative education for health and medical sciences students, except that students are not paid for their clinical work. Clinical experience provides the student with an opportunity to integrate knowledge acquired in the classroom

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[1] Federal legislation from April 2010 provides for determination as to whether or not interns must be paid the minimum wage and overtime under the Fair Labor Standards Act (FLSA) for the services that they provide to private sector "for-profit" employers. Educators must meet the "Test for Unpaid Interns" (six criteria) if they are placing students in unpaid internships. Otherwise, the students must follow the FLSA for paid internships. Source: www.dol.gov/whd/regs/compliance/whdfs71.htm.

with clinical practice, and it affords practice of the fundamental skills, behaviors, and attitudes needed for professional competence in the healthcare field. Clinical experience is based on observation and treatment of patients at different stages of medical practice. These experiences place students in a variety of healthcare settings so they may better understand the scope of the profession and healthcare needs. Like cooperative education, clinical experience is closely supervised, qualifies students for credit toward graduation, and requires a significant number of on-site hours (established by the Virginia Board of Nursing or the Virginia Department of Health).

6. **Student apprenticeship** is a career preparation WBL method that provides the student with opportunities to use job skills and reinforces academic instruction under the guidance of a supervisor in a specific occupational area. Student apprentices are paid for their work. Like cooperative education, student apprenticeship is closely supervised by the school coordinator, qualifies students for credit toward graduation, and requires a significant number of on-site hours (up to a maximum of 20 hours per week). Student apprenticeship is designed to lead students directly into an entry-level job for highly skilled technicians, a registered apprenticeship, or a postsecondary program.

7. **Cooperative education** is a career preparation WBL method that combines CTE classroom instruction with paid employment that is directly related to the student's plan of study. The school and the employer plan, coordinate, and supervise the instruction and employment so that each contributes directly to the student's career objectives and employability. Students may earn credit toward graduation for cooperative education experiences, and they normally work between 11 and 15 hours per week to achieve a minimum of 396 hours. Currently, 236 CTE courses are taught in Virginia that provide students with the option to participate in a cooperative education experience.

Categories and Goals of Work-Based Learning Methods of Instruction

The WBL methods of instruction are grouped into three categories—Career-exploration WBL methods, Pre-professional WBL methods, and Career preparation WBL methods—with each category having a different set of primary goals. This grouping facilitates the linking of instructional activities as well as work experiences to WBL goals.

Students benefit when they have the opportunity to participate in sequenced WBL experiences, beginning with career-exploration experiences in middle school or early high school followed by pre-professional experiences related to their coursework in high school. Some students will also benefit from intensive, long-term career preparation experiences in high school, while others will find it best to postpone such experiences until their postsecondary years.

Career-exploration WBL methods

The methods in this category—*job shadowing, mentorship,* and *introductory internship*—have the goals of informing students about the range of career options, challenging them to explore a variety of careers, and exposing them to different workplace environments so they can begin to recognize their own interests and talents and develop career goals. Additionally, these methods aim to help students strengthen their motivation and informed decision-making skills.

Very brief group or individual experiences such as worksite visits or exposure to visiting speakers from business and industry may provide career-exploration experiences, but they are not work-based learning and are not as effective as the WBL methods in this category. Students derive the most benefit from career-exploration experiences that include one-on-one, in-depth interaction with working adults. Moreover, such interaction does not have to be long-term in order to be valuable: for example, job shadowing for half a day or conducting an informational interview with an attentive adult worker can be enough to gain significant knowledge, stimulate thought, and promote career exploration.

Career-exploration WBL experiences may be integrated into the curricula of CTE classes or offered as extracurricular activities. The student may be assigned supplementary work connected with the activity and may be graded on his/her performance in a way that contributes to the final grade in a CTE class.

Pre-professional WBL methods

The WBL methods in this category have as their goals deepening students' knowledge about careers of interest and the workplace, helping them develop personal qualities and workplace readiness skills, and offering them beginning professional knowledge and skills that will be of value in further education and in a range of possible future careers. The typical methods in this category are *extended internship*[2] and *service learning*; however, *extensive job shadowing* and *mentorship* may also provide developmental experiences. Pre-professional WBL experiences are as valuable for students who are college bound as for those who plan to enter the work force directly after high school.

The *extended internship* method has been used to prepare Virginia high school students for specific careers, but as such, it has been the most loosely defined experience. The amount of time students devote to internships is highly variable, as is the amount of supervision they receive, and training agreements and plans are optional. Currently, interns may be paid or unpaid. At the postsecondary level, unpaid internships have become the subject of considerable concern; some evidence shows that unpaid internships are less likely to lead to job offers than are paid internships, possibly because employers invest less energy in and attention

[2] For recent FSLA regulations on internships, refer to the footnote on page 2.

to interns who work for free.[3] More importantly, questions have been raised about the legitimacy and legality of unpaid internships, and the U.S. Department of Labor has released guidelines strictly limiting their use.[4] Because of these quality and legal issues, long-term, *unpaid* internships are not appropriate career preparation WBL experiences for Virginia students.

Pre-professional WBL experiences can be integral parts of CTE classes or career and technical student organization activities in which students are assessed in a way that contributes to final class grades. Some pre-professional WBL experiences, however, may be extracurricular and provide learning experiences without being assessed.

Career preparation WBL methods

The methods in this category—*clinical experience, student apprenticeship,* and *cooperative education*—are recommended for the student who has a clear goal of entering the work force directly after high school in a selected job that leads to a career pathway or enrolling in a closely related postsecondary training program. Like pre-professional WBL experiences, career-preparation WBL should strengthen career awareness, workplace readiness, and personal development. The experiences are structured primarily to give the student extensive practice in applying fundamental technical and practical knowledge and skills needed in the career that he/she intends to pursue. This type of WBL experience is often an integral part of career academies; for example, California's closely regulated career academy system provides comprehensive instructional and other support resources for intensive WBL, as does the National Career Academy Foundation.

Each of the career preparation WBL methods is intensive, requiring a significant number of student work hours and a considerable time commitment from teachers and coordinators, who recruit employers, evaluate the appropriateness of worksites, coordinate students' workplace experiences, prepare students' supplementary instruction, and assess students' performance.

This guide focuses on all types of WBL methods used in Virginia. It includes Virginia regulations and guidelines for the administration of WBL and provides training materials for coordinators. The table on the following page compares the various methods.

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[3] National Association of Colleges and Employers, *The College Class of 2012* (Bethlehem, PA: National Association of Colleges and Employers, 2012), 7.

[4] Ross Perlin, *Intern Nation: How to Earn Nothing and Learn Little in the Brave New Economy* (New York: Verso, 2012).

A Comparison of Work-Based Learning Methods of Instruction

Characteristic	Career-Exploration WBL Methods			Pre-professional WBL Methods		Career Preparation WBL Methods		
	JOB SHADOWING	MENTORSHIP	INTRODUCTORY INTERNSHIP	EXTENDED INTERNSHIP	SERVICE LEARNING	CLINICAL EXPERIENCE	STUDENT APPRENTICESHIP	COOPERATIVE EDUCATION
Grade Levels	Primarily grades 6–8, but continuing into higher grades			Primarily grades 9 and 10, but continuing into upper grades		Primarily grades 11 and 12, but continuing into postsecondary		
Goals of method	• Foster career and workplace awareness • Promote career exploration • Strengthen motivation and informed decision-making skills			• Deepen career and workplace knowledge • Develop personal qualities and workplace readiness skills • Impart beginning professional skills		• Develop technical knowledge and skills necessary for entry into a specific occupation or postsecondary training program • Strengthen career awareness, workplace readiness, and personal development		
Student receives pay	No	No	No	Local determination based on FLSA* criteria	No	No	Yes	Yes
Number of hours required	Local option	Local option	Local option	Local option	Local option	Set by Virginia Board of Nursing or Va. Department of Health	Maximum of 20 hours per week	396 (11-15 per week)
Training agreement and training plan used	Optional (assignment involved)	Optional (assignment involved)	Optional (project involved)	Optional (project involved)	No (identified goals)	Contract with clinical facility	Yes (must use specific Va. Department of Labor and Industry [VDOLI] forms)	Yes
Related classroom instruction	Yes	Yes	Yes	Yes	Yes	Yes	Desirable, but not required	Yes
Option for receiving credit toward graduation	No	No	No	No	No	Yes	Yes	Yes
Student required to have career objective in the career field	No, but interest in field required	No, but interest in field required	No, but interest in field required	No, but interest in field required	No	Yes	Yes	Yes
WBL experience administered by teacher-coordinator certified in the career field	No, but knowledge of careers and placement required	No, but knowledge of careers and placement required	No, but knowledge of careers and placement required	No, but knowledge of careers and placement required	No	Yes	Determined by school, employer, and VDOLI	Yes

*Fair Labor Standards Act. Federal legislation from April 2010 provides for determination as to whether or not interns must be paid the minimum wage and overtime under the Fair Labor Standards Act (FLSA) for the services that they provide to private sector "for-profit" employers. Educators must meet the "Test for Unpaid Interns" (six criteria) if they are placing students in unpaid internships. Otherwise, the students must follow the FLSA for paid internships. Source: www.dol.gov/whd/regs/compliance/whdfs71.htm.

SECTION ONE

Guidelines and Regulations for Career Preparation Work-Based Learning Methods

SECTION ONE: GUIDELINES AND REGULATIONS FOR CAREER PREPARATION WORK-BASED LEARNING METHODS

Virginia Department of Education (VDOE) regulations and guidelines for WBL apply to all CTE courses that offer career preparation WBL experiences. Questions related to interpretation or implementation of these regulations and guidelines should be directed to CTE specialists at the Virginia Department of Education. Questions concerning certification or endorsements should be directed to a specialist in licensure at the Virginia Department of Education's Division of Teacher Education and Licensure.

NOTE: An asterisk before a regulation listed below denotes a state or federal regulation.

Teacher-Coordinator Qualifications

* A WBL teacher-coordinator must be endorsed to teach the course for which he/she is coordinating career preparation WBL experiences, should be professionally competent, and should demonstrate technical ability and actual business/industry occupational experience within the discipline for which he/she provides instruction. Additionally, a teacher-coordinator of clinical experiences or cooperative education experiences must be certified in the career field. Administration of student apprenticeships is determined by the school, employer, and Virginia Department of Labor and Industry (VDOLI). All WBL coordinators are required to be knowledgeable about careers and job-experience placements.

Professional Development

Teacher-coordinators should have continuing professional development in the career preparation WBL methods they are using as well as in their CTE program areas. A workshop for new WBL teacher-coordinators is offered each summer by the Virginia Department of Education, Office of Career and Technical Education Services. Other relevant professional development may include summer institutes and conferences, college courses, teacher internships in business and industry, and other state and local staff-development options.

Policy Statement

Each school division should have a written career preparation WBL policy statement that includes the following:

- Coordinator qualifications and responsibilities
- Requirements for recruitment and selection of students and training stations
- Content of the training agreement and training plan

** Denotes a state or federal regulation*

- Required length of training
- Information about course credit, student wages, records, reports, and administration, as applicable to each career preparation WBL method of instruction being offered.

Class Size and Facilities

* Career and technical education courses using the cooperative education method of instruction shall be limited to an average of 20 students per instructor per class period (with no class being more than 24) where the cooperative method is required (see 8VAC 20-120-150, 4.b). For courses in which the cooperative method is optional, class size shall not exceed the number of individual workstations or an average of 20 students per instructor per class period (with no class being more than 24) if all students participate in cooperative education.

Schools should allocate sufficient and appropriate classroom and office space, equipment, and resources for teaching the occupational skills.

Coordination Time and Travel

* Career and technical education courses using career preparation WBL methods of instruction shall have a class period assigned to the instructor for worksite coordination for each 20 students participating in workplace training, and shall specify provisions for instructor travel for worksite coordination (see 8VAC 20-120-150, 4.b and 8VAC 20-120-140, 2). Instructional time for teacher-coordinators 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*.

The coordination period for the teacher-coordinator is based on a traditional, single-period class period. For example, when a school operates on a 4x4 block schedule, the teacher-coordinator must have a minimum of 45 minutes for each 20 students. Alternate-day block schedules may allow for daily 45-minute coordination class periods or alternate-day 90-minute class periods. 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 training stations.

Adequate coordination time must be provided for teacher-coordinators to recruit and secure training stations; supervise the workplace experience component; and plan, organize, and complete all WBL activities. (For a complete listing of coordination activities, see "Teacher-Coordinator Selection" on page 29.) **ALL WBL COORDINATORS MUST HAVE ADEQUATE TIME FOR VISITING TRAINING STATIONS.**

** Denotes a state or federal regulation*

Extended Contracts

It is desirable for teacher-coordinators to be given extended contracts to enhance effective coordination of career preparation WBL methods of instruction. An extended contract provides for employment for a period of time (at least 20 additional days is desirable) beyond the regular contractual period.

Training Agreement

* A training agreement shall be developed and followed for each student receiving training through a career preparation WBL method of instruction.[5] A training agreement is a written statement of commitment to a WBL experience made by the student, parent or guardian, teacher-coordinator, and training sponsor. For career preparation WBL experiences, it is a *required* formal document outlining the responsibilities of all parties involved. In addition to the persons mentioned above, a school administrator is also a party to the training agreement (see 8VAC 20-120-20 and 8VAC 20-120-140, 1). If the teacher-coordinator supervises 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 signers should retain a copy of the agreement. NOTE: Electronic form is available at http://www.doe.virginia.gov/instruction/career_technical/work-based_learning/index.shtml

For more information about training agreements, see page 79.

Training Plan

* CTE programs using career preparation methods of instruction shall develop and follow training plans (see 8VAC 20-120-140, 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-learner (see 8VAC 20-120-20). The teacher-coordinator, training sponsor, and student must jointly prepare the training plan. The format and content of the training plan may be determined by the CTE program area or school division. A recommended format is available from the VDOE. The plan, which provides documentation for evaluation, should include development of the technical skills required by the occupation, as well as enhancement of employability skills. **ALL WBL METHODS SHOULD HAVE SOME TYPE OF WRITTEN PLAN FOR EVERY EXPERIENCE, BUT THE TRAINING PLANS FOR CAREER PREPARATION METHODS MAY BE MORE EXTENSIVE.** NOTE: Electronic form is available at http://www.doe.virginia.gov/instruction/career_technical/work-based_learning/index.shtml

For more information about training plans, see page 80.

** Denotes a state or federal regulation*

[5] Forms may be modified as appropriate for each WBL method, but career preparation methods must include the VDOLI requirements found on the VDOE sample form.

Student Supervision

For career preparation WBL methods, teacher-coordinators may supervise students from other classes within a CTE program area where the number of students participating in WBL does not justify an additional coordinator. Where this situation exists, the guidelines outlined below must be followed to ensure the integrity of the WBL experience:

- Students must be currently enrolled in state-approved courses within CTE program areas.
- Teacher-coordinators may supervise students only in the CTE program areas for which they are certified and currently teach courses.
- Every effort should be made to assign teacher-coordinators to classes within the CTE program area in which the greatest numbers of students who will be coordinated are enrolled.
- Teacher-coordinators must meet with the students' CTE classroom teachers before each training station visit and, if there is a need, after each visit.
- Meetings between teacher-coordinators and the students' CTE classroom teachers 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.

NOTE: Refer to "Qualifications" on page 29.

Block Schedules

Career preparation WBL experiences must be continuous throughout the school year even if the classroom instruction is a 4x4 block class in a single semester. The students must be placed by the coordinator in training stations related to their career goals and must be supervised and visited at the worksite by the coordinator throughout the year. Students must adhere to the regulations and guidelines. Released time for coordinators is outlined under "Coordination Time and Travel" on page 10.

Training Stations

Training stations should be carefully selected so that students are placed in workplaces that provide quality learning experiences that are compatible with their career goals. Training sponsors should appoint a representative to assist the coordinator in student training, supervision, and evaluation.

Coordination of Work-Based Learning Experiences

Coordinators of lengthy pre-professional and career preparation WBL experiences should have a minimum goal of one coordination visit to the training station per month and no fewer than one visit per grading period. The visits should include conferences involving the student, coordinator, and training sponsor representative to discuss the training plan and evaluate student performance and progress.

NOTE: Career-exploration WBL methods will necessitate varying degrees of coordination.

Required Hours

Credit for career preparation WBL 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 entire school year. Students should average between 11 and 15 hours per week, with a minimum of 396 hours per school year. Most students will exceed 396 hours. Research has shown that fewer than 11 hours per week does not provide the workplace experience that students need to support classroom instruction and that more than 15 hours can negatively impact the student's ability to complete all school assignments.

Summer Work-Based Learning Experience

Summer WBL experience hours, which begin on July 1, may be counted toward the number of hours required for the school year if the work experience is supervised by a coordinator.

Federal and State Labor Regulations

* Students must be at least 16 years old to seek employment unless a special employment certificate is secured.

CTE programs using the pre-professional and career preparation WBL methods of instruction are subject to applicable federal and state labor regulations. Coordinators must keep abreast of such regulations to ensure compliance. Coordinators must never attempt to interpret the law or confront an employer. Labor laws are made available to coordinators during the annual new coordinators' training workshop to provide awareness of all safety and legal aspects of coordinating students' career preparation WBL experiences. If any procedure is questioned, coordinators should call either the state or federal labor office for assistance. Contact numbers for state and federal labor offices are available on the following Web sites:

- U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division (www.dol.gov/whd/)

** Denotes a state or federal regulation*

- Virginia Department of Labor and Industry (VDOLI), Labor and Employment Law (www.doli.virginia.gov/)

School Counselor Role

Coordinators should work closely with school counselors in establishing selection criteria for WBL participants. Students should be placed in experiences with content compatible with their interests, aptitudes, abilities, and career goals. Students participating in pre-professional and career preparation WBL experiences should demonstrate a genuine interest in the career field and understand that the emphasis of the WBL experience is on learning, not on earning money.

General Advisory Committee

CTE programs that use WBL methods of instruction should have an active General Advisory Committee composed of business/industry representatives, local economic/work force development leaders, and labor representatives. (For more information about this committee, see page 108.)

School Records

* Schools must maintain the following records for each student participating in the career preparation method of WBL:

- Training agreement
- Training plan
- Course competency record
- Local wage and hour information
- Documentation of all out-of-school coordination activities, including dates of training station visits.

The retention and disposition schedule for career preparation WBL records is as follows:

- Enrollment: retain one year, then destroy.
- Evaluation: retain three years, then destroy.
- Program: review annually; destroy records that have no administrative value.
- Student Records:
    - Work experience forms: retain five years after student graduates, then destroy.

** Denotes a state or federal regulation*

- Record of employment: retain five years after completion of experience, then destroy.
- Employment evaluations: Retain five years from year in which evaluation is completed, then destroy.

NOTE: Work experience forms would include training agreements, training plans, course competency records, local wage and hour information, and documentation of worksite visits.

Instruction and Work-Based Learning Experiences

Work-based learning in Virginia provides for workplace experience that is directly related to classroom instruction. Virginia's CTE programs ensure a unified approach to instruction in which the coordinator blends classroom learning, workplace experiences, and career and technical student organization activities. This instructional approach provides opportunities for students to acquire the academic and technical knowledge and skills that will enhance their employability, enable them to advance in a career, and inspire them to continue their education to maintain their competitiveness in the workplace.

CTE Career Clusters, Career Pathways, and Course Sequences

In Virginia high schools, career and technical education is organized into **career clusters** and **pathways** that guide **course sequences** within CTE program areas. Coordinators, school counselors, administrators, parents, and students are encouraged to learn about the career clusters and pathways and the course sequences available. To view the career clusters and pathways together with course sequences, see the *Administrative Planning Guide* (APG) and Virginia's Educational Resources Services Online (VERSO) by visiting the CTE Resource Center's Web site at www.CTEresource.org. Alternatively, visit the DOE Web site at www.doe.virginia.gov/instruction/career_technical/administration/index.shtml, and click on CTE Administrative Planning Guide.

CTE Curriculum Frameworks

All Virginia CTE courses are supported by curriculum frameworks available from the CTE Resource Center Web site in VERSO. Each framework consists of

- a course description
- duty areas and a task/competency list with task definitions
- correlations of the tasks to the academic Standards of Learning
- correlations of the tasks to career and technical student organization activities and to national standards

- various other instructional material (e.g., process/skill questions, instructional scenarios, teaching resources).

To obtain assistance with the curriculum resources listed, use the following contacts:

CTE Resource Center
2002 Bremo Road, Lower Level
Richmond, VA 23226
Phone: 804-673-3778
Fax: 804-673-3798
Web site: www.CTEresource.org
E-mail: info@CTEresource.org

Virginia Department of Education
Career and Technical Education Services
P. O. Box 2120 (street address: 101 North 14th Street)
Richmond, VA 23218-2120 (23219)
Phone: 804-225-2051
Fax: 804-371-2456
Web site: www.doe.virginia.gov/instruction/career_technical/index.shtml

Individual CTE program and related cluster specialists and their contact information are identified on the DOE Web site.

SECTION TWO

Work-Based Learning Procedures and Experiences

SECTION TWO: WORK-BASED LEARNING PROCEDURES AND EXPERIENCES

Local Needs Assessment

To determine the need for work-based learning and which WBL methods of instruction will be supported by the community and the students, conduct a local needs assessment that documents student interest in and community support for WBL, as these are key factors for success. This process should include the following steps:

Develop materials to introduce and explain WBL to students and training sponsors. Incorporate into the materials the "Survey Objectives and Design" (see page 21) for the student, school, training sponsor, and community.

Conduct a student interest survey (see "Survey Objectives and Design" on page 21) and interview prospective students to explain WBL, determine career interests, and ascertain eligibility for WBL and interest in participating.

Appoint a steering committee of teachers and/or appropriate school personnel to survey local businesses (see "Survey Objectives and Design" on page 21) to determine the number of training stations in the community in which students participating in work-based learning might be placed. Ideally, the number of training stations should equal one-and-one-half times the number of students to be placed.

Provide an orientation to the steering committee that includes the following:

- Statements of commitment and support for WBL from school administrators, school counselors, and teachers. Testimonials from key leaders who use WBL methods successfully in other localities may also be used to show the support for, and success of, WBL.
- An overview of the benefits of WBL to the student, school, training sponsor, and community (see page 22).
- Information on the proposed programs/courses that will use one or more WBL methods of instruction.
- An overview of labor-market information, indicating current and projected employment opportunities in the local community.

Conduct a training sponsor interest survey with the assistance of the steering committee. Steps in the process should include, but not be limited to, the following:

- **Develop a list of businesses to be surveyed.** In addition to doing Internet research, contact the local Chamber of Commerce or a personnel association to explain the

nature of and need for the proposed survey. Discuss the survey instrument and uses of the desired information. Offer assurances that all information will be kept strictly confidential. Request a membership list providing the names of those persons in authority at companies and other organizations and those who are in charge of human resources.

- **Develop a list of other useful contacts.** Obtain names and contact information from such sources as your local General CTE Advisory Committee, Retail Merchants Association, government agencies, and the planning district commission, as well as from the Virginia Employment Commission.
- **Design the survey** (see "Survey Objectives and Design" on page 21). Include a cover letter with the survey to explain its purpose and to request a follow-up appointment. See page 26 for a sample introductory letter.
- **Develop procedures for conducting the survey.** Plan a visitation schedule that will allow sufficient time to explain the WBL methods of instruction as well as to conduct or review the survey. Group the training sponsors to be interviewed on a particular day according to geographical location.
- **Develop plans for "selling" WBL to potential training sponsors.** The primary purpose of the initial interview is to ascertain an organization's interest in offering WBL experiences, and to determine interest, the organization must understand the reasons for and nature of the WBL methods of instruction and be sold on participation. Selling any concept begins with a thorough knowledge of it. WBL must be sold initially by an enthusiastic and informed coordinator; later on, successful WBL experiences will sell themselves. First impressions are critical. A training sponsor will respect a coordinator who approaches the task in a professional manner.

  After briefly describing WBL to the potential training sponsor, proceed with the questions. If the survey form previously mailed has not been completed or cannot be found, supply another. If the form has been completed, review portions as needed, and explain all types of WBL methods.

  Question the training sponsor in a personal tone to show the school's interest in that particular business. Be sensitive to the sponsor's reactions, and supply information as requested, but save any hard-sell techniques for the follow-up interview.

  The training sponsor may invite you to tour the facility because the company is also trying to promote a positive public image. Take advantage of the opportunity. Note the tasks performed, equipment in use, attitudes displayed by the employees, and workflow. If a tour is not offered, request one for another time.

  Take the initiative for terminating the interview after a reasonable length of time—15 to 20 minutes. Do not leave without assuring the sponsor that you will contact him/her for a subsequent appointment to explore the possibilities of participation in WBL.

- **Develop methods for tabulating and summarizing the data collected** from the survey. Maintain a file of all data. Analyze, interpret, and summarize results to classify organizations, employment needs, and attitudes toward WBL. Record additional information after follow-up visits. Because conducting sponsor surveys is a continuous process for the coordinator, an up-to-date file is a constant source of information. Make a summary of the results available, without using company names, to the administration, local advisory committee members, and local news media.
- **Plan follow-up procedures for all contacts.** After the survey results have been studied and probable training sponsors have been identified, formulate a systematic visitation plan so that follow-up appointments may be arranged. Benefits of the WBL methods of instruction to be stressed during follow-up appointments are enumerated beginning on page 22.

Survey Objectives and Design

Surveys of local businesses and students to determine the interest in and potential for WBL methods should be carefully designed to elicit information that is accurate, relevant, and useful. It is helpful to formulate some survey objectives before designing the survey instrument.

Training sponsor interest survey (see sample on page 24)

This survey should result in information that will allow WBL planners to

- determine potential training sponsors in the community
- establish the willingness of these potential sponsors to support WBL
- determine the types of WBL experience(s) a sponsor might provide
- reveal the employment needs of the community
- determine the educational training required for employment in the business or industry
- identify credentials recognized by the industry
- identify the organizational patterns and equipment used in the business or industry
- discover whether employment tests are used and, if so, the kinds administered
- identify approximate local starting salaries for the particular business or industry.

Student interest survey (see sample on page 27)

The survey of students should reveal

- interests and talents of the students
- student's willingness to participate in WBL
- career objectives of the students

- needs of the students
- educational qualifications of students for participation
- number of potentially eligible student-learners
- extent of student familiarity with WBL methods.

Benefits of Work-Based Learning

The following benefits should be stressed to potential training sponsors as well as to students, steering committees, and other school personnel:

For the student-learner

- The student is provided supervised training in the specific area that he/she has chosen as a career objective. *(applies only to career preparation WBL methods)*
- The student has the opportunity to learn useful employment skills under actual workplace conditions.
- Interest in classroom work is stimulated by the application of academic and job-related learning to workplace situations.
- The student develops understanding, appreciation, and respect for work and workers.
- The experience of getting and holding a job helps the student develop a mature and realistic concept of self and make mature decisions.
- Receiving compensation helps the student build self-esteem and contributes to his/her economic independence. *(applies only to career preparation WBL methods)*
- The student's transition from school to work is made easier.
- The ability of the student to develop a post-high school plan for employment and/or continuing education is enhanced.

For the school

- The school is able to extend educational opportunities beyond its own physical and financial resources.
- Interaction with professionals outside the school environment is provided for school personnel in the training of young people.
- School personnel receive expanded opportunities to keep up-to-date with changing employment conditions.
- The concept that education is indeed a community-wide partnership is demonstrated.

For the training sponsor

- The sponsor receives assistance from a coordinator in analyzing jobs, developing training plans, and consulting on training needs.
- The sponsor has an opportunity to influence school curricula to more closely provide for the employee qualifications needed.
- The sponsor takes an active role in the education and career preparation of students in its local community.
- The sponsor has an opportunity to develop future employees over an extended "trial" period without any obligation for long-term and/or full-time employment.
- The sponsor receives a student-learner who already possesses some of the job-related knowledge and skills needed to be a productive worker.

For the community

- The number of young people making a successful transition from school to work is increased, thereby adding to the number of workplace-ready individuals who become economically productive members of society.
- A continuing partnership of school and community businesses and other organizations is developed.
- The community's work force and economic stability are improved by enhancing local students' employment skills and civic competence.

SAMPLE

WORK-BASED LEARNING
TRAINING SPONSOR INTEREST SURVEY
(NAME) HIGH SCHOOL

Date: _____

1. Name of business or organization: _____
2. Address: _____
3. Web site: _____
4. Type of business or organization: _____ Phone: _____
5. Name of owner or manager: _____
6. Person completing survey: _____ Title: _____
7. Approximate number of full-time employees: _____
8. Approximate number of part-time adult employees: _____ Student employees: _____
9. Educational requirements for full-time positions: _____
10. Credentials recognized by the industry: _____

    _____
11. Job entrance tests administered, if any: _____
12. Please indicate below or attach to this form the positions, number of employees, and the skill requirements for job entrance you now have for each position:

Position	Number	Skill Requirements

TRAINING SPONSOR INTEREST SURVEY *(continued)*

13. Does employment in your organization increase during a particular time of the year?
    Yes _____ No _____

    If yes, when? _____

    For which positions? _____

Work-based learning is the supervised workplace instruction component of a career preparation method of instruction. The coordinator correlates classroom instruction with the student's workplace learning experiences.

14. Would you be willing to provide workplace training opportunities for career and technical education (CTE) students? Yes _____ No _____

    If **yes,** which method(s) are you interesting in offering?
    - ____ Job shadowing
    - ____ Mentorship
    - ____ Introductory internship
    - ____ Extended internship
    - ____ Service learning
    - ____ Student apprenticeship
    - ____ Cooperative education
    - ____ Clinical experience

    What type(s) of part-time employment positions could you offer? _____

    Number of CTE students you might employ: _____

    If **no,** do you have any comments or suggestions regarding education–business partnerships? _____
    _____

15. Based on your industry and job market projections, what are likely to be the best job opportunities in your company in the next five years?
    _____
    _____
    _____
    _____

THANK YOU FOR YOUR RESPONSE!

SAMPLE

INTRODUCTORY LETTER TO ACCOMPANY TRAINING SPONSOR INTEREST SURVEY

(Date)

(Name of contact)
(Name of potential training sponsor)
(Address of potential training station)

Dear (Name of contact):

(Name of school) High School is studying the feasibility of establishing career and technical education (CTE) programs that use work-based learning methods of instruction. Work-based learning has been proven to have numerous benefits to those involved—employers, students, schools, and the community. Students participating in work-based learning attend classes during the school day and participate in workplace experiences part-time in local businesses that agree to provide work opportunities for the students. A coordinator correlates the in-school instruction with the students' workplace learning experiences.

Work-based learning requires the support of the community. We are conducting this survey to ascertain approximately how many training sponsors might support work-based learning by providing part-time employment or other workplace training opportunities for students enrolled in CTE programs. This survey will also provide information about employment needs and expectations, which will be used to improve classroom instruction so that we may better meet the needs of local employers.

A school representative will contact you for an appointment to collect the completed survey form and answer any questions. The interview will be brief. Thank you in advance for completing this survey. We very much appreciate your assistance in helping to determine the need for work-based learning opportunities for students who will comprise the future work force.

Sincerely,

(Principal or Superintendent)

xx
Enclosure

SAMPLE

WORK-BASED LEARNING
STUDENT INTEREST SURVEY
(NAME) HIGH SCHOOL

Date_____

I. PERSONAL

Name: _____

Address: _____

Date of birth: _____ Telephone: _____

E-mail: _____

Grade level: _____ Homeroom: _____

Father's or guardian's name: _____

Father's occupation: _____

Mother's or guardian's name: _____

Mother's occupation: _____

II. EDUCATION AND FUTURE PLANS

Plans after high school graduation: _____

Which specific career or career path are you interested in pursuing? _____

_____

Work-based learning offers opportunities for a student to combine attending classes during the school day with practical, career-related work experiences in an actual workplace after school. Would you be interested in participating in such an experience?

Yes___ No___ Undecided___

If yes, would you be able to provide your own transportation? _____

Would you like additional information about work-based learning experiences?
Yes___ No___

List the CTE courses you have completed: _____

_____

List the CTE courses you are presently taking: _____

_____

List the core academic courses you are presently taking: _____

_____

List the CTE courses you plan to take: _____

_____

List the core academic courses you plan to take: _____

_____

List additional CTE courses you would like to see offered: _____

_____

List your extracurricular activities: _____

_____

III. EMPLOYMENT EXPERIENCE

A. Are you presently employed? Yes ___ No ___

If yes, place of employment: _____

Responsibilities: _____

_____

B. List any previous employment:

1. Place of employment: _____

   Responsibilities: _____

   _____

2. Place of employment: _____

   Responsibilities: _____

   _____

Teacher-Coordinator Selection

If school officials and the steering committee decide there is sufficient support for WBL, the following steps should be taken:

- A qualified teacher-coordinator should be selected (see below).
- An adequately equipped classroom or laboratory should be provided for related instruction. The teacher-coordinator should be provided office space for privacy in interviewing students, training sponsors, and parents. The office should include access to the Internet and a telephone for making community contacts.
- The teacher-coordinator should be provided with sufficient time during the school day for program planning, developing instructional materials, making community contacts, and visiting students in the workplace. Assignments should not interfere with the released period(s) for coordination.

Careful selection of the WBL teacher-coordinator is vitally important. He or she is the key to an effective and meaningful educational program. The individual selected must be well qualified to assume the job and must clearly understand the required roles and responsibilities.

The teacher-coordinator is a member of the school staff who serves in two capacities—as teacher and as coordinator. He or she must be able to work collaboratively, motivate others, and develop training relationships with business and industry. The success of the WBL experience is directly dependent upon the teacher-coordinator's enthusiasm and ability to establish priorities, develop and execute plans, and evaluate activities objectively so that goals can be successfully achieved.

Qualifications

The qualifications required for effective teacher-coordinators are as follows:

- A Collegiate Professional or Technical/Professional license endorsed for the appropriate discipline (assigned teaching area)
- Experience in the occupation related to the area of endorsement
- A record of successful teaching in the appropriate discipline
- Recent pre-service or in-service training in planning, implementing, and evaluating career preparation WBL methods of instruction

Additionally, the successful teacher-coordinator should be knowledgeable and enthusiastic in

- guiding and selecting students
- enlisting and coordinating the participation of training sponsors
- teaching related instruction

- managing personal and educational problems of students
- integrating career and technical student organization activities into instruction
- administering WBL 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
- motivating students and training sponsors.

Responsibilities—applies to all career preparation methods of WBL and other methods as appropriate

The teacher-coordinator must fully understand and prepare for the responsibilities that accompany the role. Teacher-coordinators have major responsibilities in the following areas:

Classroom Instruction

- Organizing the classroom or laboratory 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 appropriate career and technical student organizations
- Creating a library of technical information

Counseling

- Collaborating with school counselors to ensure a clear understanding of CTE offerings based on the career clusters and pathways
- Understanding state and federal OSHA regulations
- Developing a variety of WBL experiences for prospective students
- Assisting students in making course selections related to career goals

- Assisting students in determining appropriate WBL experiences
- Counseling students regarding job orientation and interview techniques
- Holding regular conferences concerning student progress in classes and in workplace training experiences
- Arranging for student placement adjustments (career preparation method)
- Administering career assessments

Coordination

- Visiting businesses to select appropriate training stations
- Orienting new training sponsors
- Preparing training agreements
- Developing training plans
- Observing students at their training stations
- Conferring with training sponsors concerning student performance and progress
- Complying with local, state, and federal laws relating to career and technical education, employment of minors, and safety
- Conducting conferences with students, training sponsors, and parents
- Resolving problems that arise between students and training sponsors
- Ensuring that training supervisors provide consistent, effective guidance and supervision in accordance with step-by-step training plans
- Placing students in WBL experiences directly related to CTE course competencies and student career objectives
- Completing the training agreement and training plan with the student, training sponsor, parent, and administrator
- Assuring that all legal requirements for the training are met
- Recording coordination visits and conferences with the training sponsor and student
- Maintaining coordination records
- Maintaining student files
- Evaluating student achievement of tasks on the job
- Evaluating the job market to secure additional training stations
- Filing itinerary with principal or other administrator
- Managing time effectively while balancing school and community responsibilities

Public Relations

- Visiting training sponsors to encourage their cooperation in the establishment of WBL experiences
- Participating in community civic activities
- Promoting CTE through career and technical student organization community service projects
- Planning recognition functions to honor the training sponsors who have provided WBL training stations for students
- Conducting community surveys to determine appropriate types of training stations
- Developing brochures about CTE programs to distribute to the business community and parents
- Promoting WBL within the school, using brochures, displays, and school newspaper articles

Professional Development

- Keeping certification up to date
- Returning periodically to the workplace
- Participating in local, state, and national professional organizations
- Participating in staff development activities
- Staying abreast of current research, developments, and technology in the professional field
- Incorporating new information and technology in lesson plans

Clearly, the roles and responsibilities of an effective teacher-coordinator are challenging and rewarding and require effective time management skills.

Work-Based Learning Promotion

The many benefits of WBL and the excellence of individual experiences must be promoted vigorously. A carefully designed promotional plan is vital to success, and the plan must include all target groups—professional school personnel, students, parents, and the business/industry community (see "Checklist for Evaluation of Work-Based Learning Promotion Plan" on page 38).

To professional school personnel

The following strategies may be helpful in demonstrating to school counselors, faculty, and administrators the nature and benefits of WBL experiences:

- **Prepare an academic and career plan**. Develop a publication that explains course offerings in the particular CTE program/cluster and the course sequence required for students considering a career in that area. The coordinator should arrange for individual conferences with middle and high school counselors to explain the sequence of courses offered and discuss career opportunities in the field. This activity should be carried out each year.
- **Invite school counselors to regularly scheduled departmental meetings.** The teacher-coordinator should strive to work with school counselors at both the middle and high school levels to receive their assistance in the recruitment of students. The counselor who understands the purpose and design of programs that use WBL methods can better advise students who have expressed an interest in or shown an aptitude for a particular career. Professional colleagues must thoroughly understand programs that use WBL methods so they can refer prospective students to the coordinator.
- **Prepare a WBL brochure.** The brochure should explain WBL and its benefits for the school, students, training sponsors, and community. It should describe WBL in general and the various methods available, state the advantages of each method, and outline application procedures for students and benefits for training sponsors.
- **Present WBL at a faculty meeting.** Explain to the faculty the available WBL methods. Enumerate the types of training stations in which students may be placed. Answer questions, and suggest how other faculty members can assist. Explain the use of coordination time with respect to student success in WBL experiences.
- **Prepare an annual performance report.** This report, containing performance indicators about the success of WBL experiences and goals for continuous improvement, may be distributed to the faculty and administrators before the end of the school year.
- **Arrange informal functions**. One example is a gathering such as a coffee break for school counselors, teachers, and administrators. This could allow for open discussion of WBL experiences in general as well as highlight the achievements of students in particular experiences. Consider sponsorships of such functions by career and technical student organizations.

This list of suggestions for successful promotion of WBL is not meant to be exhaustive but should serve as a springboard to stimulate additional ideas.

To students

Recruitment of qualified and interested students is a primary responsibility of the coordinator. Before registration each year, coordinators must contact students who might participate in work-based learning. The following suggested recruitment activities can help to interest new students in WBL:

- **Present an assembly program to explain programs of study that use WBL methods and the benefits to students.** Enlist the help of current students to talk about their successful WBL experiences.
- **Distribute student-interest surveys to middle and high school English classes.** Obtain a list of the students who have indicated an interest in entering a CTE program. Talk individually with students interested in exploring the various WBL methods to determine whether WBL would offer what they need for career preparation in their related field of interest and to answer their questions.
- **Have students participating in work-based learning prepare a brochure to be presented to middle and high school students.** Brochures and other handouts should contain information regarding each type of WBL experience.
- **Assist students participating in work-based learning in preparing exhibits** illustrating aspects of WBL experiences and encouraging students to apply. Always take advantage of space that is available within the schools, such as main hallways, to promote WBL.
- **Supervise students participating in work-based learning in preparing a monthly newsletter** to be distributed to all students. Use interesting stories about students participating in work-based learning experiences. Include pictures and materials explaining the benefits from the viewpoint of students and the training sponsors.
- **Encourage students participating in work-based learning to visit middle schools** to discuss WBL experiences and answer questions regarding the courses needed to prepare for such an experience. As students prepare statements on what WBL has done for them, make sure they point out the important aspects of WBL. Presentations should reach every middle school student, if possible. Visits may be scheduled for homeroom or activity periods.
- **Invite interested middle school students to visit classes that use WBL methods.**
- **Submit articles and pictures to the school newspaper or school magazine** to publicize the CTE programs and activities of students participating in work-based learning.
- **Arrange for students who are not participating in work-based learning to visit businesses** that provide WBL experiences.
- **Invite WBL training sponsors to explain job opportunities** in their businesses to students during Career Day. (Career Day may be arranged cooperatively with all CTE programs and with school counselors.)
- **Host an open house during Career and Technical Education Month** for all training sponsors, other business/industry partners, community leaders, Career and Technical Advisory Committee members, school administrative staff, school counselors, and parents.

- **Recruit students participating in work-based learning and graduates as guest speakers** in CTE classes and at appreciation luncheons/banquets, assembly programs, and career and technical student organization meetings. Presentations may include information on training stations, entry-level employment opportunities, job qualifications, and industry credentials earned in high school.
- **Set up displays** during Career and Technical Education Month, Back-to-School Night, College Night, in the cafeteria throughout the school year, and at feeder middle schools.
- **Use the school's public address system** to recognize student achievements and keep students informed about WBL activities.
- **Get involved in career and technical education events** to inspire interest in WBL.
- **Make a conscientious effort to recruit students with disabilities.**
- **Make a sustained effort to help your students participating in work-based learning succeed in the classroom and in their training experiences.** Students who are successful are the best advertisements for promoting WBL experiences. Also, share student successes with their counselors.

Successful coordinators use these and many other ideas to make certain that all students in the school are aware of the opportunities and benefits available through participation in WBL. Talk with experienced coordinators—they are eager to share ideas with you.

To parents

Parents must give their consent before their underage children are allowed to participate in WBL experiences. A favorable attitude cultivated by parents fosters the development of a professional student attitude. Moreover, parents themselves may potentially offer training experiences for students participating in work-based learning. Some suggested activities for helping parents become aware of WBL methods of instruction are as follows:

- **Send a letter to parents,** explaining WBL methods and asking for their support or permission for their son or daughter to be enrolled in a CTE program using a WBL method. A sample letter is shown on page 39.
- **Send a student-prepared WBL newsletter to parents**.
- **Hold an open house for parents**. Encourage them to ask questions about the WBL method in which their child wishes to become involved. Solicit their support.
- **Present a multimedia program to parents**. Give explanations of WBL methods and describe the benefits to students. Include graduates of WBL experiences, letting them explain how WBL experiences benefited them.
- **Make presentations about WBL methods** at parent organization meetings.

- **Hold personal conferences with parents** of students who have expressed an interest in CTE programs that use WBL methods.
- **Suggest coverage by local newspapers** to explain the types of WBL experiences available through CTE classes/programs, special projects undertaken by students participating in work-based learning, and accomplishments of students participating in WBL experiences.
- **Involve parents as resource speakers and WBL training sponsors.**

To business and industry representatives

In addition to understanding the educational values of WBL methods and experiences, business and industry representatives frequently need to be "sold" on the idea of being partners. Business and industry personnel serve a vital role in assisting schools in training student-learners. This collaboration maximizes the opportunities and benefits of participation in WBL. Some suggested activities for publicizing WBL to the business/industry community are as follows:

- **Display various promotional materials for WBL in visible locations at local businesses.** This is especially effective during Career and Technical Education Month.
- **Make presentations to civic organizations such as the local Chamber of Commerce.** Consider joining community and professional organizations and attending meetings. Personal contact with community leaders and business representatives will allow for individual discussions with potential training sponsors.
- **Use the local news media — newspapers, radio, television, and Internet — for news releases about WBL.** Before newsworthy events occur, follow media guidelines to gain publicity.
- **Keep a file of photographs about your WBL options and offer them with news releases, when appropriate.**
- **Write feature stories periodically throughout the year.** These may be offered as "exclusives" to selected media. They may include stories of successful graduates.
- **Feature WBL success stories and WBL student achievements on the school's Web page.**
- **Form an alumni group of former students to help promote WBL.** Many alumni are employed in local businesses and may become training sponsors of students participating in work-based learning.
- **Conduct at least one training sponsor appreciation function annually** — a tea, open house, breakfast, luncheon, or banquet are good possibilities. See "Training Sponsor Appreciation Activity" on page 93 for more detailed information on planning sponsor-learner appreciation functions.

- **Present certificates of appreciation** to participating training sponsors at appreciation functions.
- **Issue a special invitation to training sponsors to observe classes or make presentations** during class time or at career and technical student organization meetings.

Use your creativity and imagination to expand the previous list. You can also get ideas from other WBL coordinators.

In addition to targeting the specific audiences previously outlined, some activities will address a combination of different audiences. These activities not only allow for interaction among groups but may also save time and effort. Some examples include the following:

- **Establish or maintain opportunities for postsecondary credit with local colleges and universities** offering articulated or dual credit for secondary courses and programs using WBL methods. This enhances program validity, creates greater student interest, and broadens awareness and engagement.
- **Feature a WBL student experience of the week or month on one of the school's main hall displays.** Include photos when possible. Such displays are effective advertising media for the entire school community.
- **Arrange for display space at local shopping centers/malls.** Involve students in creating and staffing exhibits. Retail areas are highly visible locations for marketing activities directed toward the community at large.
- **Maintain WBL career and technical student organization booths at local and state fairs and exhibitions**. These venues allow for promoting to a diverse cross-section of the population.

Use all resources available to expand the above suggestions and tailor them to your specific WBL offerings.

SAMPLE

CHECKLIST FOR EVALUATION OF WORK-BASED LEARNING PROMOTION PLAN

The WBL plan…	**Yes**	**No**
begins early in the school year (July).		
contains promotional activities for each month.		
targets activities for promoting WBL to middle and high school students.		
makes provisions for promoting WBL to parents of middle and high school students.		
makes provisions for promoting WBL to teachers and school counselors.		
makes provisions for promoting WBL to school administrators.		
promotes WBL to potential training sponsors in the business community.		
allows coordinators to recruit students before course registration to allow for careful selection of students.		
includes the distribution of at least one brochure or newsletter explaining WBL, which prospective students can take home to share with parents.		
includes preparation of recruitment materials.		
prepares current students to conduct professional presentations to recruit prospective students.		

SAMPLE

WORK-BASED LEARNING LETTER TO PARENTS

(Name) HIGH SCHOOL
(Address), VA

Dear (Name of Parent[s]):

At this time each year, we counsel with students concerning their career interests. Your (son/daughter) has indicated an interest in a work-based learning (WBL) experience available through career and technical education courses.

Work-based learning is a unique and valuable experience for any young person. The student has the opportunity to explore careers and learn important employment skills in the workplace under the direction of a competent training sponsor. The training sponsor works cooperatively with the school to develop a learning and/or training plan for the student.

The benefits of WBL include working within a controlled, carefully supervised workplace environment and learning about career opportunities in an area of interest. There is merit for every student whether or not further education at a college/university or technical center is part of his or her future plans.

Students participating in WBL experiences accept the following responsibilities:

1. The student must demonstrate regular attendance at school.
2. The student may not report for a workplace experience without the coordinator's permission if the student is absent from school.
3. The student must notify the training sponsor and school if he or she must be absent from a scheduled work experience.
4. The student is encouraged to become a member of the related career and technical student organization at the local, state, and national levels.

A brochure is included with this letter to provide you with additional information. If you have questions, please contact me at (phone number) or (e-mail address).

Sincerely,

(Name)
Work-Based Learning Coordinator

XXX
Enclosure

Selection of Students

The selection of students is vital to success of all WBL methods. The coordinator should select those students who want, need, and can benefit most from all WBL experiences. The following sample forms may be helpful during the selection process:

- "Work-Based Learning Student Application for Admittance" on page 46
- "Work-Based Learning School Counselor Interview Form" on page 47
- "Work-Based Learning Teacher Recommendation Form" on page 48
- "Work-Based Learning Interview Evaluation Form" on page 49
- "Work-Based Learning Summary Sheet for Student Selection and Placement" on page 50

It is important for coordinators to follow local requirements concerning the handling of student records (see page 44). All student information should be considered confidential and must be carefully secured.

The initial step in the process of selection is the completion of the student application for participation. Coordinators may use the sample on page 46 or design their own application to obtain the information needed. The applications should closely simulate job applications and should adhere to federal regulations. Consideration should be given to including requests for the following information:

- **Guardian information.** Obtain name and address of parent or guardian. Permission of parent or guardian of underage students is required for participation in WBL experiences.
- **Training station preferred by student.** This will be helpful in determining whether the training station placement for career preparation WBL is appropriate for the student's career objective.
- **Attendance for current school year.** Current year records may not be available at the time of application. Attendance for previous years can be found on the student's cumulative record.
- **Health.** This information may be useful to the coordinator in making appropriate accommodations for any special need; however, federal laws prohibit denying access or screening students based on disabilities, including health-related problems.
- **Employment.** Present and/or previous job information will help with placement of students in WBL experiences, as well as provide an employer-reference contact.
- **Personal résumé.** This should present an overview of the student's background, special interests, and experiences and provide references from teachers and others.
- **Current schedule of classes.** The coordinator may need this information to determine whether the student has completed the required courses and is passing his/her current

courses. Knowing the student's schedule will also assist the coordinator in arranging for job interviews, if applicable.

Criteria for Student Selection for Career Preparation WBL

In order to select those students who will benefit most from career preparation WBL experiences, the coordinator needs to know the student characteristics associated with successful participation in WBL. After reviewing the applications and before scheduling student interviews, the coordinator should determine whether each student applicant meets the following criteria:

- **The student must be enrolled or planning to enroll in a CTE program.**
- **The student must have an employment certificate if he/she is younger than 16 years of age.** Parents and employers may electronically access, complete, and submit the forms required for the issuance of an employment certificate. The application for a certificate requires submission of the following two documents to the Virginia Department of Labor and Industry (URL address shown below):
    - A Permission for Employment form—must be completed by the parent, guardian, or custodian and signed before a Notary Public
    - An Employer Intent to Employ form—must be completed by the employer after the student has furnished an acceptable evidence-of-age document.

  Only original documents submitted by U.S. mail will be accepted; faxed documents will not be accepted.

  The student may not begin employment until the employment certificate is issued. Upon approval, the certificate will be mailed directly to the employer. For more information and fillable forms, refer to http://www.doli.virginia.gov/laborlaw/employment_certificate_instructions.html.
- **The student must have a career objective in the career field.** The student's statement should be validated by information obtained through career guidance procedures such as assessments of aptitudes, abilities, and interests in order to help determine career objectives that are practical. The prospective student, together with the school counselor and coordinator, should review the student's career assessments, basic knowledge of the career in which he or she may have a good chance of success, and course performance records. These procedures are necessary to guide students toward a placement that is likely to succeed. A "School Counselor Interview Form" is provided on page 47. When a realistic career objective has been established, the initial step for the preparation of a training plan has been completed.
- **The student should have a satisfactory scholastic record.** This does not mean that students who have A or B averages should be considered more desirable for WBL than

other students. The student with consistent, average grades but who possesses desirable character traits and is ambitious may benefit most from a WBL experience.

Job skills are important for success in a CTE program, but equally important are skills in communication and mathematics. Job success may depend heavily on these basic skills. At the training site, students will be participating in supervised, directed training. The method of instruction used will require them to read and understand technical information related to their on-the-job experience.

Students who have failing grades should not be automatically eliminated without analysis of the causes of failure and assessment of the likelihood of success that may come through participation in WBL.

- **The student should possess acceptable workplace readiness skills.** Even if the student has a career objective and grade-point average that indicate probable success in a WBL experience, little progress will be made if the basic character and skills of the individual are such that doubt exists as to whether he or she can participate appropriately in the experience. The coordinator should look for traits such as dependability, cheerfulness, ability to accept constructive criticism, courteousness, cooperativeness, independence, sincerity, and a willingness to work as a team member as well as individually.

  Ideally, students will have successfully passed the Workplace Readiness Skills for the Commonwealth assessment. The coordinator might also discuss the traits of prospective students with teachers who have taught them in other classes. A "Teacher Recommendation Form" is shown on page 48. Other information may be obtained in the student interview (see page 47).

- **The student must have the consent of a parent or guardian before participating in a WBL experience.** Space may be provided on the student application for this consent.
- **The student should have a satisfactory attendance record.** This information is available from the cumulative records. Current year information is provided on the student application.
- **The student should demonstrate competence in prerequisite skills, if applicable.**
- **The student should be punctual in class attendance.** Excessive tardiness, as well as frequent absences, will cause difficulty for the student at a training station.
- **The student should be involved in a WBL orientation program before work experience interviews or consultations are arranged.**

Studying student applications and résumés will enable the coordinator to determine which students will benefit most from the experience. Coordinators should keep in mind throughout the selection process that emphasis should be placed on inclusion of students rather than exclusion. Coordinators are cautioned that information obtained should be used only to counsel students for informed decision making. The Virginia Department of Education does not

discriminate on the basis of race, sex, color, national origin, religion, age, political affiliation, veteran status, or against otherwise qualified persons with disabilities in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

Student Interview Guidelines, Questions, and Evaluation

Immediately following the review of applications, the coordinator should hold interviews for all eligible applicants. Time should be allotted during the interview for the student to ask questions about the experience. The coordinator should avoid asking for information found on the application or in the student's cumulative record but should strive to clarify this information.

Sample student interview questions

- How did you first learn about work-based learning options?
- What do you believe is the purpose of work-based learning?
- Why do you want to participate in a work-based learning experience?
- Have you ever been employed? If so, describe your job.
- What are your plans following high school? Have you considered further education or training after high school? If so, what?
- In what way will participation in work-based learning help you? What can you bring to the experience?
- Is there any reason why you could *not* work 11 to 15 hours weekly next year in a career preparation work-based learning experience?
- Would you be willing to join the state/national affiliated career and technical student organization?
- Would you have any objections to modifying your habits regarding personal grooming and dress if you were asked to in order to become more employable or keep your employment?
- What school subjects do you enjoy most?
- What classes do you plan to take next year?
- What special training would you expect to receive in your CTE class instruction?
- What is your career objective?
- Would you have transportation for summer placement, if needed? Would you have it in the fall?

An "Interview Evaluation Form" is shown on page 49.

Student Cumulative Records

The coordinator may refer to cumulative school records to review standardized test results. The primary purpose of reviewing these test results is to improve instruction and guidance through a better understanding of each student's strengths and weaknesses.

Care must be taken not to attach undue significance to a single score. A pattern of low scores or high scores may, however, be significant. It is best to study all scores available before making a final decision. When evaluating test scores of students, special attention should be given to those scores pertinent to the student's CTE program area. The coordinator also should evaluate other results that may apply to the student's success in a chosen career.

The coordinator might also wish to verify information contained on the student's application or personal résumé. Some specific areas that should be confirmed include the following:

- Grade average
- Attendance, including reasons for excessive absences and/or tardiness
- Official grade level
- Anticipated graduation date
- CTE courses completed
- Industry certifications earned
- Medical history that would warrant student counseling regarding appropriate job placement or accommodations that may be necessary for job placement.

Summary Sheet for Student Selection and Placement

Since the selection procedures involve a number of steps, it is convenient to record the process on a summary sheet, such as the one found on page 50. Two of the column headings require explanations:

- **CTE Program Area Prerequisites:** Fill in prerequisites successfully completed, if required for admittance into WBL.
- **Teacher Ratings:** Enter appropriate ratings such as "Excellent," "Good," "Average," or "Needs Improvement" to indicate the overall ratings given by teachers on the "Teacher Recommendation Form." Space for three teacher ratings is provided.

The following may be considered in the selection process:

- Verification of important information that may be questioned
- Punctuality being as important as attendance

- Discussions with other teachers providing student ratings—not relying solely on written comments and statistics
- Emphasis on character traits being as important as grades as an indicator of successful WBL participation

Determining which students may benefit most from WBL methods of instruction requires good judgment and intuition. Care must be taken to ensure that the success of both the student and the experience is likely.

SAMPLE **CONFIDENTIAL**

WORK-BASED LEARNING
STUDENT APPLICATION FOR ADMITTANCE

Name:_____Last four digits of Social Security No:_____

Age:_____Date of birth:_____E-mail address:_____

Address:_____

_____

Do you have a driver's license?_____ Do you have access to a car?_____

Parent's or guardian's name:_____Occupation:_____

Parent's or guardian's address (if different from above):_____

Your career objective:_____

Type of work-based learning (WBL) experience in which you are interested (check one or more):

___Job shadowing
___Mentorship
___Introductory internship
___Extended internship
___Service learning
___Clinical experience
___Student apprenticeship
___Cooperative education

Type of WBL training station you prefer (list choices):

First choice:_____Second choice:_____

Number of absences so far this year:_____ Number of tardies to date this school year:_____

Are you interested in summer employment?_____

Have you ever worked full time?_____ Part time?_____

If yes, where?_____

Type of job(s):_____

Are your currently employed?_____If yes, where?_____

Do you intend to further your education immediately after high school?_____

Include your current **schedule of classes** and a **personal résumé** with this form. In your résumé, include as references the names of three teachers who have agreed to attest to the quality of your school work.

TO THE STUDENT

Career and Technical Education (CTE) programs that use work-based learning (WBL) methods of instruction provide opportunities to be considered for WBL experiences in businesses and industries in the local community. When you participate in a WBL experience, you affirm that you are sincerely interested in making your best effort to participate fully in workplace training. If you accept this responsibility, please sign in the space provided.

_____ _____

Date **Student signature**

TO THE PARENT OR GUARDIAN

Do you consent to your daughter or son entering a career and technical education program that uses a work-based learning method of instruction, and do you agree to cooperate with the school and the training station in making the workplace training and education of the greatest possible benefit to your daughter or son? If so, please indicate your support and approval with your signature in the space provided.

_____ _____

Date **Parent or guardian signature**

SAMPLE **CONFIDENTIAL**

WORK-BASED LEARNING
SCHOOL COUNSELOR INTERVIEW FORM

Personal review of: _____Date: _____

1. Aptitude/achievement/career interest tests show the following:

LEVEL OF ABILITY

	Below Average	Average	Above Average
Verbal Ability			
Computative (Math) Ability			
Reading Ability			

2. Best grades have been in:

3. CTE courses taken and skills attained:

4. Overall grade average in CTE program area is:

5. Comments:

_____ _____

Date **School counselor**

SAMPLE **CONFIDENTIAL**

WORK-BASED LEARNING
TEACHER RECOMMENDATION FORM

_____ High School, _____ , VA

Student: _____

The above student has given your name as a reference on an application for participation in a Career and Technical Education (CTE) program using a work-based learning method of instruction.

In what classes or activities have you observed this student? _____

_____

Please rate this student on the following characteristics:

	Excellent	Good	Average	Needs Improvement
Relating to Others				
Punctuality				
Cooperation				
Personal Appearance				
Expression of Ideas				
Industriousness				
Reliability				
Integrity				
Scholarship (Ability)				
Initiative				
Qualities of Leadership				

Special talents or strengths of this student:

Areas in which this student may need special assistance:

Comments:

_____ _____

Date **Teacher**

SAMPLE **CONFIDENTIAL**

WORK-BASED LEARNING
INTERVIEW EVALUATION FORM

Student interviewed: _____

	Above Average	Average	Needs Improvement
Appearance			
Personality			
Desire to be Enrolled in a WBL Experience			
Ability to Communicate			
Concept of Purpose of the Experience			

Student's plans following high school:

Work experience:

Questions:

Comments:

SAMPLE

WORK-BASED LEARNING
SUMMARY SHEET FOR STUDENT SELECTION AND PLACEMENT

Student's Name	Grade Level	Date Application Received	No. of Absences, Tardies		Cumulative Records Checked					Teacher Ratings			Interview Date; Overall Impression Rating (E, G, A, NI)	Training Station Interviews: Stations; Dates	Training Station Placement: Station; Date
			A	T	Overall Grade Average	English Grade Average	Math Grade Average	CTE Program Area Prerequisites Completed	Industry Certification(s) Earned (Y, N)	1	2	3			

Selection of Training Stations

Locating high-quality training stations is integral to the success of programs that use WBL methods of instruction. Several criteria for consideration encompass all CTE program areas and can be helpful in narrowing the pool of applicants. In particular, the following three questions address dimensions that can aid the coordinator in the decision process:

- What constitutes an acceptable training station?
- How do I locate potential WBL training sponsors?
- How do I overcome barriers to serving as a training station?

This section outlines strategies for answering these questions.

Standards for acceptable training stations

Determining what constitutes an acceptable training station is critical to providing a WBL experience that is relevant to a student's career objective. To make this determination, the coordinator should have a set of standards that define an acceptable training sponsor and station. Consideration should be given to six critical areas in developing these standards.

1. **The training sponsor is both a trainer and a teacher.**

   As applicable, the training sponsor should have the capability and willingness to provide skills training and educational opportunities within the student's career field of choice. For this to happen, the sponsor must understand the objectives and goals of the WBL method in use and the desired nature of the needed WBL experience. The coordinator must ensure this understanding.

   A training sponsor should agree to develop jointly with the coordinator a step-by-step training plan for the student-learner, to have an experienced worker supervise the student-learner, and to confer periodically with the coordinator. Scheduled conferences between the training sponsor and the coordinator are critical to the success of WBL. Using these conferences, the coordinator monitors the development, updating, and evaluation of the training plan.

   Examine the procedures the organization follows in training its full-time personnel. Does it provide systematic training for these employees? Is participation in adult education encouraged? Are employees involved in improvement activities for developmental skills? Answers to these and other questions will reveal whether a training sponsor is likely to meet this standard.

2. **The training sponsor provides relevant experiences in the career area related to the student's career objective.**

   The student-learner's placement must involve experiences that are related to his/her previously identified career objective. Also, the training sponsor must express a willingness to provide a *variety* of relevant learning experiences that are within the student-learner's capabilities.

   One factor that can work against ensuring an appropriate training station for each student is the desire to secure placements as quickly and easily as possible. Nevertheless, the coordinator should avoid accepting a training sponsor who will not specify the tasks to be performed. For example, every effort must be made to select training sponsors who will definitely provide accounting experiences for accounting students, agricultural experiences for students in agriculture, etc. Also, if the WBL experience is long term, work experiences must be of sufficient variety and complexity to challenge the student-learner and provide a positive and realistic image of the occupation.

3. **The organization offering the training station exemplifies high ethical standards.**

   Care must be taken to determine whether the organization providing the training station is one that exemplifies high ethical standards in dealing with customers/clients and employees. Student-learners are at an impressionable age and are especially prone to imitating and assuming the values and behaviors of the adults around them. They are often highly idealistic, and these ideals and values are rigidly structured as to their expectations of adult behavior. Coordinators must avoid placing students in situations where they may be compromised by instances of poor ethical practices.

4. **The training station is accessible.**

   Unless there is adequate public transportation or the student-learner has private transportation, a training station that is excellent in all other respects might not be acceptable because of the student's inability to get to it. Consideration also must be given to the amount of time needed to get from the school to the training station.

5. **The training station provides a safe environment.**

   Buildings, equipment, and grounds should meet local and state safety regulations. The coordinator must alert student-learners to potentially dangerous situations. Training stations that are located in potentially dangerous locations or stations that require odd hours may not provide a safe environment.

6. **The training sponsor complies with all labor laws.**

   A training sponsor must comply with local, state, and federal labor regulations affecting minors. Information is available from the United States Department of Labor, Wage and

Hour Division, and the Virginia Department of Labor and Industry, Division of Labor Law Administration. Although the coordinator's function is not to enforce these laws, he/she should alert the training sponsor of the existence of such regulations and should expect compliance.

For career preparation WBL experiences, laws regulating wages, the issuance of student-learner certificates, the employment of minors in hazardous occupations, and situations requiring employment certificates are primary areas of concern. The minimum wage and overtime standards apply to student-learners who are employed by employers subject to the regulations. Since this law is complex, the coordinator should suggest to the training sponsor that contact be made with the regional Wage and Hour Division Office to ascertain whether the organization is subject to the regulations. The employing organization must obtain approval from the United States Department of Labor to be exempted from paying the minimum wage.

Characteristics of effective training sponsors

The effective training sponsor has the following characteristics:

- Understands and shows an interest in the WBL method of instruction being used
- Provides instruction within the framework of part-time employment or other WBL experiences.
- Provides supervised training and other experiences in the workplace that relate to the career objective of the student-learner
- Provides a wide variety of learning experiences compatible with the student-learner's abilities and career objectives
- Provides a training site that is accessible in terms of workable location and available transportation
- Confers periodically with the coordinator
- Develops jointly with the coordinator a step-by-step training plan
- Works closely with the student-learner and the coordinator
- Makes instructional materials available to the student-learner and the coordinator
- Employs the student-learner for at least an average of 11 to 15 hours per week *(applies only to career preparation WBL methods)*
- Serves as or designates an experienced worker to supervise and direct the student-learner
- Discusses career possibilities with the student-learner

- Provides a physical and ethical environment that is safe and beneficial for the student-learner
- Establishes a working schedule for the student-learner that is in agreement with local and state employment guidelines
- Provides equipment and facilities that are up-to-date, safe, and in good working condition
- Maintains a good reputation in the community in the areas of social consciousness, ethical conduct, and labor relations
- Pays wages comparable to those of similar businesses—at least minimum wage unless the training station meets sub-minimum-wage criteria *(applies only to career preparation WBL methods)*
- Encourages attention to schoolwork and academic success

Locating training stations

The systematic search for an adequate number of acceptable training stations must include planning, conducting a community survey (see page 19), gaining approval and support of school administrators and local advisory committees, and doing publicity. The actual promotion of WBL must be accomplished by personal visits to those in authority at prospective training stations. Careful interpretation and storage of data must be made for optimum use of the survey results. Finally, successful promotion of any product or service depends on an enthusiastic, informed, and intelligent promoter.

Many coordinators use a checklist to record their impressions of potential training stations. Remember that such a document may reflect a subjective interpretation of training stations; therefore, it should be considered confidential and handled with discretion. A sample evaluation checklist is shown on page 56. As with all forms in this guide, it may be adapted for local use.

Overcoming barriers

The coordinator must be skilled in techniques of effective oral communication. The following techniques will be helpful to the coordinator in communicating effectively with potential training sponsors.

- **Be clear and patient.** Assist training sponsors to comprehend how they will contribute to and benefit from WBL.
- **Be precise and brief.** Choose words with care, and in using them, define key terms. Avoid educational jargon and acronyms. State all facts objectively and avoid abstractions. By doing this, you will be assured that the training sponsor and you are talking about the same thing.

- **Encourage active participation on the part of the training sponsor.** In the interchange of ideas, be very careful to watch for signs of misunderstanding, and strive to clarify communication immediately. The questions that the training sponsor will ask usually indicate interest in the WBL experience and a desire to ascertain the benefits to be derived for the organization.
- **Establish credibility.** Persons who attempt to persuade others are most likely to be believed if they know the facts and are motivated to reveal them. When asked for information, supply pertinent facts. Handle all requests and responses pleasantly, professionally, and promptly.
- **Plan persuasion techniques.** Determine the basis for resistance/reluctance on the part of the training sponsor, and plan the right appeal to overcome it. One technique of persuasion is the use of humor. If a conversation seems to be slipping into a negative interchange, tactful humor can restore mutual receptiveness. Another technique is to lead the conversation to key facts on which both parties can agree. Allow the training sponsor to share in formulating these mutual agreements.
- **Anticipate negative responses.** The coordinator should recognize the areas in which there may be reluctance and should plan responses in advance. Challenges faced by most coordinators in promoting WBL include such issues as wages, WBL experience planning, student supervision, student evaluations, and legal requirements. In organizing replies to overcome reluctance, the coordinator must remember first to develop areas of common interest and concern. Techniques of persuasion may then be used in supplying information.
- **Establish trust.** Communication is most effective when trust and confidence are present. Establish at the outset that you are reliable, report facts accurately, and listen attentively. Convince the training sponsor that you want to be of service. Previous encounters the training sponsor may have had with high school students in WBL experiences may have resulted in negative impressions. Your priority in such cases is to restore trust.
- **Allow time for reflection.** Refrain from pushing for an immediate positive reaction. Allow the training sponsor to set the pace. People need time to understand a concept in order to genuinely support it. They may need additional time to think through and accept the proposed WBL method(s) before they will do more than the minimum activity required.

SAMPLE **CONFIDENTIAL**

WORK-BASED LEARNING
TRAINING STATION EVALUATION CHECKLIST

Potential training station:_____

Address:_____

Phone:_____ E-mail:_____

Date of interview:_____ Person interviewed:_____

WBL methods available:_____

Type(s) of job(s) available:_____

Job entrance test(s): ____Yes ____No

Skill standards required (basic, intermediate, advanced, etc.)

_____

1. Does the atmosphere of the training station seem conducive to the effective operation of the WBL method of instruction? ____Yes ____No
2. Are the equipment and facilities safe and representative of current industry standards? ____Yes ____No
3. Is the training sponsor willing to work with the coordinator in developing a training plan for a student's specific career goal? ____Yes ____No
4. Does employee morale seem conducive to fostering satisfactory relationships for the student-learner? ____Yes ____No
5. Does the instructional potential of the training station seem satisfactory for a student seeking a full range of work experiences? ____Yes ____No
6. Is the location of the training station accessible? ____Yes ____No
7. Will minimum wage be paid? *(applies only to career preparation WBL methods)* ____Yes ____No
8. If not, does the training station meet sub-minimum wage criteria? ____Yes ____No

Signed: _____ _____

Coordinator Date

Please use the reverse side for additional comments.

Placement of Students

Securing *appropriate* WBL experiences for students is essential for all WBL methods of instruction. Prior to this, the coordinator will have assessed the student's qualifications and career objectives and evaluated potential training stations. At this point, the student, with the coordinator's assistance, will become actively involved in preparation for further education and a career pathway. A major role of the coordinator is to instruct students in the employment process, especially for students participating in career preparation WBL methods. The school's responsibility is to assure that each student's entry into the world of work is rewarding and successful.

Employment forms for career preparation WBL

Completing required employment forms is the first major task for the student in gaining WBL placement. Certain forms are required by businesses in the private sector and by local, state, and federal government agencies. Other forms, while not required, are valuable because they help assure a smooth transition to the world of work. For governmental agencies, job applicants are required to sign statements attesting to the validity of the information given. The coordinator should help the student obtain, understand, and prepare all forms. All of the following employment documents, along with skill certificates and/or industry credentials, achievement awards, and letters of recommendation, could be included in a student portfolio.

- **Application.** Most training sponsors require every prospective student-learner to complete a job application. If such an application is available, the coordinator should assist the student in preparing it; if no specific application is available, the coordinator should review sample applications with the student so that he/she, if requested to complete an application at the interview, is prepared to do so.

  Previous work experience should be explained concisely, using correct grammar. Students should be advised that when questions on the application do not apply, they should indicate "NA" or "Not Applicable" in the appropriate spaces rather than leave them blank, thus indicating that all questions have been answered.

  Coordinators must give careful attention to applications for local, state, and federal government agency experiences because such applications are usually more complex than those used by businesses in the private sector.

- **Résumé.** A well-prepared résumé will help the student complete an application. Even if the company does not require completion of an application, the student may provide a résumé.

  The heading of the résumé should include the student's name, address, phone number, and e-mail address. Sections to include in the résumé are career or job objective, work experience, if any, and pertinent coursework. The student may also list honors and awards; membership in career and technical student organizations and/or civic

organizations, such as Scouting; and relevant hobbies and interests. The last section, "References," should consist of a sentence stating that a list of references is available upon request.

Many resource materials are available to aid in creating and formatting résumés. Above all, résumés should be accurate and easy to read. A well-written résumé is a professional document that provides both an introduction for the student and a springboard for the interviewing process.

- **Social Security number.** For career preparation WBL experiences, the coordinator should be sure that the student has a Social Security card. The Internal Revenue Service requires all dependents to have a Social Security number by age 2.
- **Introduction card.** The student should be provided with an introduction card to present at the interview. Some government agencies require a letter certifying that the student is enrolled in a class that incorporates a WBL experience. A sample introduction card is shown on page 66.
- **Form W-4, Employee's Withholding Allowance Certificate.** If the student is expected to work a full calendar year and earn enough money to pay state and federal taxes, it is highly recommended to review with the student the W-4 form, used to notify an employer to withhold federal income tax from wages earned. A student will usually have only one exemption. If the student is not expected to earn enough money to pay taxes, the word "Exempt" may be written on the form. Form W-4 is available at http://www.irs.gov/uac/Form-W-4,-Employee%27s-Withholding-Allowance-Certificate-1.
- **Form I-9, Employment Eligibility Verification.** The purpose of the I-9 form is to document that each new employee (both citizen and non-citizen) hired after November 6, 1986, is authorized to work in the U.S. Students must present original documents and fill out a form attesting to citizenship status or authorization to work. Proof of identity and proof of employment eligibility are required before they may be placed on a payroll. The I-9 form must be completed no later than the date of hire, which is the actual beginning date of employment. Acceptable documents may include a Social Security card, birth certificate, driver's license, U.S. passport/identity card, school ID with photograph, and voter registration card. For a complete list, see "Lists of Acceptable Documents" included with the I-9 form, which is available at http://www.uscis.gov/i-9. For students under the age of 18 who are unable to present documents listed above, a school record or report card, a clinic, doctor, or hospital record, or a day-care nursery record can also be used.

The placement process

After the coordinator has secured training stations, the task of placing students in appropriate jobs or other WBL experiences begins. Matching students with training stations that will provide quality learning experiences related to students' career objectives is absolutely

essential for the success of WBL. In placing students in jobs or other WBL experiences, the coordinator should follow this sequence of activities.

Before the interview

- Work with students to develop résumés and prepare for interviews with training sponsors. Counsel students on the application process, interview techniques, and appropriate dress. For tips on preparing students for interviews, see the "Interview Preparation" section below.
- Match students' skills, interests, and traits with appropriate training stations and set appointments for interviews. Each student should take an introduction card and a résumé to the interview.
- Confirm appointments with training sponsors.

During the interview process

- Keep records on students sent on interviews.
- Follow up with training sponsors immediately after interviews to solicit feedback about students' performances during the interviews. Many coordinators use a "Training Sponsor's Evaluation of Interview" form similar to the one shown on the reverse side of the introduction card on page 66 to obtain feedback from the training sponsor (see "Knowing reasons applicants may not be selected" on page 62).

After the interview process

- Have students write and send to the training sponsor a short letter expressing appreciation for being considered and restating reasons for wanting the job.
- Work with students who are hired to complete any required documents.
- Initiate a training agreement and training plan for the student.

Interview Preparation

A job interview is a challenging activity for the student, who will be alone with a stranger in an unfamiliar atmosphere, answering a number of questions. Responses, along with personal actions, may affect the interview outcome. Obviously, this experience may cause the student to have anxieties and frustrations, which the coordinator should anticipate and deal with.

The student should understand what an interview is—a method used by an employer to obtain qualified workers. For the employer, the purpose of the interview is to ask questions, evaluate answers, and observe the interviewee's actions to determine whether the person is well qualified in skills and personal characteristics to meet the employer's needs. For the prospective employee, the purpose of the interview is to present qualifications and persuade

the interviewer that he or she is the right one for the job. The interviewer questions and observes; the interviewee responds in a convincing and positive way.

In preparing the student for the interview, the coordinator should cover the following areas.

Reporting for an interview

The student must be prepared for the physical aspects of the interview. Promptness, appropriate dress, personal hygiene, and personality displayed at the interview are factors that will weigh heavily in the interviewer's decision. The student must understand the necessity of arriving early for the interview and must plan travel time accordingly. The students must be reminded to go to the interview alone—this is not an occasion to take along parents or friends. Appropriate dress implies attire suitable to the training experience. Interviews conducted for an office job, for example, require business attire. Personal hygiene includes cleanliness, effective deodorant, appropriate facial makeup, hair grooming, and other aspects that convey a neat appearance. The student is making an impression from the moment of entry, and the first five minutes of an interview are considered the most important. Clothing, neatness, manner, and behavior project his/her personality to the interviewer.

Presenting qualifications

Through self-evaluation and teacher evaluation, the student should be aware of his/her relevant knowledge, skills, and qualifications and should be able to state them specifically and in a positive manner during an interview. For example, "On my last keyboarding speed test for five minutes, I keyed 45 words per minute with only four errors," is better than, "I type about 45 words per minute." Stating all occupational competencies in specific terms is best. If possible, students should know in advance the duties of the job and the levels of expected performance. Displaying knowledge of this information, along with knowledge of the business, creates a favorable impression on the interviewer. The previously completed training station evaluation (see sample on page 56) will provide the coordinator with information that may be used to instruct the student in this regard.

Fulfilling employers' expectations

Employers generally expect an interviewee to display the following characteristics or attributes during an interview:

- Arriving early for the interview
- Wearing appropriate clothing and having good personal hygiene
- Refraining from chewing gum or smoking
- Letting the interviewer guide the interview
- Being a good listener

- Refraining from being too “chatty”
- Showing primary concern for aspects of the job other than financial
- Answering questions in specific terms; not introducing abstract comments
- Selling oneself in an appropriate, not overly strong manner
- Being positive and demonstrating confidence
- Articulating qualifications clearly, succinctly, and positively
- Demonstrating knowledge of the company
- Asking appropriate, relevant questions
- Demonstrating listening skills and refraining from talking too much
- Keeping emotions, especially negative ones, out of the interview
- Closing the interview cordially
- Following up on the interview promptly

Preparing answers to questions that may be asked

The effectiveness of rehearsing a student on typical questions and answers is debatable because one cannot ensure how a student will react to similar questions at a different time and in a different situation. Nevertheless, sample questions can be beneficial so that students can become knowledgeable about the wide range of questions asked. Most companies will avoid asking questions of an extremely personal nature, respecting the law pertaining to a person’s right to privacy. Many companies provide free literature pertaining to the interview, and most include possible questions that might be asked of the applicant, such as the following:

- What are your plans for the future?
- Why did you choose this field for a career?
- What are your occupational skills?
- What do you believe to be your best work in school?
- In what school activities did you participate?
- What kinds of activities fill your spare time? What are your hobbies?
- Do you have a good school attendance record? Tardy record?
- What do you know about this company?
- Do you prefer working in a team or alone?
- What are your future education goals?
- How can you substantiate that you are dependable and responsible?

- In what way do you influence your friends?
- What are your strengths and weaknesses?
- Why should I hire you?

Preparing questions to ask

The coordinator should guide the student in preparing a short list of relevant, important questions to ask during an interview. In deciding which questions are most important, the student should assess the value of having the answers to each. The following are some possibilities:

- How would you describe a typical day for the person doing this job?
- What are the most challenging aspects of this job?
- What is the critical responsibility of this position?
- What are the ideal skills and competencies required for this position?
- How will performance be evaluated, and by whom?
- What industry credentials are recognized for this position?

Knowing types of questions not to ask

The coordinator should help the student understand what types of questions are appropriate to ask at an interview versus types that should be asked only after a position has been offered. The student must know the reasons for avoiding asking questions such as the following:

- How many vacation days do you provide new employees?
- How long is the lunch break?
- What type of health insurance do you offer?
- Will I have to work on weekends?
- Are the working hours flexible?
- What is the salary package for this position?
- What background checks do you perform on candidates?
- What exactly does this company do?

Knowing reasons applicants may not be selected

Students should be made aware of common reasons that a job applicant may not be selected after an interview:

- Little interest in or poor reasons for wanting the job

- Record of frequent job changes
- Inability to communicate effectively during interview
- Immaturity (other than chronological age)
- Personal appearance
- Manners and mannerisms
- Personality
- Lack of job-related skills
- Poorly completed job application
- Lack of knowledge about the company and job position

Displaying proper conduct during the interview

The following tips may be useful in helping the student learn how to behave during the interview:

- Be serious about the interview.
- Remember that questions are asked to determine your qualifications for the job.
- Smile sincerely and be extremely tactful, especially at the beginning of the interview. A good first impression weighs heavily on the interviewer's judgment.
- Look at the interviewer when listening and speaking and avoid slang expressions and acronyms.
- Know the duties required of the job and important facts about the company by doing research before the interview.
- Articulate qualifications in a positive, confident manner.
- Emphasize your strong points.
- Speak distinctly and answer questions completely, avoiding short answers. The interviewer wants to find out how well you express yourself.
- Plan positive remarks about hobbies, school, your future, your friends, and current events.
- Avoid being overly critical of people and situations.
- Ask questions about important aspects of the job that are unknown to you. All questions should be purposeful. At the same time, too many questions might indicate that you did not do enough preparatory research and/or that you are a poor listener.
- Express willingness to learn new things. The interviewer might be trying to find out whether you are adaptable to new situations, equipment, etc.

- Be sensitive to stereotyping people and jobs.
- Avoid being overly aggressive or overly timid.
- End the interview cordially and politely.

Enhancing your personal brand

Make sure any personal information the potential employer can access sends the right message, including the following:

- E-mail address: Is it professional? Does it present the right image? One way of avoiding mixing business and non-business life is to create an e-mail address that is used only for résumés, job applications, and job interview correspondence by using one of the numerous sites that offer free e-mail accounts.
- Voicemail message: Is it what a potential employer should hear? Does it sound mature and professional? Begin with a greeting, and then clearly state your first and last names and your number. Highlight that the call is important and that a message to call back will be returned as soon as possible. End with a thank you.
- Social networking profile: Potential employers can easily find social media details online, and many recruiters are now routinely checking social media sites to research candidates. Check social media such as Facebook, Twitter, Instagram, LinkedIn, Google+, blogs, and any postings to forums or bulletins to remove information that could have a negative impact on employment possibilities.

Interview Follow-up

The job-seeking process does not end with the interview. The student should write and send to the interviewer a short letter expressing appreciation for being considered and restating reasons for wanting the job. This action will not only leave a favorable impression with the employer, even if the student is not accepted, but it will also reinforce proper behavior that should be used in securing all future employment.

The coordinator should initiate procedures to obtain feedback concerning the student's performance during the interview. This feedback will enable the coordinator to help the student perform better during future interviews. The feedback to the coordinator should reveal information that will benefit both the student and the coordinator. If the student is not accepted, the coordinator needs to know why in order to (1) reassess the needs of the training sponsor for selection of another student, and (2) find the weaknesses of the student as perceived by the training sponsor so that remedial work can be undertaken before the next interview.

The coordinator should hold a conference with the student immediately after the interview. Feedback shared with the student can be beneficial to the student in the following ways:

- To make the student aware of weaknesses detected during the interview.
- To aid the student in re-evaluating job qualifications.
- To help the student gain some insight on ways to rebuild confidence for the next interview.

SAMPLE

INTRODUCTION CARD*

(Front of Card)

INTRODUCTION

This will introduce _____,

who is enrolled in a CTE program and will be participating in a work-based learning experience through

_____High School.

This student is interested in learning more about _____.

Report to:

Training Location: _____ Interviewer: _____

Address: _____Phone: _____

Appointment Date: _____Time: _____

_____

Coordinator

Please complete the other side of this card, and return it to the school in the attached, self-addressed envelope.

(Back of Card)

Training Sponsor's Evaluation of Interview

Evaluation of _____ during interview:

Appearance	☐ Favorable	☐ Acceptable	☐ Unfavorable
Poise	☐ At Ease	☐ Composed	☐ Nervous
Attitude	☐ Cooperative	☐ Reserved	☐ Cocky
Verbal Expression	☐ Clear, Logical	☐ Poor Grammar	☐ Unclear

☐ Will accept for training placement: ☐ Summer ☐ Fall

☐ Will not accept for training placement. Reasons: _____

_____

Date: _____Signature: _____

Suggestions for student improvement during future interviews: _____

_____

_____

**Adapted from a card developed by Dr. Elaine F. Uthe during a project at Michigan State University*

Training Sponsor Preparation

If the workplace experience of a WBL method of instruction is to be truly beneficial, and if the workplace is to be regarded as a bona fide training station, then an experienced employee of the organization must be designated to work with the student. This person, called the *training sponsor*, is a key individual in WBL methods of instruction, and is paramount to the overall success of WBL experiences.

The willingness of the training sponsor is to hire students participating in work-based learning and may not be indicative of the quality of experiences and training the student may receive while an employee or intern of the organization. Unfortunately, some training sponsors may become involved in a WBL method because of the economic benefits their organizations will derive from participation. The educational benefits to the student may become a secondary concern. In a similar manner, coordinators should avoid being more concerned about getting students placed in WBL experiences than they are with the quality of the training stations. Still another factor that can impede a training station from becoming an effective educational laboratory is the lack of knowledge on the part of the training sponsor about his/her role in such an educational endeavor. Coordinators should ensure that the training sponsor understands both the WBL method of instruction being used and the sponsor's role within the experience.

Coordinators should make a concerted effort to translate the theory of the WBL method being used into the practice of successful sponsor preparation. One way to do this is to create a sponsor-development plan. This plan can, in turn, help the sponsor provide relevant and meaningful experiences for the student. The sponsor-development plan can be described as a written plan that identifies what the coordinator must do to prepare the training sponsor to be a better teacher of the student-learner.

Preparation of a sponsor-development plan can be viewed as having two stages: (1) initial development and (2) continuing development. Strategies that can be used in executing the plan include interviews during individual visits, group conferences with several training sponsors, and written guidelines in the form of a sponsor-training manual (see page 73 for more details).

Training Sponsor Development

Training sponsor development begins during the coordinator's first visit. This initial face-to-face contact is crucial to the success of sponsor training because the way in which WBL is initially presented will ultimately determine the long-term relationship with the sponsor. The preparation of the sponsor for the role to be assumed sets the stage for all activities to be undertaken during the year.

The following are items that should be covered during the initial visit:

Training sponsor's role and responsibilities

Training sponsors want and need to know what is expected of them while participating in a WBL method of instruction. A brief discussion of the sponsor's major responsibilities is sufficient during the initial session. The training sponsor's responsibilities include

- orienting the student-learner to the training station and the position
- training and supervising the student-learner
- providing the student-learner with learn-by-doing experiences
- teaching the student-learner specific skills and attitudes
- counseling the student-learner on good work habits and attitudes, such as responsibility and dependability, and on other job-related matters
- evaluating the student-learner's performance
- communicating with the coordinator about the student-learner's performance on the job.

Student's role and responsibilities

It is essential that the training sponsor understand what is expected of a student-learner. The sponsor must be aware of the policies and procedures that apply to the student. The sponsor should also recognize and acknowledge that the student is participating in the experience to further a particular career objective and should encourage the student to acquire particular career skills through practice in the workplace under supervision. The student's responsibilities include

- maintaining expected hours of work and school attendance
- earning academic credit *(applies only to career preparation WBL methods)*
- adhering to specific school policies regarding participation in the WBL method of instruction
- communicating with the coordinator and training sponsor regarding job-related matters.

School and coordinator's roles and responsibilities

The training sponsor also needs information about how the school experience and the coordinator fit into the WBL partnership. Items that should be discussed include

- the provision for related classroom instruction (content and objectives of curriculum)
- the coordinator's role as a teacher and as a partner in developing the training plan and worksite visitation schedule
- the purpose of worksite visits

- the preferred times of visits
- the frequency of visits
- related student-organization involvement
- evaluation of the student and of the total experience
- reporting policies and procedures.

Group sessions

Although training sponsor preparation usually takes place during individual visits by the coordinator to the training station, a school-sponsored group function in which training sponsors are brought together can prove beneficial. The purpose of such an activity may be for training sponsors to hear a presentation on the WBL methods, to participate in a workshop, or simply to exchange ideas.

Ideally, such a session is scheduled as a luncheon or afternoon meeting held at the school or area CTE center, although going to a community or business location may be desirable in some cases. The session should not be too long and probably will be well attended if held during the middle of the regular workweek. The coordinator should make all the necessary arrangements and plan the agenda.

In large school systems, a joint activity with coordinators and training sponsors from several high schools may be useful. The session may be planned by all or a committee of coordinators. With this type of session, training sponsors from all over the area can be brought together for discussion and interaction among themselves and with coordinators.

Several topics that lend themselves to this type of session include

- sponsor preparation/orientation, held early in the year
- instructional techniques workshop
- supervisory techniques with students
- training sponsor's role in affiliated career and technical student organizations
- evaluation of WBL experiences.

Group sessions have many advantages and should be considered as a strategy in implementing a sponsor-development program.

Continuing Sponsor Training

Once the foundation has been laid during the sponsor-preparation phase and the training sponsor is aware of the instructional approach used in WBL, the coordinator should reinforce the concepts and assist the sponsor in the performance of responsibilities as the "off-campus teacher." This reinforcement and assistance is a continuous process and one that should be

prepared in advance. It is carried out during the regularly scheduled visits of the coordinator to the training station. By means of observation and discussion with the student-learner and training sponsor, areas of assistance needed by the sponsor can be discovered. Care should be exercised, however, not to imply that the sponsor is lacking in skill as an instructor or supervisor and is, therefore, in need of training. Rather, a collegial relationship in which the sharing of information and expertise will result in a team approach should be fostered.

Consideration during the continuing phase of the sponsor-development program should be given to preparation and utilization of the training plan, instructional techniques, supervisory techniques, student evaluation, integration of affiliated career and technical student organization activities, career awareness, and evaluation of WBL experience.

Preparation and use of a training plan

It is essential for the training sponsor to gain a thorough knowledge and understanding of the purposes and techniques for use of a training plan. After the training plan is introduced and described in the initial conference, the plan should be prepared jointly by the coordinator, sponsor, and student-learner. A working session with all three persons present will expedite this task. Finally, the coordinator and sponsor should devote a short period of time to reviewing the plan.

Although the training plan will be continuous throughout the time a student-learner is placed at a training station, the coordinator should devote a visit early in the sponsor-development program specifically to an extensive discussion and preparation of the training plan. Involvement in the preparation of the plan will help the sponsor become aware of the student-learner's career goal. Also, the sponsor will then be more likely to provide applicable workplace experiences and instruction to assist the student in meeting individual objectives. (For additional information on training plan development, see page 80.)

Instructional techniques

The coordinator should keep in mind that the occupational competence of the training sponsor does not ensure teaching competence. In fact, a training sponsor may assume that the student-learner can perform a task after being told and shown once how it should be done. Actually, research has shown that inexperienced students may take from two to ten times longer to perform a task than is normally required by experienced workers.

Sponsor training in instructional techniques will be an ongoing process. In other words, an entire session will not usually be devoted to instructional techniques. Rather, a sharing of information and spontaneous responses to a sponsor's manifested needs will establish the format. This is easier said than done, for even though a coordinator may have encouraged a training sponsor to discuss any concerns he/she may have regarding his/her instructional roles, most sponsors will be reluctant to communicate their teaching deficiencies openly with the coordinator. Therefore, the coordinator, by means of observation and individual discussions

with the training sponsor and the student-learner, must determine specific areas and topics where the training sponsor needs assistance.

The coordinator should never imply that the training sponsor is incompetent as an instructor. The coordinator's task is to serve as a resource person to the sponsor, providing needed information and assisting the sponsor in fulfilling his/her responsibility as an "out-of-school teacher."

Student supervision

Supervision is the general charge of overseeing the student-learner at the worksite. For most students, the WBL experience is their first contact with the workplace; therefore, the supervisory techniques used by the training sponsor in dealing with the student-learner become part of the foundation for the attitudes and work habits acquired by the student, which will influence a lifetime of work and interpersonal relationships.

The training sponsor, in conjunction with the coordinator, must help develop and foster the work habits and attitudes that a good worker needs. As a supervisor, the training sponsor has the responsibility to be a constructive adviser to the student-learner and to help him/her adjust to and find satisfaction and reward in work. Many training sponsors, however, may be unaware of the characteristics and behavior patterns of students that make their supervision challenging. A training sponsor's success in supervision will depend on an understanding of what students are like and application of the general principles of good supervision to students in the workplace. The coordinator must assist the training sponsor in developing and adapting the general supervisory techniques that are most productive in dealing with student-learners.

Student evaluation

Monitoring the progress of the student-learner is a responsibility of the training sponsor. Many sponsors may become reluctant, however, to be forthcoming and realistic about a student's performance when they realize that their evaluation will be considered in determining an academic grade for the student's career preparation WBL experience. Nevertheless, the training sponsor needs to be straightforward about a student's weaknesses as well as strengths so that recommendations for improvement can be made.

Ideally, evaluation should be a continuous process—i.e., when the training sponsor notes deficiencies in performance, immediate constructive criticism and positive instruction for improvement should be given to the student. Likewise, praise should accompany a task well done. The use of the "Evaluation" column on the training plan facilitates continuous assessment based on performance, and the coordinator should encourage use of this column by the training sponsor.

During coordination visits, the coordinator and training sponsor should discuss particular strengths and deficiencies of the student. Strategies for improvement should be formulated,

and criteria for further assessment identified. Notations should be made by the coordinator on the evaluation section of the training plan. The presence of the student at such a session is advisable.

The final evaluation of a grading period should occupy an entire coordination visit. The coordinator should work with the training sponsor to translate informal assessments into a more formal evaluation. If necessary, the coordinator can assist the training sponsor in improving skills for evaluating student progress.

Integration of career and technical student organizations

Career and technical student organization activities are an integral part of a total CTE curriculum. As such, they are an important component of a WBL experience. Most training sponsors are unaware of the existence of such student organizations, their co-curricular nature, and the many activities sponsored by them to achieve the objective of student leadership, skill, and citizenship development. Training sponsors need information about these student organizations—their goals, the kinds of activities they provide for students, and how training sponsors can support their curriculum component.

Although discussing the major goals, objectives, and activities of an organization is one way to convey this information to a training sponsor, a superior method is inviting the sponsor to participate in an organization's activities. Attending some regularly scheduled meetings, being a guest speaker at a local meeting, serving as a judge in local competitive events, or chaperoning an organization-sponsored trip are examples of activities in which a training sponsor may participate. Involvement will enhance the sponsor's understanding of an affiliated organization and the sponsor's role in the organization. The coordinator, through the planned sponsor training program, promotes such involvement.

Career awareness

In addition to the obvious anticipated outcomes of a WBL experience, such as skill development and adjustment to the work environment, students should also become aware of the various careers available in the career field. Most students begin their WBL experience believing that there will be only a few occupations available to them; thus, they must be guided to become acquainted with the many occupations available within a career field. Although some activities directed toward this goal can be part of classroom instruction, a more desirable way to learn about a career is through firsthand observation and exploration at the organization where the students are working. To provide such experiences for each student, the training sponsor and coordinator must plan the appropriate settings and desirable outcomes and include them in the training plan. They may take various forms—for example, a weekly or daily rotation for several weeks among different jobs for observation purposes, or an investigation by means of interviews of the various duties and job responsibilities of persons in different positions within the organization.

Regardless of the strategy employed, the important concept is that training sponsors be cognizant that career awareness is an important, desired outcome of a WBL experience. The coordinator is responsible for ensuring that efforts are made to provide appropriate career-awareness experiences for each student-learner.

WBL evaluation

The coordinator should be concerned not only about the evaluation of individual students but also with the overall effectiveness of all WBL experiences. How are the experiences contributing to the success of the total CTE program in the school? This question needs to be addressed.

One of the major components in this assessment is feedback from the people who are closely involved in WBL. In addition to feedback from students and graduates, training sponsors should be given the opportunity to express their views on the strengths and ways to improve the WBL experiences in which they have participated and make suggestions on ways to improve them. Much valuable feedback can be obtained by informal conversations with training sponsors on routine coordination visits. Likewise, a group meeting with several training sponsors can facilitate an exchange of ideas that will provide worthwhile information for evaluation purposes.

Training Sponsor Manual and Resources

A worthwhile strategy to employ in a sponsor training program is the development and use of a training sponsor manual. The manual should be an attractive booklet containing pertinent information needed by the training sponsor. Information arranged in an attractive format and organized in a way to facilitate ready reference is an asset to the training sponsor and a beneficial addition to your sponsor-development program.

A typical manual may include the following items:

- A short explanation of the WBL method(s) of instruction to be used and the planned experiences
- A copy of the training agreement
- A workplace orientation checklist (see page 75)
- A sample training plan
- A curriculum outlining topics to be covered in the related class
- Pertinent information about the affiliated career and technical student organization
- A copy of the student evaluation form
- Other helpful information, such as the following:
    - “Four-Step Teaching Approach” (see next page)

- School calendar
- Labor law information
- School and coordinator's names and contact information

Additional Ideas for Sponsor Training

- Conduct a workshop session on techniques of supervision.
- Conduct a session to discuss the learning process in simple terms. Sponsors should know how students learn in order to train them effectively.
- Send out a newsletter telling about in-school, related instruction.
- Conduct a CTE open house.
- Conduct a training sponsor appreciation event with the awarding of certificates to sponsors.
- Invite sponsors to a meeting of your General CTE Advisory Committee.
- Conduct a session on how to evaluate the student-learner.
- Invite sponsors to attend a career and technical student organization activity.
- Conduct in-services for training sponsors.
- Ask training sponsors to arrange field trips for your class to observe workers on the job.
- Ask sponsors to serve as judges or chaperones at local, regional, or state events.
- Ask sponsors to be guest speakers in related classes.
- Ask sponsors to allow you to study a particular system within the employing organization (do a job analysis). Ask that they evaluate your procedures, survey instruments, etc.
- Ask sponsors to display materials during Career and Technical Education Month.
- Ask sponsors to arrange career awareness sessions for students in related classes.
- Explain procedures for making final written evaluations of student-learners.
- Ask for suggestions concerning future in-service training to help sponsors.

Four-Step Teaching Approach

One instructional theory that is quite simple and is a proven model for teaching is the Four-Step Teaching Approach developed by the psychologist Herbert in the early 1800s. You can share this approach with training sponsors to help them develop instructional competence.

Step 1: Preparation

- Prepare the learner:
  - Put learner at ease.
  - Explain the reason for instruction—motivate the learner.
  - Get complete attention.
- Prepare the lesson:
  - List or decide on major points to be presented.
  - Determine how you will present the material.
  - Decide upon a standard of performance.
  - Make available all materials the learner will need.

Step 2: Presentation

- Present the material to be learned.
- Teach one point at a time, and do so slowly.
- Pause to allow time for questions during the presentation.
- Review the material.

Step 3: Application

- Let the learner demonstrate the procedure.
- Ask questions about the procedure to assure learner understanding and correct any misconceptions.
- Assist when necessary during the initial tryout and for the first few times the procedure comes up again.

Step 4: Evaluation

- Check learner performance in the actual work setting against your established standards of performance.
- Correct errors.
- Encourage questions.
- When satisfied that the learner can perform at the established standard, allow him/her to assume full responsibility.

SAMPLE

WORKPLACE ORIENTATION CHECKLIST

Training Sponsor: Use one checklist for each student-learner. Check each item as it is completed. Review information with the student-learner after five days to ensure thorough comprehension.

_____Introduce the student-learner to all persons with whom he/she will have contact.

_____Give the student-learner a tour of the training facility.

_____Explain the duties of the student-learner's first assignment.

_____Inform the student-learner as to who will supervise and give him/her orders.

_____Inform co-workers of their relationship to the student-learner, and solicit their cooperation.

_____Inform the student-learner of the work hours and other workplace procedures.

_____Inform the student-learner of lunchtime and relief procedures and regulations.

_____Inform the student-learner of facilities available, such as restrooms, lunch/break room, telephone, coat rack, etc.

_____Inform the student-learner of time-recording procedure, pay schedule, deductions from pay, computation of wages, and employee benefits. *(applies only to career preparation WBL methods)*

_____Inform the student-learner about any information that is to be kept confidential.

_____Inform the student-learner of possible career paths and possibilities for promotion in the business.

SECTION THREE

Work-Based Learning Coordination and Resources

SECTION THREE: WORK-BASED LEARNING COORDINATION AND RESOURCES

Comprehensive Coordination

The responsibilities involved in coordinating a WBL method of instruction are many and varied. Released time from teaching should be given to conduct these activities. Coordinators are encouraged to provide their school administrators with a weekly schedule of their activities (see sample on page 90).

Important coordination activities include ensuring completion of training agreements and training plans, making visits to training stations to observe and evaluate student learners' progress and assess training needs with the training sponsor, and preparing reports. This section outlines these activities and offers suggestions for their accomplishment.

Training Agreement and Training Plan

Training agreements and training plans are *required* for career preparation WBL experiences (see page 11). Furthermore, some type of written plan is helpful for organizing and planning all other types of WBL experiences to ensure student success. This section will help coordinators become acquainted with and understand the purpose of these documents and reports.

The training agreement—Career preparation WBL

A training agreement is a written statement of commitment to a WBL experience made by the student, parent or guardian, coordinator, and training sponsor. It is a formal document outlining the responsibilities of all parties involved (see regulation on page 11). Each participant must sign the agreement and retain a copy.

The purpose and scope of the training agreement is most easily seen by looking at the sample agreement on the CTE Web site: www.doe.virginia.gov/instruction/career_technical/work-based_learning/index.shtml. School divisions that develop their own agreements must include all asterisked (*) items in order to be in compliance with the Virginia Department of Labor and Industry. **THIS DOCUMENT IS REQUIRED FOR CAREER PREPARATION WBL METHODS.**

For career exploration and pre-professional WBL experiences, a written agreement should be prepared among all parties involved that outlines the type of WBL experience, the length of time for the experience, the hours, the major duties, and the expected student outcomes.

The training plan—Career preparation WBL

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-learner (see regulation on page 11). An orientation checklist is included in the plan to assist training sponsors in the initial stages of working with students. The plan serves also as a record of the student's progress throughout the experience and as an evaluation tool. The development of the plan is primarily the responsibility of the coordinator; however, it should include input from the training sponsor, the student-learner, and other program-related teachers, if applicable. A generic sample training plan is available on the CTE Web site: www.doe.virginia.gov/instruction/career_technical/work-based_learning/index.shtml. Individual CTE program areas may also have sample training plans, such as a sample plan specifically designed for Business and Information Technology students (available on the CTE Web site at the above address).

Along with planning and organizing instruction for student-learners, another of the coordinator's primary responsibilities is to ensure a strong correlation between classroom instruction and workplace training. The training plan helps the coordinator fulfill this responsibility by being an instructional design that is comprehensive in terms of meeting students' training needs and career objectives.

The training plan development process is continuous. It begins with identifying a realistic career objective and the training needs for each student-learner and continues throughout the entire WBL experience with revising the plan in accordance with the changing needs of the student and training sponsor. The flowchart on page 82 shows the central position of the training plan in WBL methods of instruction.

The coordinator should discuss with the student the purpose of the training plan and how it is to be used. 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 that the training plan will be used to measure job performance and should understand that an evaluation will take place each grading period and will be followed by conferences involving the student, the coordinator, and the training sponsor.

The coordinator should schedule an appointment with the training sponsor to explain the use of the training plan as soon as the student is placed in a training position. At this time, those tasks that are to be learned in the workplace should be identified and indicated on the plan.

At the end of the school year or whenever the student's job ends, the coordinator's copy of each training plan should be filed as a record of student achievement. Related classroom learning should also be documented on a student competency record. When a student is placed in a WBL experience for which a training plan has been previously developed, adaptation of the existing plan to the needs of the student may be a good option.

Revising the training plan

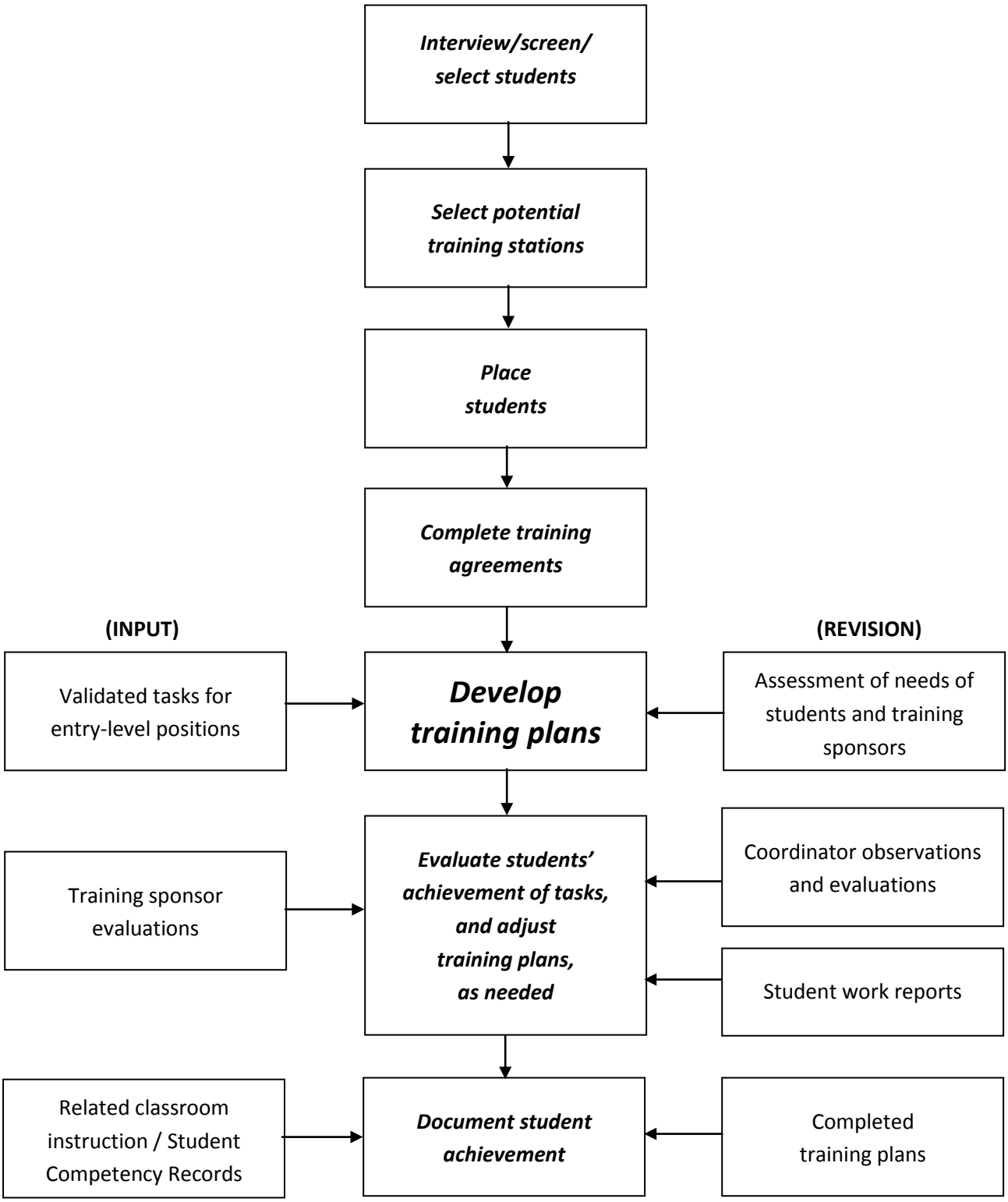
During each visit to the training station, the coordinator discusses the student-learner's progress with the training sponsor. Using the training plan as an evaluation tool, the sponsor evaluates the student's performance and progress in the workplace and completes the training plan with the coordinator. The sponsor'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.

Also during each visit, the training sponsor advises the coordinator of the addition of new tasks or the deletion of previously identified tasks, and the coordinator revises the training plan to reflect these changes. The coordinator should also use wage and hour reports to obtain information regarding changes in a student's hours/wages as well as changes in job responsibilities. Additionally, the coordinator's observations during visits may identify any needed adjustments to the training plan. After each adjustment to the training plan, the coordinator must determine whether additional classroom instruction is required.

The central role of the training plan within WBL methods of instruction is depicted in the chart on the next page.

Role of the Training Plan in Work-Based Learning Methods of Instruction

Procedure Followed by Coordinator



Training Station Visits

In order to discuss workplace responsibilities with the student-learner and to relate classroom instruction to these responsibilities, the coordinator needs to be as familiar as possible with each task the student performs. Coordinators should make a visit to each training station once a month to observe and assess student-learner progress and identify additional training needs in order to incorporate related training into the classroom. If monthly visits are not possible, the coordinator should make as many visits as possible during each grading period.

The visitation process

The following guidelines should be considered when making an initial training station visit:

1. Plan the purpose of the visit, and gather all necessary materials, such as the training agreement, training plan, training sponsor's manual (if available), and any additional available information that would be useful to the training sponsor.
2. Call the training sponsor, preferably one week in advance, to make an appointment for your visit of at least 30 to 45 minutes.
3. Upon arrival at the training station, ask to see the student's training sponsor.
4. If the training sponsor is new to WBL procedures, explain the roles of coordinator and training sponsor.
5. Review with the sponsor the training sponsor's manual, if available.
6. Review the training agreement and the training plan, and ask the training sponsor to sign the documents. Ask that a copy of each be retained in a training station file.
7. Discuss the overall function of the training station and the student-learner's activities within it.
8. Discuss the evaluation process and the training sponsor's role in it.

After the student-learner has begun his/her training experience in accordance with the training plan, the coordinator must establish a visitation plan for student observation and counseling with both student and sponsor. This is a vital part of the coordination process and a basic link between the school and training sponsor.

The first step in preparing for a subsequent visit to a training station is to check the visitation record in order to review the date, purpose, and results of previous visits. Various aspects of these previous visits may require follow-up. A review of the purposes of previous visits may suggest an appropriate purpose for the planned visit. The purpose of the visit will determine which materials, if any, should be taken.

The experienced coordinator may find mental notes to be sufficient, while others may need to prepare a written list of leading questions. Diplomacy and tact are essential during the visit.

Make an appointment with the training sponsor. Arrive promptly, and be prepared to proceed with the conference immediately. The conference should take place in a setting that will enable the training sponsor to give it his/her undivided attention; if that turns out not to be the case, request moving to another location.

The visitation process will be completed when notes have been prepared for use in student counseling. The need for and intensity of the counseling will vary with the purpose and results of the visit. If the purpose was to work with the training sponsor in addressing a problem, counseling will be mandatory as soon as possible.

A list of things to do and things to avoid doing when making training station visits follows.

DO	DON'T
Plan a weekly calendar, and establish a schedule for your visits.	Coordinate by telephone.
Have a purpose for each visit—e.g., to observe or evaluate the student (see next page)	Follow a set pattern for each visit.
Leave a copy of your daily itinerary in the school office.	Leave the impression that you have a lot of free time.
Be friendly but professional.	Turn the visit into a social call.
Contact the training sponsor when you enter.	Go directly to the student.
Be alert and observant.	Give the impression of snooping.
Be alert for the training sponsor's signal that the conference should end.	Depend only on memory for details of the visit.
Have a private student conference concerning the training station visit.	Prolong the visit and waste the training sponsor's time.
Be objective and willing to learn.	Point out the student's mistakes or bad practices while at the training station.
Observe the student at work.	Pass yourself off as an expert or authority.
Treat all information and records as confidential.	Interrupt or interfere with the student's work.
Be loyal to the teaching profession at all times and strive for improved relations.	Discuss the student's problems at school.
Complete notes immediately after the visit.	Criticize school policies, procedures, curriculum, etc.

Each training station visit should have a purpose that is worthy of the training sponsor's time. Some typical purposes for visits include the following:

- **Completing the student-learner's evaluation report.** The coordinator should visit the training station for students in the career preparation WBL method near the end of each grading period for the purpose of assisting the training sponsor with evaluating the

student-learner. The evaluation portion of the training plan should be recorded by the coordinator based on input from the training sponsor during the visit. The evaluation report should be based on the sponsor's input as well as the coordinator's own observations. The training sponsor should understand that for each student participating in a career preparation WBL experience, the evaluation report will be used, together with the student's classroom performance, as the basis for the student's semester grade. In developing guidelines for grades for credit-bearing, career preparation WBL experiences, the student's workplace performance should not outweigh his/her classroom performance.

The coordinator should discuss the evaluation report with the student in a private conference to address strengths and weaknesses. The coordinator should encourage the training sponsor to provide evaluative input to the student throughout the training process.

For other WBL methods, student performance may be assessed in a way that contributes to the final class grade.

- **Acquainting the training sponsor with related classroom instruction.** The coordinator must inform the training sponsor about the student-learner's related classroom instruction and give him/her an opportunity to suggest specific areas of training relevant to the tasks the student is performing in the workplace. Items such as study guides, reference books, and completed assignments will serve as excellent topics of conversation with training sponsors and give them some evidence of the character and quality of the student-learner's classroom work. If necessary, coordinators may discuss problems related directly to instruction (e.g., the sponsors may be able to share materials not available at school.) Repeated efforts to align classroom instruction with work experiences will only strengthen CTE classes that use WBL methods of instruction.
- **Verifying periodic reports of training.** A general practice is to have each student-learner complete a periodic report of training to keep the coordinator informed of the nature and scope of his/her workplace experience. This report can also be used to track any problems that may arise. For example, a student may report performing the same routine work week after week, thus signifying a lack of growth in training. The coordinator might assume that the student-learner is not reporting his/her job experiences accurately or that the training sponsor is not allowing the student new experiences. In such cases, in-person communication between coordinator and sponsor is essential to ensure an accurate assessment of the training.
- **Introducing school administrators to training sponsors.** Coordinators should provide opportunities for school administrators to visit students in the workplace and meet their training sponsors. Such visits will serve to encourage administrators' appreciation and awareness of the challenges involved in CTE programs that use WBL methods of instruction. Administrators will be attentive to community feedback of this kind. Visiting

training stations jointly with the school principal has sufficient value to justify periodic occurrence throughout the year.

Making observations. The coordinator should observe the student-learner at work in order to discern the student's strengths, weaknesses, and needs for improvement; become aware of the training station environment; discover the general attitude toward the student, including attitudes of supervisor and coworkers; foster awareness of the quality of the workplace training; receive ideas and suggestions for related study; and follow the general progress of the student.

Suggested Steps for Resolving Problems

In the case of problems that may arise during a student-learner's WBL experience, the following steps may be helpful:

1. Identify the problem early before it becomes serious.
2. Postpone making any decision or taking any action until you have talked with all parties involved—especially the student.
3. Identify all possible solutions or alternatives.
4. Carefully weigh the merit or value of each solution in terms of what it does for the student, the WBL experience, the training sponsor, and the school.
5. Determine good, better, and best alternatives, as well as those that you deem unacceptable.
6. Discuss the situation and the alternatives with the student and the training sponsor, stating the advantages and disadvantages of each.
7. Develop a plan of action that is acceptable to all.
8. Carry out the plan of action.
9. Follow up later to see whether the plan is working or whether further adjustments need to be made.
10. Set up a grievance committee to assist in decision making and to support the coordinator's corrective action. Examples of committee members might be the principal or assistant principal, a school counselor, a department chairperson, or another teacher or coordinator.

Optional Work-Based Learning Reports

Annual wage and hour report

Locally, teacher-coordinators are encouraged to complete an Annual Wage and Hour Report. This report records the locations where all students were employed during the school year, their job titles, hourly wages, and total earnings. The report may be kept on file in the central office of the school division. If it is shared with school as well as the advisory committee members and members of the business community, it can become a valuable promotional tool.

Career and technical education monthly plan and report

It is strongly recommended that coordinators complete a weekly planning calendar (see sample on page 90) and a monthly plan and report with a daily log of activities (see sample on page 91). Sharing a report of activities with local administrators will support the use of coordination time.

Annual report

An annual report (see sample on page 88), although optional, is strongly recommended. This report provides coordinators and other CTE teachers an opportunity to let the school administration know the achievements accomplished by CTE classes that use WBL methods of instruction.

WBL parent/guardian agreement

This form (see sample on page 89) may be used in addition to the training agreement to detail school requirements to parents and students. It does *not* replace the training agreement section for parent and student responsibilities.

Work-Based Learning Reports in CTERS

When reporting experiences of students participating in WBL on the Career and Technical Education Reporting System (CTERS), teachers and administrators should follow the directions given in the CTERS's Users' Manual, as found at http://www.doe.virginia.gov/info_management/data_collection/instruction/career_tech/cters/users_manual.pdf.

CTE ANNUAL REPORT
(Optional)

I. PURPOSES OF THE DEPARTMENT (State purposes)

A.
B.
etc.

II. PHYSICAL PLANT (if applicable)

A. Present Facilities
B. Recommendations for Improvement
   1. Capital Outlay – Additional Facilities Needed
   2. Service and Repairs

III. CURRICULUM

A. Improvements Made during the Present School Term
B. Recommendations for Improvement

IV. STUDENT DATA

A. Enrollment
B. Earnings
C. Graduates
D. Number of WBL Placements
E. Follow-up
F. Recruitment
G. Prospects for Coming School Term
H. Recommendations

V. STAFF

A. Qualifications of Present Staff
B. Activities of Present Staff
C. Recommendations

VI. PUBLIC RELATIONS

A. Within the Department
B. With Administration
C. With Other Departments of the School
D. With Community
E. Recommendations for Improvement

VII. CAREER AND TECHNICAL STUDENT ORGANIZATION ACTIVITIES

VIII. SUMMARY

SAMPLE

*NOTE: This sample form may be used **in addition** to the training agreement to detail school requirements to parents and students. It does not replace the training agreement sections pertaining to parent and student responsibilities. The local school administration must grant approval to use this form.*

PARENT/GUARDIAN AGREEMENT FOR CAREER PREPARATION WORK-BASED LEARNING

HIGH SCHOOL _____ **DATE** _____

1. The student's first responsibility is to the school; hence, it is the student's responsibility to make satisfactory arrangements with the training sponsor concerning his/her work schedule on occasions when attendance at school is necessary.
2. The student in a career and technical education course that uses a WBL method of instruction is subject to all school regulations.
3. The student will not terminate a WBL experience without the approval of the coordinator.
4. The employed student, upon completion of daily classes, must either report to the job, go home, or remain in school for a supervised activity, as directed by the coordinator.
5. The student who is between WBL experiences must, upon completion of daily classes, remain at school under supervision or engage in other activities, as directed by the coordinator.
6. The student will be expected to conform to the dress code of the school and the training station.
7. The student will conduct himself/herself in a manner that will present a positive image of self, school, and training station.
8. The student will not report for the training station on days when he/she is absent from school unless advance permission has been given by the coordinator.
9. Students may be dismissed from a training experience because of negligence or misconduct.
10. Transportation to and from the training station is the responsibility of the student. Transportation arrangements must be approved by parents and the school administration.
11. The student is responsible for submitting WBL reports or assignments to the coordinator when required.
12. Workplace training of the student is the responsibility of the school. The coordinator must approve all WBL experiences and reserves the right to change the student's WBL placement, if deemed necessary.
13. The coordinator and the training sponsor will regulate employment conditions, including total hours worked. Total hours shall average 11 to 15 hours per week; a minimum of 396 hours per school year are required to qualify for credit in cooperative education WBL.

The undersigned have read and agree with the statements listed above.

_____	_____
Student	**Parent or Guardian**

SAMPLE *NOTE: This sample form may be used to report upcoming coordination activities to administrators.*

WORK-BASED LEARNING
WEEKLY PLANNING CALENDAR
(Optional)

Plan for week of _____through _____

M0NDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	

REMARKS: _____

_____

_____

SAMPLE *NOTE: WBL coordinators may use this sample form to report coordination activities to administrators.*

WORK-BASED LEARNING
MONTHLY PLAN AND REPORT

Name: _____ Date of Report: _____

School: _____ Division: _____

Number of students participating in WBL by type

____Job shadowing ____Extended internship ____Student apprenticeship

____Mentorship ____Service learning ____Cooperative education

____Introductory internship ____Clinical experience

Daily log of activities for the month just ending

Report only those activities that occur during *coordination time* of the regular school year and/or those activities that occur during extended contract time.

Date	Activities
M, _____	
T, _____	
W, _____	
TH, _____	
F, _____	

M, _____	
T, _____	
W, _____	
TH, _____	
F, _____	

Daily log of activities for the month just ending *(continued)*

Date	Activities
M, _____	
T, _____	
W, _____	
TH, _____	
F, _____	

M, _____	
T, _____	
W, _____	
TH, _____	
F, _____	

M, _____	
T, _____	
W, _____	
TH, _____	
F, _____	

Activities planned for coordination time during the coming month

Attach a list of activities in the following areas:

- Coordination
- Co-curricular activities
- Public relations
- Guidance
- Professional development
- Departmental improvement

Training Sponsor Appreciation Activity

An annual training sponsor appreciation activity is an important business and social event for students participating in work-based learning. The activity provides an opportunity for students and the school community to honor sponsors for their cooperation in providing learning laboratories for students to apply the knowledge and skills they develop in class. It is one of the best public relations activities for WBL and the school.

The purposes of the training sponsor appreciation activity are to

- honor training sponsors for their service to the student-learners
- promote favorable relationships between training sponsors and the school
- afford student-learner's with an opportunity to make practical use of their planning skills in preparing the activity
- involve all student-learners
- demonstrate support of training sponsors in the community.

Determining the type of appreciation activity

To determine the best type of appreciation activity to conduct, coordinators need to solicit school administrators' input regarding the possibility/suitability of combining with other schools in the school division for the activity. Coordinators should also solicit input from student-learners and training sponsors about their preferences for an activity, availability of transportation, and other pertinent matters. Activities to consider include a breakfast, luncheon, tea, open house, evening banquet, dinner theater, or cookout. Local school guidelines, local facilities, and student and training sponsor preferences will help the coordinator decide which of these or any other activities to conduct.

Determining the date

When setting the date of the activity, be sure to check school and community calendars for conflicts before placing the date on the school calendar. Sometimes event information is available as much as a year in advance.

Combined appreciation activities

Advantages and disadvantages of combined appreciation activities should be considered. In larger school divisions, administrators may prefer attending one activity rather than several (one for each school and/or CTE area). Separate activities may be more appropriate for smaller school divisions or in areas where distance between schools is great. In some schools or divisions, two or more CTE areas using WBL may choose to share an appreciation activity. If a speaker is included in a combined activity, he/she should be asked to include all programs in the remarks.

Themes and program activities

Often, a special theme may be selected and carried out through publicity, decorations, and program design. If it is appropriate to have a speaker on the program, the theme may become the topic for the speaker's speech. Other program activities, which may be entertaining as well as informative, might include performances by students or former students in such activities as skits, success stories, and panels; motivational videos; and multimedia presentations.

Speakers

Evening banquets may include a speaker and entertainment. Time constraints should be considered if planning a speaker for a luncheon. Possible speakers might include career and technical student organization representatives, local administrators, outstanding training sponsors, local officials or other community leaders, and representatives of professional organizations. Current trends in a selected CTE area, qualities for successful employment, professional employment responsibilities, expectations of professional workers, and school and community cooperation are some examples of appropriate topics for speakers.

Assigning responsibilities

The coordinator is responsible for the appreciation activity; however, in large divisions where multiple coordinators may share an activity, responsibilities may be divided. When a coordinator has the full responsibility, other department members may provide assistance. It is important, too, that all student-learners are fully involved in the planning, preparation, and presentation of the activity because it is their sponsors who are being honored. After deciding on the type of activity, assign students the following responsibilities at least three months in advance of the tentative date. It may be helpful to assign one student to be in charge of each of the following groups of tasks and allow him/her to delegate individual tasks to other students.

Facilities and arrangements

- Determine/confirm the location several months in advance.
- Determine/confirm the menu.
- Determine/confirm expenses. The amount charged should cover the costs of food, decorations, nametags, and the printing of invitations and program.
- Determine/confirm the number of tables needed and the seating arrangements.
- Determine/confirm background music, if desired.
- Confirm facilities and arrangements approximately one month before the event.
- Confirm guest reservations one week before the event.
- Confirm physical setup before the event, including the number of tables, placement of the head table (if applicable), decorations, availability of music, and microphone.

- Collect funds.
- Pay outstanding bills.

Special guests

- Identify all special guests, such as the
    - Chairperson of the School Board
    - Chairperson of the Career and Technical Education Advisory Committee
    - Division Superintendent
    - Assistant Superintendent, Division of Instruction
    - Director of Instruction
    - Director of School Counseling
    - Director of Career and Technical Education.
- Arrange a way to cover the costs for special guests. This might be accomplished through student fundraising, reimbursement from the school or division, or payments by the guests themselves. Be sure to check the school division policy about fundraising.
- Contact all special guests as soon as the date for the activity is set so they can place the date on their calendars.
- Furnish the attendee count to the person in charge of facilities and arrangements.
- Determine the placement of special guests.

Invitations

- Determine/confirm the names of persons to be invited, including all of the student-learners' training sponsors, the school administrators, and special guests.
- Give these names to the student responsible for the special guests.
- Prepare mock-up of the invitation (see sample on page 98).
- Determine the number of invitations needed.
- Obtain card stock and envelopes.
- Obtain/create the printed invitations.
- Disseminate invitations three to four weeks before the event.
- Record responses.

Decorations

- Obtain the table count, table size, and color scheme from the facilities and arrangements person.

- Determine/confirm the number and types of floral arrangements needed.
- Determine/confirm the price for the arrangements with the florist or horticulture department, and place the order for the appropriate number of arrangements.
- Determine/confirm any other room decorations needed.
- Order/create other room decorations, if any.
- Forward the decorations bill(s) to the person responsible for facilities and arrangements.
- Pick up the floral arrangements, deliver them to event facility, and put them in place.

Programs

- Obtain the date, time, and location of event.
- Obtain the names of coordinator(s) and the school(s) they represent.
- Obtain the names and school(s) of all student-learners.
- Obtain the names and organizations of all training sponsors.
- Design the program, using a desktop publishing program. List the training sponsors, student-learners, coordinator(s), and guest speaker(s). List the students who take charge of the following:
    - Presiding
    - Welcome (student or school division official)
    - Invocation (if desired)
    - Introduction of training sponsors
    - Introduction of guest speaker(s) (if any)
    - Closing remarks
    - Music (if any).
- Arrange for the program to be printed.
- Pick up the programs from the printer, and bring them to the event.

Supplies

- Obtain the names of all persons who should have nametags (e.g., student-learners, training sponsors, coordinator(s), persons seated at the head table)
- Purchase and/or create the nametags.
- Create place cards (or use the nametags for this purpose).
- Bring the nametags (and place cards) to the event and distribute.
- Obtain the appropriate number of blank certificates (see sample on page 99).

- Type the needed information on the certificates.
- Have the certificates signed by the designated persons.
- Obtain the appropriate number of frames, if desired, and frame the certificates.
- Distribute the certificates to the student-learners at the event for presentation to their training sponsors.

Other responsibilities

Finances

The coordinator is responsible for collecting and forwarding the event receipts to the person responsible for facilities and arrangements. Each student is responsible for his/her own expenses as well as the expenses of his/her training sponsor. Students should be made aware of this responsibility when they agree to participate in WBL. Fundraising or the setting of WBL dues to cover these expenses should begin early in the school year.

Field trip/permission-to-leave-school notices

The coordinator is responsible for obtaining field trip/permission-to-leave-school notices for all students attending the activity.

Transportation

The coordinator is responsible for arranging for transportation of students to the event location. Where necessary, transportation may need to be arranged for students to attend the activity if it takes place outside the school building.

Conducting a student rehearsal

The students should conduct the appreciation activity program. Whether the activity is held with other schools or singly, a rehearsal is needed. Students learn by doing, and a rehearsal helps develop poise and self-confidence, as well as helps to assure a smooth event. A sample script is provided for students conducting the activity (see sample on page 100).

Conducting the appreciation activity

Prior instruction should be given the students regarding dress, acting as hosts for guests, seating arrangements, and general conduct. It may also be necessary to discuss table etiquette if the activity involves a meal. Coordinators and/or students should be available at the entrance to greet guests as they arrive. (Some guidelines for decorum are found on page 102).

SAMPLE

INVITATION

Career and Technical Education Students

Participating in Work-Based Learning

at

_____ High School

cordially invite you to attend the

Annual Training Sponsor Luncheon on

Tuesday, the nineteenth of March

two-thousand fourteen

at twelve noon

_____
Location

_____
Address

_____
City, State

RSVP to_____ by_____

SAMPLE

CERTIFICATE

(LOGO)

_____ *County Public Schools*

Certificate of Appreciation

awarded to

_____

for recognition of active participation in the training of

_____

through work-based learning

for the year

_____

_____	_____
Superintendent	Coordinator
_____	_____
CTE Administrator	Principal

SAMPLE

SCRIPT FOR WORK-BASED LEARNING TRAINING SPONSOR APPRECIATION LUNCHEON*

Presiding Student:

Good afternoon. *(Wait for attention by all.)*

Our luncheon today is an expression of our appreciation to our training sponsors for giving the students participating in work-based learning of the (school system) a chance to have workplace training while attending school. We sincerely appreciate this opportunity to increase our knowledge and improve our skills. Work-based learning instruction is a very important part of our education that we would not have without the valuable cooperation of our training sponsors.

We are happy to have all of you here. The official welcome will be given by (student) from (high school).

WELCOME *(The following script is suggested if a student is presiding.; however, many school divisions prefer a welcome from a school division official.)*

We are honored today by the presence of our training sponsors. Once each year, it is our privilege to have you as our guests at this appreciation luncheon.

In today's competitive job market, employers are looking for people who display initiative, accept responsibility, maintain positive attitudes, and demonstrate their potential for professional growth.

Your guidance is an important part of our training for current and future jobs. We appreciate the opportunities you have given us to improve our knowledge, skills, and readiness as we prepare for careers in the workplace.

Today, you are our guests, and we are your hosts. We extend to each of you our hearty welcome.

Presiding Officer:

The invocation will be given by (student) from (high school).

INVOCATION *(if desired)*

**Adapted from script provided by Norfolk City Public Schools*

Presiding Student:

(For buffet) Please allow the persons at the head table to proceed through the serving line first. Then, if those of you at the tables nearest to me will follow, moving from there one row of tables at a time, I believe all will be able to be served more quickly. *(If there is a large group, keep some guests seated to avoid having the guests stand in line a long time.)*

(For seated meal) Please enjoy your meal.

(After most have finished eating) May I have your attention. Those of you who have not finished eating, please continue. It is our pleasure to honor our training sponsors at this time. In your program is a list of these sponsors. (Student) from (high school) and (student) from (high school) will read the names.

Student #1:

It is my pleasure to recognize these training sponsors. Please stand when your name (firm) is called. *(reads first half of list)*

Student #2:

I have the honor of recognizing these training sponsors. Please stand when your name (firm) is called. *(reads second half of list)*

Student-learners, please stand and present your sponsors with their certificates of appreciation.

Presiding Student:

We would like to acknowledge our special guests. Attending today are school administrators, school counselors, and career and technical education department chairpersons who actively support our work-based learning program. Would these persons please stand to be recognized. *(Special guests stand.)*

We would also like to recognize the persons who make this program so successful and who contribute greatly of their time and efforts. Would the coordinator(s) please stand? *(Coordinators stand.)*

(Closing remarks) It is a pleasure to have (superintendent and/or student) of the (school division) with us to bring some closing remarks.

(After remarks) Thank you, (person's name).

We sincerely appreciate your presence today. We look forward to seeing each of you again next year. Good afternoon.

SAMPLE

STUDENT GUIDELINES FOR WORK-BASED LEARNING TRAINING SPONSOR APPRECIATION LUNCHEON*

(Location)
(Date, Time)

1. Dress appropriately for the occasion. Strive to present a professional appearance.

2. We will leave from (location) at (time). *Be there,* ready to go. Your permission slip must be returned *before* you leave school. Turn it in early. If you are driving a car or need a ride, let your coordinator know.

3. When you arrive at (location), get your training sponsor's certificate and nametag(s) from the designated table and reserve seats for you and your sponsor.

4. When your training sponsor arrives, greet and escort him/her to the table. Introduce your sponsor and yourself to others at the table. If possible, introduce your sponsor to school and division personnel.

5. When the program begins, remain silent while others are speaking. Once the opening remarks are completed, you will be directed to the buffet (if buffet) in an orderly fashion. Let your training sponsor go ahead of you. Be polite. Use your best table manners. Continue conversation. Make it a pleasant meal.

6. As soon as most people have finished their lunch, the program will begin. Give each speaker your attention. Applaud as each speaker is introduced and when he/she finishes speaking.

7. You will present a certificate. *Listen* for directions to stand with your training sponsor. Stand, hand the certificate to your sponsor, and say, "Thank you." You may be seated.

8. The program will be adjourned following the closing remarks.

9. At all times, be on your best behavior. Be a perfect host.

10. Have an enjoyable time.

**Adapted from guidelines provided by Norfolk City Public Schools*

SAMPLE

CHECKLIST FOR WORK-BASED LEARNING TRAINING SPONSOR APPRECIATION ACTIVITY

Responsibility	Date Completed
Type of activity	
Date of activity	
Location and time	
Arrangements made (menu, physical arrangements, program)	
Invitations ordered	
Guest list for students, training sponsors, and special guests prepared	
Invitations mailed	
Table and room decorations ordered	
Program, nametags, and place cards prepared	
Certificates prepared	
Student "Permission to Leave School" forms on file	
Facilities, arrangements, number attending (including self) confirmed	
Finances	
Program rehearsal	
Student rehearsal	
Transportation	

Name of Student	Student Record of Finances		
	Total Amount Due	Partial Payment (Date/Amount)	Total Paid (Date/Amount)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
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40.			
41.			
42.			

CHECKLIST FOR WORK-BASED LEARNING
TRAINING SPONSOR APPRECIATION ACTIVITY
(continued)

School Guests	Attending	Not Attending	Paid (Date/Amount) (Optional)
Training Sponsors			**(Not Applicable)**
Special Guests			**(Optional)**

SECTION FOUR

Advisory Committees

SECTION FOUR: ADVISORY COMMITTEES

A functioning advisory committee can aid in the promotion of WBL as well as facilitate effective operation of WBL methods of instruction. The purpose of this section is to provide information about three types of advisory committees and present some guidelines for maintaining them. NOTE: Sample forms are found at the end of this section.

Three Types of Advisory Committees

1. General Advisory Committee

A General Advisory Committee is usually composed of seven to eleven persons selected by a school division from the business/industry/labor community to assist and advise career and technical education administrators and other planners in the operation of all CTE programs within the division. Some activities for these committee members may include the following:

- Publicizing WBL methods and experiences
- Arranging for presentations by WBL coordinators to civic and business groups
- Providing news releases concerning WBL to local newspapers, magazines, and other media, as well as to newsletters of training sponsor organizations
- Discussing with uninvolved business/industry personnel the value of WBL methods
- Assisting with special events such as Career and Technical Education Week and similar activities
- Assisting with developing and conducting community surveys
- Assisting coordinators with identifying potential WBL training stations for student-learners
- Assisting with reviewing CTE course content and developing/revising CTE curricula, including integration of WBL
- Assisting student-learners with developing their educational and career objectives
- Assisting with reviewing standards of proficiency to be met by CTE students
- Assisting in selection of textbooks, reference materials, and other resources
- Evaluating sample WBL training plans
- Loaning videos, display materials, and other instructional aides to WBL coordinators
- Making equipment recommendations
- Assisting with instructional program evaluations and follow-up procedures
- Identifying full-time job opportunities for CTE graduates

- Assisting with identifying the training needs of workers in specialized areas of business and industry
- Serving as guest speakers and resource people for CTE programs
- Serving as judges for local, regional, state, and national career and technical education student organization competitive events
- Assisting at new-student orientation and parents' night programs
- Conducting mock interviews with students
- Participating in WBL employer/employee recognition activities

2. Occupational Advisory Committee

An Occupational Advisory Committee is usually composed of four to six persons (this varies with the sizes of the division and the locality) knowledgeable in various occupational areas. This committee is organized to provide guidance and direction for specific occupational programs. This group is only advisory in nature; it has no administrative or policy-forming powers.

3. Program/Cluster Advisory Committee

Depending on the sizes of the school division and locality, a Program/Cluster Advisory Committee is usually composed of four to six persons who are knowledgeable in a specific CTE program/cluster area. Organized to provide guidance and direction for WBL, this group is only advisory in nature and has no administrative or policy-making powers.

Program/Cluster Advisory Committees and Occupational Advisory Committees include persons from the business/industry/labor community; additionally, recent graduates, current students, and parents may be considered for membership. School representatives, such as the WBL coordinator and the CTE director, serve as ex-officio members. The members are appointed to definite terms of office, usually of one to three years. These committees meet three to four times a year or as determined by need. Members are involved in the following activities:

- Determining community employment needs
- Publicizing and promoting CTE programs
- Developing placement opportunities for student-learners
- Evaluating CTE programs
- Advising on CTE objectives and course content

Coordinator Responsibilities

The work of the advisory committees is facilitated by the school division through the coordinator, who has the following duties:

- Sending letters of invitation to prospective members (see sample on page 111). WBL coordinators, principals, or other teachers may recommend names of prospective members.
- Listing duties, responsibilities, and terms of service in writing
- Developing a set of bylaws and ensuring adherence to them (see sample on page 113.)
- Sending minutes of meetings to members and appropriate administrators
- Sending the agenda to members and appropriate administrators prior to meetings (see sample on page 114)
- Issuing a certificate of appreciation (perhaps framed) to members who have completed their terms of membership

Maintenance of Effective Advisory Committees

Advisory committees are valuable resources. Members are eager to participate in and contribute to the instructional program if given the necessary leadership and direction. The following suggestions are ways a career and technical educator can maintain the effectiveness of an advisory committee:

- Provide a handbook for each committee member.
- Conduct meetings on an organized time schedule.
- Feature a distinguished speaker at a meeting, as appropriate.
- Maintain an atmosphere of informality at meetings and encourage two-way exchanges of information.
- Send each member a copy of the minutes as soon as possible after the meeting and maintain a complete set of minutes at the school.
- Involve members in planning ways to make CTE programs available, attractive, and meaningful to all students.
- Have members assist in developing WBL experiences for students.
- Urge members to serve as resource persons in classrooms.
- Encourage members to participate in career and technical student organization activities.
- Encourage the school administration to recognize the committee's efforts.
- Provide special recognition for members who have contributed outstanding service.
- Solicit members' suggestions for improving the effectiveness of the committee.

SAMPLE

CTE ADVISORY COMMITTEE
CANDIDATE INFORMATION FORM

Name: _____

Title: _____

Business name and address: _____

_____

E-mail address: _____

Business telephone: _____

Type of business: _____

Major job duties: _____

_____

_____

Degree of interest of candidate (circle one): (low) 1 2 3 4 5 (high)

This candidate would represent the following areas of interest to the advisory committee:

_____

_____

_____

Comments:

Reviewed by: _____

Date: _____

SAMPLE

INVITATION TO A CTE ADVISORY COMMITTEE CANDIDATE*

(Date)

(Name)
(Address)

Dear (Name of invitee):

You have been recommended to serve on the _____ Advisory Committee for (school division). The purpose of this committee is to provide a stronger link between the schools and the business/industry community that employs our graduates.

In accepting this invitation, you would be expected to meet approximately _____ times annually with other business/industry representatives, teachers, and school administrators. The first meeting is scheduled for (month/day). The time and place of this meeting will be sent to you at a later date.

This advisory committee will play an important role in aligning our school curricula with the employment needs of local businesses and industries. We would consider it an honor if you would accept this invitation. Please contact (name, title) at (e-mail address, phone number) by (date) to indicate your willingness to serve.

Sincerely yours,

(Signature)

(Typed name)
Superintendent (or other designated school official)

**Adapted from Portsmouth Public Schools*

SAMPLE

ADVISORY COMMITTEE CHARTER

I. Name

The committee will be called the _____ Advisory Committee representing (school, program, or school division).

II. Purpose

The committee is formed to carry out the following duties:

- Assist Career and Technical Education (CTE) administrators and teachers in the successful operation and promotion of the CTE instructional program.
- Advise administrators and teachers in the following areas:
    - Relevancy of instructional materials
    - Appropriateness and adequacy of laboratory equipment
    - Teacher qualifications
    - Involvement of students in career and technical student organization activities
    - Employment needs in business/industry occupations
    - Work-based learning training sites and placements
    - Follow-up of graduates
- Facilitate cooperation and communication with the public, business/industry organizations, and institutions of learning.

III. School Policy

Official school policy is enacted by the local School Board. None of its authority is given to the advisory committee.

Suggestions for school policy improvements and other changes may come to the school board from the General Career and Technical Education Advisory Committee.

IV. Tenure and Responsibility

The committee may be dissolved by a majority vote of the local school board. The board may reorganize the committee if it feels that the committee could function more efficiently under a different organization.

Specific authorization by the local school board is necessary before the committee may act on its proposed school policy and plans.

SAMPLE

ADVISORY COMMITTEE BYLAWS*

I. Name

II. Area Served

III. Membership

   A. Number of Members

   B. Term of Office

   C. Appointment of Members

   D. Ex-Officio Members

IV. Purpose and Responsibilities

   A. Purpose of Committee

   B. Responsibilities

V. Organization

   A. Officers

   B. Term of Officers

   C. Minutes

VI. Policies and Procedures

VII. Meetings

   A. Regular Meetings

   B. Special Meetings

   C. Quorum

   D. Agenda

VIII. Committees

**Adapted from Danville Public Schools*

SAMPLE

AGENDA FOR A REGULAR ADVISORY COMMITTEE MEETING

Call to Order

Roll Call

Approval of minutes of previous meeting

Reports of officers and committees

- Standing committees
- Special committees

Unfinished business

New business

Announcement of next meeting date

Adjournment

NOTE: It is advised that a specific amount of time be set for each meeting and that the chairperson move the meeting along so that each item on the agenda is covered.

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Virginia's CTE Resource Center

For more information about CTE programs, visit the CTE Resource Center's Web site.