**“Understanding the Training Agreement”**

**February 7, 2024**

**Transcript**

**00:00:10: Sharon Acuff**: Good afternoon and welcome everyone. Thank you for joining us today. We are going to wait an additional minute or so to allow others to join today's session before we get started. While we are waiting. Please tell us your name, your title, and your school division. Also, if you are using a shared link from someone else to join us today, please click on this session’s registration link in the chat box in order to individually register. This is very important in order for you to receive your attendance certificate, for today's live session.

**00:01:27: Sharon Acuff**: It looks like we have the majority of our participants here, so I think we are ready to get started now.

**00:01:34: Sharon Acuff**: Good afternoon again and welcome to the Career and Technical Education High-Quality Work-Based Learning professional development session, “Understanding the Training Agreement.” We are excited to have you with us today for the first of four sessions we are offering based on your feedback to learn more about implementing high-quality work-based learning programs in your division. My name is Sharon Acuff and I am the Program Administration and Workforce Development Coordinator for the Office of Career Technical and Adult Education at the Virginia Department of Education.

**00:02:14: Sharon Acuff**: Again, if you are using a shared link from someone else to join the session today, please click on this session's registration link in the chat box in order to individually register. This is very important for us to send you an attendance certificate for today’s live session. If you are viewing this webinar in a recorded format, an attendance certificate will not be generated by our office. My team has developed the information we will share with you today. So, at this time I will turn the presentation over to Dr. Tammy Hurt and Kim Radford to get us started.

**00:02:58: Dr. Tamantha Hurt:** Thank you, Sharon, and good afternoon, everyone. Thank you again for joining us today. If you didn't have the opportunity already. Please be sure to tell us your name, your title, and your school division in the chat box. As Sharon mentioned, I'm Dr. Tammy Hurt. I'm the Secondary Workforce Development Specialist for Superintendent’s Region 8. And with me today is Mrs. Kim Radford, Secondary Workforce Development Specialist for Region 6.

**00:03:26: Dr. Tamantha Hurt**: Let's quickly review some of the housekeeping tips for today's training. The chat feature is open for all attendees. During the session we ask that you only use the chat box feature to access the links that will be posted, or to use it as prompted for all other general questions. Please put those in the Q&A section and we will do our best to address them. All sessions are being recorded and will be posted to the website on the CTE Program Administration and Management page, accompanied by a transcript. Professional development points may be awarded based upon the policies of your school division. And then, at the end of this session, webinar attendees will receive a survey to complete in order to earn the attendance certificate. Now, as Sharon mentioned, if you have joined today's session, using another person's link, you will need to register using the link in the chat box in order to receive an attendance certificate.

**00:04:31: Dr. Tamantha Hurt**: Now let's take a look at today's agenda. For today's session, we will be covering the following, we'll examine the importance of utilizing training agreements in your CTE high-quality work-based learning program. We're going to identify who plays a role in developing those training agreements. Kim is going to explore with us the training agreement resources available to you. And then we'll open the session up for Q&A where we ask that you submit your questions again, using that Q&A feature. At the end of the session, you will have the opportunity to complete a survey to give us feedback and this will also record your attendance at our session today. The attendance certificate will be generated only for those who attend the live session. If you experience any issues with receiving the survey, please be sure to contact us at the conclusion of the session.

**00:05:29: Dr. Tamantha Hurt**: I'm going to now turn it over to Kim who's going to get us started with a poll question. Kim.

**00:05:35: Kim Radford**: Alright. Thank you, Tammy, and good afternoon, everyone. Thank you so much for joining us today.

**00:05:42: Kim Radford**: So, we would like to start today's session by simply gauging your comfort level in completing a training agreement for your CTE high-quality work-based learning experiences. So here we go. Everybody hopefully is seeing one. If you're not, let us know in the chat. And if you would let us know what your comfort level is with 0, being very uncomfortable to 5, being very comfortable. And if you're new to your position, you might not feel very comfortable at all, and that's perfectly fine. And if you're a seasoned veteran you may still have some questions, and that's okay, too. We just really want to gauge where you are right now. And hopefully, once the session is complete, that number is going to move in a different direction.

**00:06:34: Kim Radford**: So, we're going to give it just a few more seconds here. We've got about 60% of our folks in, and we'd like to have just a few more, so we can see where the pole is going to move. And we're getting ever closer. So, you would just go ahead and put in your number for us, and we're going to give about 5 more seconds.

**00:07:01: Kim Radford**: And it looks like we're slowing down a little bit so I guess we'll go ahead, and we can end the poll. And if you would share results, it looks like we have a very wide range of comfort levels with us today. And actually that's really great because that's the reason why we wanted to have the session for you. And we really appreciate your participation and letting us know where you are, and hopefully, by the end of the session you are going to feel a lot more comfortable with what a training agreement is all about.

**00:07:36: Kim Radford**: So, if you would, let's go to the next slide. And before we take our deep dive into our session content today, we would like for you to put in the chat box why you think a training agreement is important for a high-quality work-based learning experience. But we'll give you a couple of minutes. Not really a couple of minutes, maybe a minute, for everybody to kind of put some things there. I see to hold parties accountable. That's really good. It's a formal document. Excellent. It definitely sets expectations and accountability. It does protect the parties who are involved in the training agreement. It is always a good idea to put things in writing, and for everybody to know what their roles and responsibilities are. So, you guys are definitely covering a lot of the very good things that training agreements are important for. So, we want to go ahead and move on and let's talk a little bit about what a training agreement is and why it's important for your program.

**00:08:53: Kim Radford**: So next, we're going to show you a screenshot from page 26 of the 23-24 CTE High-Quality Work-Based Learning Guide, which was just released last September. And this is your very best resource for all things CTE high-quality work-based learning. This chart shows all 12 recognized experiences in Virginia along with the required documentation for each experience for today's session. We've emphasized the training agreement column here, as it shows that every CTE high-quality work-based learning experience requires a training agreement except for virtual job shadowing. And we'll show you that in just a moment, too.

**00:09:35: Kim Radford**: So, what exactly, is the training agreement as defined in the CTE High-Quality Work-Based Learning Guide? It is the most important tool, as many of you said in the chat, providing protection to the CTE Work-Based Learning coordinator, teacher, point of contact, the school administrator and employer.

**00:09:57: Kim Radford**: So, the question is, are you using a training agreement for your students involved in the CTE high-quality work-based learning experience? Currently. You don't have to put it in the chat. But if you're not, we're really glad you're here to learn more. And let's take a look at some of the reasons why this document is very valuable to you.

**00:10:17: Kim Radford**: A training agreement is required to be on file for all CTE high-quality work-based learning experiences, again, with asterisk at the bottom, except for virtual job shadowing. It provides protection against accusations of negligence and liability claims, it outlines the roles and responsibilities of each stakeholder. And we will be taking a deeper dive into that in the next section. It ensures compliance with applicable legal requirements. It is modifiable for your division, but it must include the Virginia Department of Labor and Industry required language, and we're going to talk more about that later in the session as well.

**00:11:00: Kim Radford**: A sample can be found in Appendix A of the CTE High-Quality Work-Based Learning Guide. And we're going to walk you through how to access that resource in just a moment. But now let's take a look first at who is involved in understanding the training agreement. And Tammy is going to review that part with us, right?

**00:11:20: Dr. Tamantha Hurt**: Thank you, Kim. Now that Kim has provided us with a more detailed look at what the training agreement is and what it provides, let's take a look at the different roles involved in developing a high-quality, individualized training agreement. As you can see here, the training agreement requires input from a variety of stakeholders. This ensures that the training agreement is developed with a focus on individualizing the experience for the student. The goal is to provide that student with the safest and most meaningful experience possible. Now, once the training agreement has been developed, all the stakeholders listed above, and you'll see this includes the student, the employer, or the mentor, the parent or guardian, the CTE Work-Based Learning coordinator or teacher or point of contact, as well as the school administration or their designee, all of these stakeholders will sign, and they'll date the agreement. And what this does is that it signifies that they all have thoroughly read, they understand, and they agree to the information provided within that training agreement.

**00:12:36: Dr. Tamantha Hurt**: Now, we're going to actually walk you through how to find this training agreement document, where it's located on the VDOE Career and Technical Education High-Quality Work-Based Learning web page. We're going to put the link to this page in the chat box. So now that you can access this while Kim actually walks us through it, and I'll turn it over to Kim.

00:12:59: Kim Radford: Okay, thank you, Tammy. So, if you click on the first link, as shown here on the VDOE High-Quality Work-Based Learning web page, that is, going to allow you to download the entire CTE High-Quality Work-Based Learning Guide as shown here. We want to point out that this downloads in the online version. So, from here you can use the download button to save the entire copy to your desktop, or other folder in word, where you will be able to easily reference the guide.

**00:13:34: Kim Radford**: After opening the guide in word, we want to take a moment here to show you some easy ways to navigate it from the word document. Use the view tab, then activate the navigation pane. Once you do this, you will note that all of the sections you may reference for the guide are on the left hand side of the page, including all of the 12 CTE high-quality work-based learning experiences. As you can see here, the sections are linked so you can easily click on the section that you want. For today's training, we're going to jump to appendix A, and there you can click on the heading for the training agreement to view the entire document. You can also simply go to page 130 of the Guide. And so now we're going to show you this document and highlight some of the information specifically for you to review for today.

**00:14:40: Kim Radford**: So, you can see at the top here that it says CTE High-Quality Work-Based Learning Training Agreement and that this document can be used for all of our CTE high-quality work-based learning experiences, with the exception of clinical and youth registered apprenticeship and registered apprenticeship. The next section refers to all of the information for your student, for your business contact, and who all of the contact information for your business folks. So, this is a great documentation tool. If you decide to move this information over to a spreadsheet so that you can easily track and collect some data for your high-quality work-based learning experiences.

**00:15:28: Kim Radford**: And if we move down a little bit, we do want to reemphasize the purpose of the guide, and that is to ensure that everybody is on the same page. With respect to the terms of this agreement, the students’ experience, that outlines all of the expectations and responsibilities of all of the stakeholders as Tammy's already talked about and that you are in compliance with all of the applicable legal requirements.

**00:15:57: Kim Radford**: And now for our training session today, we are going to be outlining the VDOLI language that is required with the blue box around it as shown here. But when you download the actual document you won't see that blue box. It's really just for training purposes today and for you to refer back to.

**00:16:17: Kim Radford**: So, let's get started and look at what are the roles? And where's this VDOLI language that I need to make sure I'm including in my training agreement. The first section is for the student, and you'll note here there are several bullet points that are very important for the students’ experience. But the first one that is noted here is really important to ensure that the student is conforming to all of the rules and regulations of their experience. In the next section, which we have to scroll down just a little bit more, this one has six bullet points for the employer and mentor section. And so, we wanted to point out that these are all together on the training agreement sample agreement for you so that you can include it. And again, we do recommend that you keep this in italics to point this out as well. And so, you can see here in the blue box that we are offering…I'm sorry I just lost my screen.

**00:17:24: Kim Radford**: Of course, there we go, that we are offering to the employer, the student for an experience. So, we want to ensure that the students are getting the best experience from their employer. So, these VDOLI requirements, give the student online orientation to the facility, they require introduction to relevant staff, safety guidelines, and so forth. They also, the employer, should provide organized and progressive occupational experiences as outlined in the training plan, and we are going to have a separate session on the training plan next, and those are required for specific experiences.

**00:18:07: Kim Radford**: The employer should also assist students in completing on-the-job related projects, any type of instructional materials and occupational guidance, and they should ensure that the students that are in any occupations that are declared particularly hazardous are closely supervised. We also want to ensure that the employer provides safety instructions given by the school with the on-the-job training, and really important for you as the CTE WBL coordinator, teacher, or point-of-contact, be notified if there are any changes to the CTE high-quality work-based learning experience that affects the student. And this would include compensation and job responsibilities if their supervisor changes their work, schedule changes, or something happens on the job where they are terminated. So those are all in the employer section. And next we'll go to parents and some of you may not realize, but there are three sections here. In the VDOLI language that are required in the training agreement for parents to sign off on.

**00:19:23: Kim Radford**: They do assume responsibility for transportation and the student safety from the time the student leaves home and or school until the time the student reports for their experience, and from the time the student leaves the work site until they arrive at home. The parent also agrees to cooperate with all of the rules and policies of the school, the workplace, and the project site, if that's applicable to the experience. And they also ensure that the student complies with any employer requirements regarding safety and PPE, if that is required for their experience.

**00:20:02: Kim Radford**: And then, finally, in the CTE Coordinator, Teacher, Point-of-Contact section, there are several required VDOLI language bullets that need to be included in your training agreement. You are to ensure that related classroom instruction, including safety procedures, are provided to the students for their experience. You assume responsibility for initiating and developing individual training plans. If those are applicable to the experience. You also will be cooperating with employers which that's a very important piece of any CTE high-quality work-based learning experience to develop appropriate training activities so that the students are making that career connection with their experience. You're also cooperating with the employer to coordinate all the details for the CTE high-quality work-based learning experience, making sure that it's organized and that it relates to the students’ career interests and related classroom instruction is provided. And finally, we note on here that you are to make periodic visits as noted in the high-quality work-based learning guide and here on the training agreement, to observe students, consult with employers and assist students or employers with any problems. And then, as we scroll down to the final page of the training agreement that we provide as a sample, you'll see that all the signature information is here for the students, the parents, the CTE Work-Based Learning coordinator, teacher, point-of-contact, the employer supervisor, and the school administrator. And so all of these folks are stakeholders in a high-quality CTE work-based learning experience. So now I'm going to turn it back over to Tammy.

**00:22:00: Dr. Tamantha Hurt**: Sorry, I was on mute. Thank you, Kim. Now you've been given a lot of valuable information on the training agreement. So, let's just do a brief recap on the resources that are available to you.

**00:22:14: Dr. Tamantha Hurt**: As we've mentioned before, one of the most important documents that you have at your disposal is the CTE High-Quality Work-Based Learning Guide. I have the following pages bookmarked in my own guide for quick reference as they relate to the training agreement. You will find written guidance related to the training agreement, and that is the information that we have referenced in today's training, on page 26. You will also find the CTE high-quality work-based learning opportunities chart that Kim previously went over. This provides you that quick checklist guide for each experience. The chart offers suggested grade levels for each experience, which forms to use, the minimum durations for each experience, and if they are paid options. And it also includes information related to the credit bearing options and if the experience meets graduation and CCCRI requirements for experiences that are associated with a high school course. And, as mentioned previously, the sample training agreement template can be found in Appendix A of the guide, and you'll find that that begins on page 130.

**00:23:26: Dr. Tamantha Hurt**: And earlier we also provided you with the link in the chat box to the DOE web page where you can find the most recent 2023-2024 CTE High-Quality Work-Based Learning Guide.

**00:23:40: Dr. Tamantha Hurt:** The next few slides have the contact information. And this is here basically for your reference. The contacts on this slide are for the Office of Career, Technical and Adult Education. You have Anthony Williams, who is the Director; Kelly Davis, who is the Associate Director for Curriculum, Instruction and Innovation; William Hatch, who is the Associate Director for Program Administration and Workforce Development; and our fearless leader, Sharon, who is our Program Administration and Workforce Development Coordinator.

**00:24:14: Dr. Tamantha Hurt**: On this next slide, if you have any questions regarding this training session, please feel free to contact Kim, me, or your regional secondary workforce development specialist. Our email information is provided here on this contact slide along with the information for the Office of Career, Technical and Adult Education at the VDOE. If you have general questions regarding Career and Technical Education, please be sure to use the email here, which is cte@doe.virginia.gov, or you can call (804) 750-8163.

**00:24:58: Dr. Tamantha Hurt**: And in case you don't already have this information, here is a list of the regional secondary workforce development specialists, their regional assignments as well as their contact information. Please, again, do not hesitate to contact us with any questions that you may have regarding your work-based learning programs.

**00:25:23: Kim Radford**: Okay. And so now I think we will open it up to see if we have any questions from the field in the Q&A. And so, Sue, I will turn that over to you.

**00:25:37: Susan McNamara**: Well, at this point, I don't have any questions, but I'm sure there's a few out there that they haven't entered quite yet. Now is a good time to get those in, so I'm keeping an eye on the Q&A.

**00:25:51: Amy Hammond**: There are no questions in the chat either.

**00:25:54: Erika Temple**: We do have one hand raised.

**00:25:57: Kim Radford**: If you would, please put your question in the chat or the Q&A so that we can see what your question might be. The Q&A is the best place. We appreciate it.

**00:26:17: Kim Radford**: Yes, so “could you send the recording of this session to us who are registered.” We absolutely can do that. And Tammy is going to talk a little bit about that at the end, and I think she mentioned in the beginning, too, where that was going to be recorded and where the link would be

**00:26:43: Kim Radford**: Any other questions?

**00:26:55: Kim Radford**: Okay. Is there anything you would like to add, Sharon?

**00:27:01: Sharon Acuff**: Okay, we're getting a few questions in right now. So, Sue, do you want to do that?

**00:27:10: Susan McNamara**: Yes, the first one is “what are items and/or forms that you recommend to supplement the sample training agreement?”

**00:27:18: Sharon Acuff**: Well, what a great question. A complementary form would be the training plan, because that outlines everyone involved, what the responsibilities are, and what that student will be learning at that particular work-based learning experience. And our next session, we’ll be talking about the training plan, and we'll show that slide just in a moment, as to when, so you can see the date of it.

**00:27:47: Susan McNamara**: Okay? And we have another one. “If we have a school-based enterprise such as our auto tech, and it has a garage for teachers and the public to get their car service, can you explain the roles for signatures?”

**00:28:02: Sharon Acuff**: Now, I'm guessing you mean on the training agreement, what would be the role of signatures for a school-based enterprise. You would have to have all of the VDOLI language included in that, and then you can modify any of the rest of those items that are there, keeping in mind that you want to make sure the safety of the student and the surroundings are applicable to that particular school-based enterprise.

**00:28:32: Susan McNamara**: Okay, we have another one. “If a student is paid by an employer, wouldn't state laws associated with employers and employees trump any training agreement?”

**00:28:49: Sharon Acuff**: Okay, I'm not sure I really understand this question. “If a student is paid by an employer wouldn't state laws associated with the employers or employees trump any training agreement?” I would say not because that training agreement makes sure that that student is getting a safe environment. And everybody knows the rules and the criteria that is being suggested for that experience. If you don't believe that is something that's important, then I would ask your legal team in your school division to advise you on that.

**00:29:36: Susan McNamara**: Okay, that's all that I see in the Q&A at this point. Amy, do we have anything in the chat?

**00:29:42: Amy Hammond**: Yes, we have a couple in the chat. The first one is, “does the checklist need to be completed if students are doing an internship within their own school district?”

**00:29:55: Sharon Acuff**: Yes, we require that checklist for any type of work-based learning experience. So, the answer to that is, yes.

**00:30:04: Amy Hammond**: Okay. The next one is, “if the school is providing transportation, does this cover the parents’ responsibility?”

**00:30:15: Sharon Acuff**: Yes, I would say it would because the school would then be the responsible party. Yes.

**00:30:22: Amy Hammond**: Those are all the questions in the chat.

**00:30:25: Susan McNamara**: Okay, we've had another one come in through the Q&A section. So, “the question is for our clinical nurse aid class. Do they need to have this training agreement on file?”

**00:30:37: Sharon Acuff**: The usual practice for clinical or its clinical experiences is that they have their own training agreement. So, you would use whatever training agreement is associated with that clinical experience.

**00:30:55: Susan McNamara**: Okay? And that's all I see in the Q&A.

**00:30:59**: Amy Hammond: There's no one, no more questions in the chat.

**00:31:18: Dr. Tamantha Hurt**: Let me unmute this this time. As I'm sure you are aware, this was the first in a series of training sessions that the secondary workforce development specialist team will be presenting. You can see here that there are 3 more training opportunities scheduled for the months of February and March. We invite you to join us at all of these training opportunities as we work together to build upon and improve our work-based learning programs. The next training session “Writing an Effective Training Plan” will be held Wednesday, February 21st at 3 pm. And this is virtual via Zoom. The link for this training is being put in the chat box, and you can also access it through the CTE Director’s memo number 233-24, and for your convenience we're also including the link to the CTE Director's Memo webpage. Feel free to share this information with teachers that you may have, if they are the ones completing these forms in your school division, as I know some of you may just be part-time in this role, but feel free to share this information. Just be sure, if you want to attend, that you're registering through the link and not using that shared registration link.

**00:32:34: Susan McNamara**: I'm sorry, if we could pause for one moment. We've had one more question come through Q&A and one more in the chat. So, we're happy to answer these right now. So, let's go ahead and start with the Q&A question, and the question is, “other than the training agreement, the checklist, the site visit sheet, and the training plan, what other documentation would you expect to see on file?”

**00:33:06: Sharon Acuff**: Well we show you suggested forms at the end of each experience, and I would suggest that you look at those, and they're not required, but they may help you implement your program in a better way.

**00:33:25: Amy Hammond**: And the next question in the chat is “will the clinical experience count towards a WBL experience?”

**00:33:32: Sharon Acuff**: Yes, it would absolutely.

**00:33:36: Susan McNamara**: And there's another one that came into the chat, too. Do you have it, Amy, or do you need me to grab that for you?

**00:33:43: Amy Hammond**: I got it.

**00:33:43: Susan McNamara**: Okay, go ahead.

**00:33:46: Amy Hammond**: Says “to confirm, if a student in Teachers for Tomorrow, for example, is doing an experience within your district school, is the form vetting the company, or school in this case, needed?” I believe they're still asking about the workplace checklist form.

**00:34:05: Sharon Acuff**: And we require that for any type of experience whatsoever. So yes, I would have it on file to show that that has been done. Yes.

**00:34:16: Susan McNamara**: Okay. We've got all of them.

**00:34:20: Dr. Tamantha Hurt**: Well, if there aren’t any other questions, if you have any other questions or need further guidance, please do not hesitate to reach out to your regional secondary workforce development specialists, and they will be glad to assist you. We hope this training has been helpful. Again, if you have used a duplicate link to join us today, please be sure to send us your name and your email address so that we can make sure that you get a certificate.

**00:34:52: Dr. Tamantha Hurt**: We do have one more question, please.

**00:34:58: Amy Hammond**: “How long do the documents need to be kept on file after student graduation?”

**00:35:04: Sharon Acuff**: I believe that's five years. But, it is noted in the Work-Based Learning Guide. But I believe it's 5 years.

**00:35:12: Amy Hammond**: And then, “will this training recording be available to access afterwards?” I believe Tammy is going to address that again before we leave. But yes, it will be.

**00:35:24: Dr. Tamantha Hurt**: Yes, we are going to be recording. This session has been recorded, and we will be posting it to the DOE webpage that we have provided you. And it will, the link will be provided as well as the transcript.

**00:35:37: Dr. Tamantha Hurt**: If there are no further questions, we want to give you, let you reclaim your time a little bit today. We hope this training has been helpful. We hope that it benefits you as you continue to build upon your high-quality work-based learning programs in your school divisions. We do look forward to seeing you again at our other upcoming trainings, and I'm now going to turn it back over to Sharon so she can close our session. Sharon.

**00:36:03: Sharon Acuff**: Thank you, and thank you all for joining us today. We hope this session was informative and proves to be helpful as you continue to work towards building your Career and Technical Education High-Quality Work-Based Learning program. Please keep in mind that only the participants who attended today’s live session will earn an attendance certificate by completing the survey at the end of this session. Once you have completed this survey, you will need to allow a few days for the certificate to generate and be sent to you via email. Please do not close your window until you receive this survey.

**00:36:44: Sharon Acuff**: If you have any questions or concerns, please do not hesitate to reach out to our regional secondary workforce development specialist team. Thank you so much.