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# Implementing High-Quality Work-Based Learning (WBL)

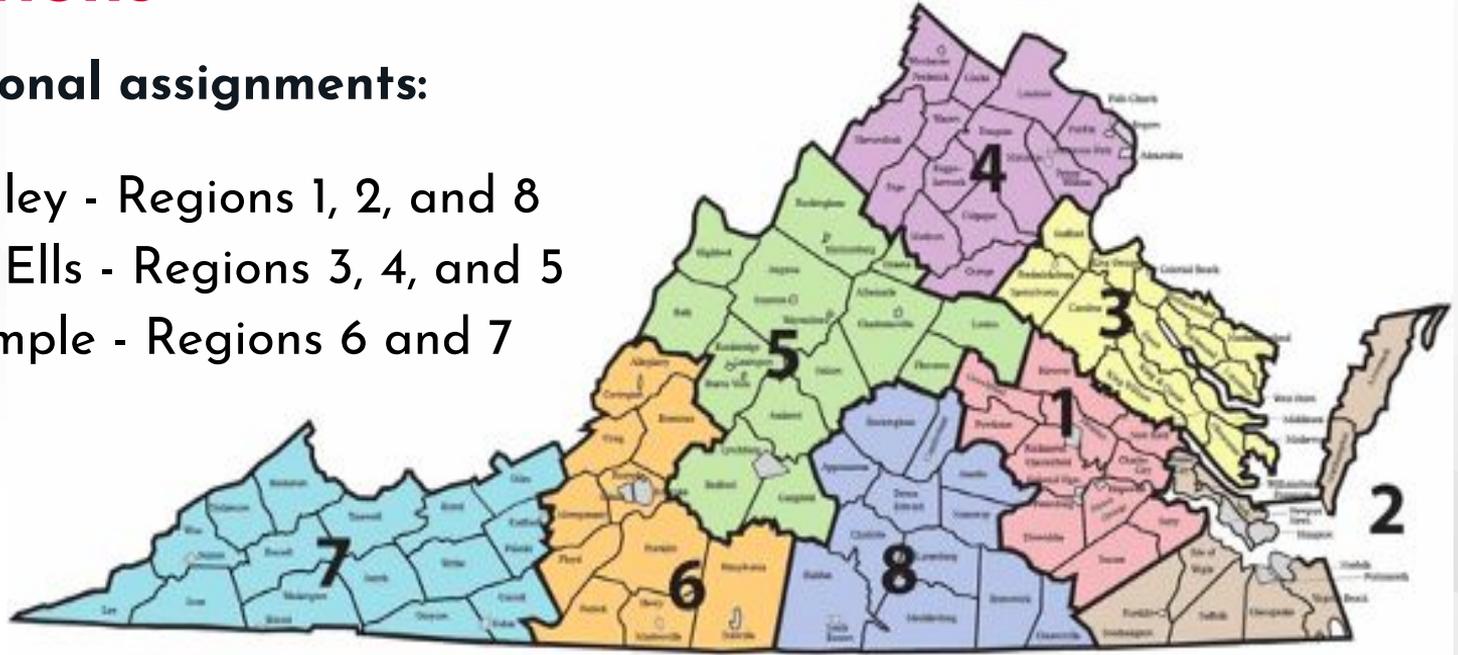
Virginia Association of Agricultural Educators  
(VAAE)



# Introductions

## Current regional assignments:

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





## Session Overview

### WHAT

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

### WHY

Identify factors for WHY WBL is important.

### HOW

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

# What is High-Quality WBL?



# What is High-Quality Work-Based Learning?

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

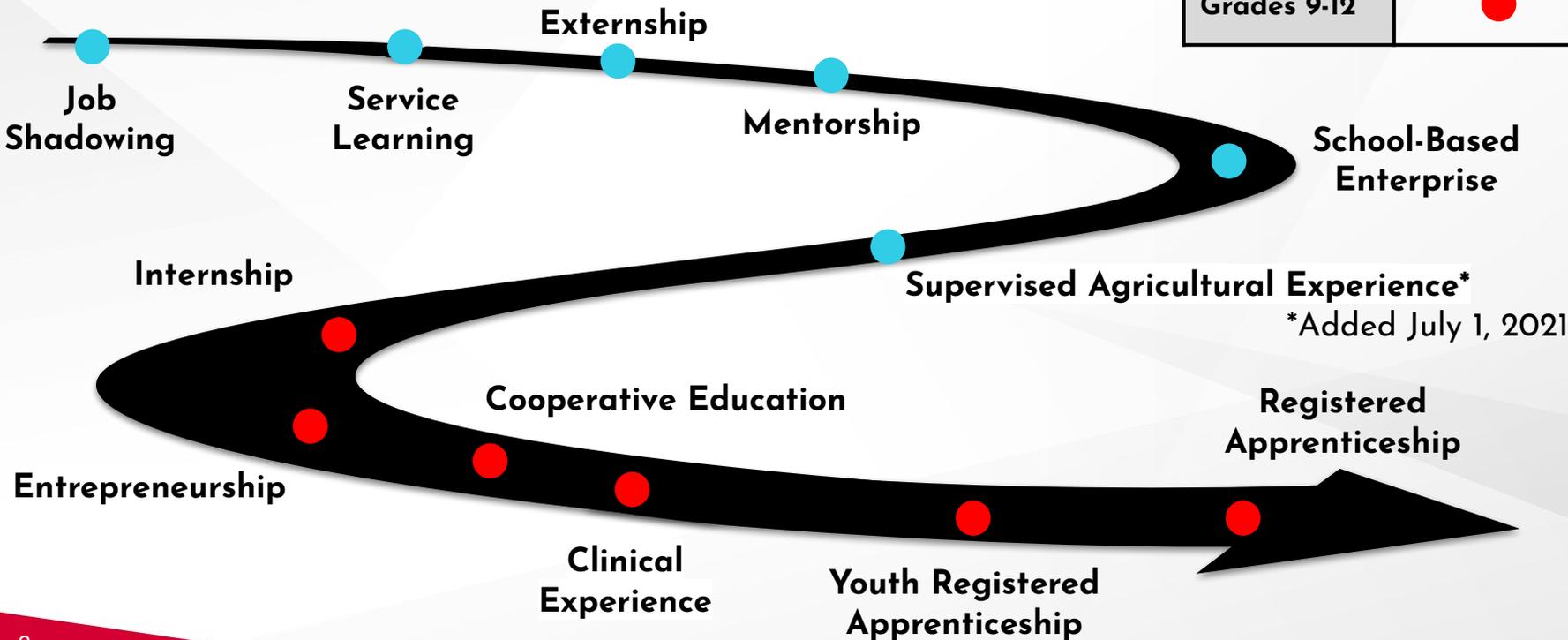
- Classroom instruction related to the WBL experience
- Participation in Career and Technical Student Organizations (CTSOs)
- School-coordinated Work-Based Learning (WBL)
  - Related to students' career goals and/or interests
  - Integrated with instruction
  - Performed in partnership with local businesses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



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# High-Quality WBL Experiences

Grades 6-12	●
Grades 9-12	●



# Why is High-Quality WBL Important?



# Profile of a Virginia Graduate

Align knowledge, skills, and  
personal interests with  
career opportunities

**Career  
Planning**

Build connections and  
value interactions with  
diverse communities

**Community &  
Civic  
Responsibility**

**Content  
Knowledge**

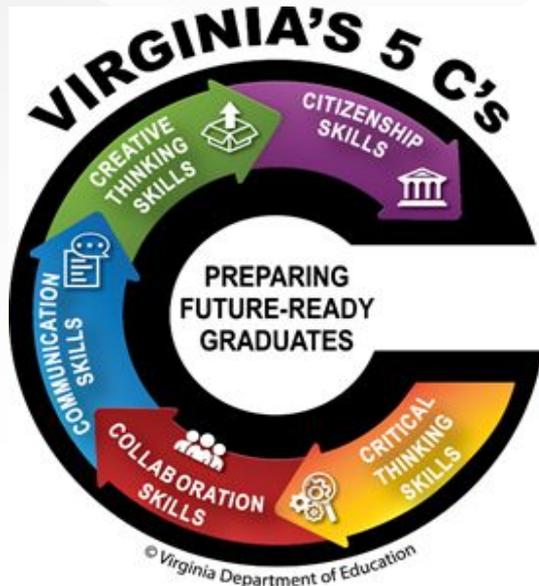
Achieve and apply  
appropriate academic and  
technical knowledge

**Workplace  
Skills**

Attain and demonstrate  
productive workplace skills,  
qualities, and behaviors



# WBL Reinforces Virginia's 5 Cs



## (Example: Service Learning)

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



# State Requirements

## Graduation Requirements

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

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

## College, Career and Civic Readiness Index (CCCRI)

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

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



## Student Benefits

- Employability and technical skills
- Social capital
- Positive relationships and networking
- Experience workplace environments
- Academic excellence and opportunities for advancement
- Pathways to careers





## Business Partner Benefits

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



# How can we implement High-Quality WBL?



# How can we implement High-Quality WBL?

## Ensure your WBL program meets high-quality standards

- (3) criteria from WBL definition
- Grade level or hour minimum requirements in Foundational & Immersion SAEs
- WBL Documentation: SAE/Training Plans, SAE Agreements and WBL Experience Trackers
- Labor laws and regulations
- Building and sustaining business partnerships
- Types and examples of High-Quality WBL
- Resources - SAE for All Guide, Work-Based Learning Guide & Labor Market Information



## Foundational Supervised Agricultural Experience (SAE)

- Each Agriculture, Food and Natural Resources (AFNR) course is required to have a Foundational SAE which includes:
  - Career Exploration and Planning
  - Employability Skills for College and Career Readiness
  - Personal Financial Management and Planning
  - Workplace Safety
  - Agricultural Literacy
- Foundational SAEs are conducted in and out of the classroom and prepare students to select and implement one or more Immersion SAEs



## Immersion Supervised Agricultural Experience (SAE)

- Option for those students enrolled in an Agriculture, Food and Natural Resources (AFNR) course and met the requirements of the Foundational SAE
- Immersion SAEs include: Ownership/Entrepreneurship, Placement/Internship, Research (Experimental, Analysis, Invention), School-Based Enterprise & Service Learning

WBL Experience	SAE Agreement	SAE/Training Plan	Grade Levels	Related CTE Instruction	Minimum Duration	Meets Grad. Req.	Paid option	Credit option
<b>Supervised Agricultural Experience (Immersion)</b>	Req. for Placement & Ownership	Req. for Internship, Entrepreneurship, Research, School-Based Enterprise & Service Learning	Varies		280 hours for 1 credit option (July 1-June 30)			



## SAE/Training Plan

- Required for **Internship, Entrepreneurship, Research, School-Based Enterprise & Service Learning**
- Identifies the classroom instruction and workplace training that will contribute to the employability and ongoing development of a student
- Prepared jointly by the Agricultural Education teacher, employer, and student
- Development process is continuous and is revised according to the changing needs of the employer
- Serves as a record of student progress and documentation for evaluation
- SAEs have corresponding documents governed by The National Council for Agricultural Education



## SAE Agreement

- Required to be on file for **Placement** and **Ownership**
- Defines the scope of the experience, responsibilities and roles and identifies any safety issues to address
- A written commitment made by the student, parent/guardian, agriculture instructor, and employer or mentor
- May be modified as appropriate by each program area or school division, but must include the Virginia Department of Labor and Industry (VDOLI) requirements
  - Add to ITEM C. [Add school district specific or employer specific requirements here.]
  - The training agreement template provided in the WBL Guide includes the VDOLI language as asterisked and italicized items (*listed on next slide*)



# VDOLI Required Language

## **Student agrees to:**

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

## **Employer agrees to:**

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

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

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

## **WBL Coordinator (Agriculture Instructor) agrees to:**

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



# WBL Experience Trackers

The [SAE Record Book](#), an Excel file, is located on the CTE Resource Center's VERSO webpage, under [Agriculture Education](#), and contains the necessary forms to plan and document SAEs.

The [AET](#) is a system designed to support agricultural education programs, by providing tools that help students through online solutions. AET provides:

- Resources for students and teachers to track agricultural educational experiences
- National and state educational content standards
- Teacher grading tools
- Student career portfolios
- The [AET mobile application](#) to simplify and customize record keeping



# Federal and State Labor Regulations

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

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



# Safety in Agriculture for Youth (SAY)

[Safety in Agriculture for Youth \(SAY\)](#) is a comprehensive resource for:

- Risk assessments
- SAE safety checklists
- Student safety certifications
- Instructional resources related to safety

SAY is a sustainable and accessible national clearinghouse for agricultural safety and health curriculum for youth, funded by the U.S. Department of Agriculture and the National Institute of Food and Agriculture.





# Building and Sustaining Business Partnerships

## Challenges

### Concerns from business partners

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

## Strategies

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



# Building and Sustaining Business Partnerships

## Challenges

Lack of communication and effective engagement

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

## Strategies

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



# Building and Sustaining Business Partnerships

## Challenges

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



## Strategies

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

# *Examples and Resources for WBL Experiences*



# Immersion SAE - Ownership/Entrepreneurship

- Student creates, owns, and operates a business that produces goods or delivers services following an [SAE agreement](#) (Ownership) and/or [business plan](#) (Entrepreneurship), and in compliance with all local, state, and federal laws including licenses and permits
- As a student gains more experience, they can transition from an [Ownership SAE](#) (student may receive uncompensated help from outside resources with facilities, equipment or input) to an [Entrepreneurship SAE](#) (student accounts for all financial and non-financial resources utilized in the business)

**Example:** A student borrows gardening tools and equipment from a neighbor to create a garden and sell the produce at the local farmer's market as a part of an Ownership SAE. As the business grows, the student returns the equipment and purchases tools to transition into an Entrepreneurship SAE.



## Immersion SAE - Placement/Internship

- Student actively completes tasks and job duties related to the workplace as a paid employee or volunteer following an [SAE agreement](#) (Placement) and/or [training plan](#) (Internship) that evaluates workplace skill attainment and knowledge
- Students are encouraged to grow a [Placement SAE](#) (employer determines necessary tasks) into an [Internship SAE](#) (student contributes input on necessary tasks)

**Example:** A student is employed as an agricultural worker on a local farm. In a Placement, the farm owner instructs the student on which tasks to complete. In an Internship, the student and the teacher work with the farm owner to develop a schedule of tasks using information learned in the Agriculture Education course.



## Immersion SAE - Research

- Student creates opportunities to test their chosen career goals through authentic research experiences
- Variations of Research SAE can include Experimental, Analytical or Invention
- Student determines a research question and works through the scientific method, data analysis process, or engineering design process to acquire new knowledge and insights or support existing research following a Research Plan

**Example:** A student wants to analyze the quality of various fertilizers, and designs an experiment to test the effectiveness of each as a part of an Experimental Research SAE.



# Immersion SAE - School-Based Enterprise

- A School-Based Enterprise SAE is an on-going student-managed, entrepreneurial operation within a school setting
- Provides goods and services that meet the needs of the school's target markets and utilizes facilities, equipment, and other resources provided by the school or FFA chapter following an SAE Business Plan
- Is cooperative with management decisions made by the students; the instructor should be available for guidance but the primary decision-makers are the students

**Example:** Students serve as buyers for agriculture products for the greenhouse business located on school grounds.



## Immersion SAE - Service Learning

- A Service Learning SAE goes beyond community service to plan, conduct, and evaluate a project that is designed to provide a service to the school, public entities or the community
- The project must benefit an organization, a group, or individuals other than the FFA chapter and follow a Service Learning Plan
- Students fill out a Service Learning Project Template to demonstrate how the experience will help students develop mastery of the appropriate AFNR content standards and allow for student evaluation and personal reflection

**Example:** Students identify the need for a retaining wall at their school, and design and build one to prevent erosion.



# Service Learning vs. Community Service

## Service Learning is High-Quality Work-Based Learning

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

## Community Service is not High-Quality Work-Based Learning

- The community need may already be established.
- Students participate in, usually short (one-hour to a day), voluntary assignments and activities to serve organizations and/or individuals within the community.
- Community service may or may not align with school-based instruction.



# SAE for All Teacher's Guide

The [Teacher's Guide](#) is meant to supplement the SAE for All Student Guide and provide practical guidance, tools, and examples to do the following:

- Help students understand what an SAE is, the value it provides, and how to get started
- Ensure all students enrolled in your agricultural education courses have an SAE
- Connect SAE to your school's priorities
- Provide SAE supervision to all your students
- Integrate SAE into your classroom grading system



# Work-Based Learning (WBL) Guide

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

Examples of information located in the WBL guide:

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



# Labor Market Information

## What is Labor Market Information (LMI)?

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

## Why is LMI Important?

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



## Employment Projection for Selected Agricultural Occupations

Occupational Title	Employment: 2019	Employment: 2029	Growth %
Environmental Engineers	55,800	57,474	3%
Agricultural Engineers	1,700	1,734	2%
Agricultural Managers (Farmers/Ranchers)	952,300	895,162	-6%
Agricultural Food Scientist	34,800	36,888	6%
Zoologist/Wildlife Biologist	21,000	21,840	4%



# CTE Trailblazers Report: Cluster Analysis\*

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

By 2026, the Agricultural, Food & Natural Resources cluster is projected to expand by 5% in Virginia.

Nonfarm Animal Caretakers are projected to experience the highest rate of job growth through 2026 while Farmers, Ranchers, and Other Agricultural Managers are expected to see the greatest number of annual job openings.

Of all the pathways in this cluster, Environmental Service Systems has the greatest number of occupations projected to experience double-digit growth through 2026: Environmental Engineering Technicians (13%), Refuse and Recycle Material Collectors (12%), and Hazardous Materials Removal Workers (11%).

Most occupations in this cluster require work experience or training/certification.

\*Link to [Agriculture Cluster Report](#)



## Is this an example of High-Quality WBL?

Students in the Horticulture Sciences (8034) course actively participate in growing and caring for plants in the school greenhouse. Throughout the year, sales are held where the community can purchase plants (i.e., mums in the fall, poinsettias in the winter, etc.). The instructor of the course manages all of the funds, creates flyers, and advertises the sales to the community, including emailing school division staff and coordinating pick-up times.

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



## Revised Example

Students in the Horticulture Sciences (8034) course actively participate in growing and caring for plants in the school greenhouse. Throughout the year, sales are held where the community can purchase plants (i.e., mums in the fall, poinsettias in the winter, etc.). ~~The instructor of the course~~ **STUDENTS** manage all of the funds, create flyers, and advertise the sales to the community, including emailing school division staff and coordinating pick-up times.

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



## Is this an example of High-Quality WBL?

A student enrolled in the Landscaping II (8039) course develops a business plan and successfully establishes an after-school lawn care business. The student purchases a lawnmower, leaf blower, gardening and landscaping tools to provide services to the local community. Monthly financial records are kept by the student and analyzed to determine productivity and profitability. The student meets with their Agriculture instructor for reflection and evaluation based on the business plan established in the beginning of the school year.

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



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