**00:00:01: VDOE - Sharon Acuff:** Good afternoon again and welcome to the Career and Technical Education High-Quality Work-Based Learning Professional Development Session, “Writing an Effective Training Plan”. We are excited to have you with us here today for the second of four sessions we are offering, based on your feedback to learn more about implementing a high-quality work-based learning program 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.

**00:00:42: VDOE - Sharon Acuff:** Once again, if you are using a shared link to join today, please click on this session’s registration link in the chat box in order to individually register. This is important for us to send you an attendance certificate for attending today’s live session. If you are viewing this webinar in a recorded format, an attendance certificate will not be generated from us.

**00:01:11: VDOE - Sharon Acuff:** My team has developed the information we will share with you today. At this time, I will turn the presentation over to Dr. Nikki Finley and Susan McNamara to get us started.

**00:01:25: VDOE- Dr. Nikki Finley | Region 2:** All right. Thank you, Sharon, and good afternoon, everyone. Thank you for joining us today. And a quick note, this will be an interactive session, so please participate during the knowledge check questions.

**00:01:38: VDOE- Dr. Nikki Finley | Region 2:** Now, if you did not have the opportunity already, please tell us your name, title, and school division in the chat. I am Dr. Nikki Finley, Secondary Workforce Development Specialist for Superintendent’s Region 2. And with me today is Miss Susan McNamara, Secondary Workforce Development Specialist for Region 4.

**00:02:00: VDOE- Dr. Nikki Finley | Region 2:** Now let's quickly review housekeeping tips for today’s training session. The chat feature is open for all attendees during the session. We ask that you only use the chat feature to access the links and to respond to knowledge check questions we ask throughout the session. For all other general questions you may have, please place those in the Q&A section and we will do our best to address them. Now, all sessions are being recorded and will be posted to the VDOE website on the CTE Program Administration and Management page accompanied by a transcript.

**00:02:37: VDOE- Dr. Nikki Finley | Region 2:** Now, professional development points may be awarded based upon the policies of your school division. And, at the end of this live session, webinar attendees will receive a survey to complete, to earn the attendance certificate. As Sharon mentioned earlier, if you have joined today's session, using another person's link, you will need to register using the link in the chat to receive an attendant certificate. Now let's take a look at today's agenda.

**00:03:11: VDOE- Dr. Nikki Finley | Region 2:** For today's session, we will cover the following: we'll examine the importance of a training plan in your CTE High-Quality Work-Based Learning program; we will identify the components of a training plan. But, within this section we will also share recommendations for developing an effective training plan; we will explore the training plan resources available to you; then we'll open the session up for Q&A where we ask that you submit your questions, using the Q&A feature.

**00:03:43: VDOE- Dr. Nikki Finley | Region 2:** Now, at the end of the session, you will have the opportunity to complete a survey that will provide feedback on the session and also record your attendance at our live 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 contact us after this session.

**00:04:10: VDOE- Dr. Nikki Finley | Region 2:** Now we would like to start today's session simply by gauging your comfort level in developing a training plan for your CTE High-Quality Work-Based Learning experiences. All right, Tammy. Alright, so what is your comfort level with developing a training plan: 0 - very uncomfortable to 5 - very comfortable?

**00:04:34: VDOE- Dr. Nikki Finley | Region 2:** Now, if you are new to the position, you might not feel very comfortable. And that's okay. If you're a seasoned veteran, you still may have questions, and that's fine. We just want to gauge where you are right now. And hopefully, once the session is complete, this number is going to move in the right direction for you. Alright, you see something right there in the middle. Okay. Alright. So, let's see our results now. Okay, so we see we’re at a majority of us at that 3 for 42%. But that's fine because that's why we're attending today, so that if you're not comfortable by the end of this session you will be, and if you have questions, you can always reach out to us. We're here to assist. So, thank you for participating.

**00:05:38: VDOE- Dr. Nikki Finley | Region 2:** Alright. So, we will now get started with the importance of a training plan. But first, as a quick review, please remember that a student's success during his or her experience begins with the CTE Workplace Evaluation Checklist being completed, then the Training Agreement is read and signed by all parties, indicating what their roles are, and the parties agree to abide by the agreement.

**00:06:06: VDOE- Dr. Nikki Finley | Region 2:** Then, next is what we're focusing on today, developing an effective training plan. So, what is a training plan? So, the training plan identifies the classroom instruction, workplace tasks that will be performed during the CTE high-quality work-based learning experience. The training plans are required for cooperative education, entrepreneurship, and internship experiences while Supervised Agricultural Experience (SAE) Immersion has corresponding documents governed by regulations in that respective area. But if you have questions about the corresponding documents, please refer to the SAE Experience section in the CTE High-Quality Work-Based Learning Guide for more specific information.

**00:07:02: VDOE- Dr. Nikki Finley | Region 2:** The training plan is prepared jointly by the work-based learning coordinator / teacher, employer, and student. This is what we call that collaborative effort.

**00:07:13: VDOE- Dr. Nikki Finley | Region 2:** The training plan is developed and revised according to the changing needs of the employer. The training plan serves as a record of student progress and documentation for evaluation. So, that training plan is used for on-site visits throughout the school year to document students’ progress.

**00:07:37: VDOE- Dr. Nikki Finley | Region 2:** Here is a screenshot on Page 26 of the 2023-2024 CTE High-Quality Work-Based Learning Guide released last September, which is your very best resource for things CTE High-Quality Work-Based Learning. Now, this chart shows all 12 recognized experiences in Virginia, along with required documentation for each experience. We have emphasized the Training Plan column here, as it shows which CTE High-Quality Work-Based Learning experience requires a training plan.

**00:08:14: VDOE- Dr. Nikki Finley | Region 2:** So, this leads us to our first question. All right, so, why is a collaboration between the CTE Work-Based Learning coordinator / teacher / point of contact, employer, and a student necessary to create an effective individualized training plan? Now place your answers or your responses in the chat. We’ll give you a couple of minutes. So why is that collaboration necessary? Okay, a couple more seconds. Oh, I see. Okay, alright, Amy, what are some of the responses that we have?

**00:09:06: VDOE - Amy Hammond | Region 5:** We have coordination of expectations to ensure the needs of students and employers are being met. Obviously for everyone to be on the same page for accountability. Clear expectations. It's a team effort. Communication.

**00:09:26: VDOE- Dr. Nikki Finley | Region 2:** Alright. Thank you, Amy. So, we'll just read some of them. But you guys are rock stars. Exactly, those CTE Work-Based Learning coordinator / teacher / point of contact, employer, and student must jointly prepare the training plan for the following reasons, ok, to discuss the purpose of the training plan, and how it is to be used with the student, so that the student is aware that some of the tasks will be learned in the work place, while others will be learned in the classroom, so that the student is informed that the training plan will be used to measure job performance, and so that everyone is aware that there should be conferences involving the student. The CTE Work-Based Learning coordinator / teacher / or point of contact and the employer following each evaluation. Everyone must be on the same page for the experience to be successful.

**00:10:27: VDOE- Dr. Nikki Finley | Region 2:** I will now turn the presentation over to Miss McNamara.

**00:10:35: VDOE-Susan McNamara | Region 4:** Thank you, Dr. Finley. Now that we've discussed what a training plan is and why it's important, let's examine the components of the training plan. As you begin to develop the training plan for your student, these areas should be taken into consideration: the workplace readiness skills, which are all embedded the first 22 competencies in every CTE course; the specific duties and tasks that are performed on the job that will be provided by the business partner hosting the CTE high-quality work-based learning, opportunity; and the related classroom instruction to ensure strong correlation with workplace training or those CTE competencies. The information just presented can be found in the 2023 - 2024 CTE High-Quality Work-Based Learning Guide on page 24.

**00:11:40: VDOE-Susan McNamara | Region 4:** So, where can the training plan template be located? We're going to walk you through how to find the training plan document on the VDOE CTE High-Quality Work-Based Learning website. We are putting the link to this page in the chat box so that you can follow along as we complete the walkthrough.

**00:12:04: VDOE-Susan McNamara | Region 4:** Highlighted in yellow is the tab you will click on that directly takes you to what you are seeing on the slide. If you click on the first link on the DOE CTE High-Quality Work-Based Learning webpage, that will allow you to download the entire CTE High-Quality Work-Based Learning Guide. We want to point out this download is the online version.

**00:12:32: VDOE-Susan McNamara | Region 4:** From here you can use the download button to save the entire copy to your desktop or to another folder in Word. After opening the document in Word, we want to take a moment here to show you how you can find easy ways to navigate through the
Guide. From the Word document using the View tab, activate the Navigation Pane. Once you do this, you will note all of the sections you may reference for the Guide on the left-hand side, including each of the 12 CTE High-Quality Work-Based Learning experiences. As you can see, the sections are linked so you can easily click on the section you want.

**00:13:23: VDOE-Susan McNamara | Region 4:** For today's training, we are going directly to Appendix A. There you can click on the heading for the training plan to view the entire document. You may also go directly to Page 134 of the 2023-2024 CTE High-Quality Work-Based Learning Guide.

**00:13:48: VDOE-Susan McNamara | Region 4:** Now that we have shown you where to find the training plan on the VDOE website, let's begin addressing the recommendations for the development of the training plan.

**00:14:08: VDOE-Susan McNamara | Region 4:** We are going to launch a second poll to gauge how many of our attendees of the session have utilized the student competency record when developing a training plan. Thank you, Tammy, for launching the poll. Well, it looks like we are almost up to where we'd like to be for at least an 80% participation. And it looks like we have about 44% of our respondents saying that they have utilized the student competency record. And we have about 56% who have not.

**00:15:07: VDOE-Susan McNamara | Region 4:** So now, I'm going to pass this presentation back to Dr. Finley, and we will talk some more about how to utilize those student competency records.

**00:15:19: VDOE- Dr. Nikki Finley | Region 2:** Alright, thank you, Miss McNamara. Now it's good to see that 44% of you actually utilize the competencies to develop training plans for your students. But now that 56%, what you will be able to do at the end of this session is understand why you should be using the competencies to develop an effective training plan for your students.

**00:15:45: VDOE- Dr. Nikki Finley | Region 2:** So now, what we're going to do is to walk you through how to locate the CTE competencies because they're necessary in order to create that effective training plan. We are putting the link to this page in the chat so that you can access it while I walk us through the site.

**00:16:04: VDOE- Dr. Nikki Finley | Region 2:** If you click on the link provided in the chat, it should take you to the CTE Resource website. Now, the CTE Resource Center is a central location that houses items such as the career cluster resources, high-quality work-based learning, professional development resources and many more. You will learn more about these resources during the March 6th training session. So, make sure you attend.

**00:16:32: VDOE- Dr. Nikki Finley | Region 2:** For today's training session, we are going straight to the Jump Start Career section on the home page. So, when you start this process, you will need the course number or course, name that the experience will be connected with. For this session, we will use Course 8506 - Automotive Technology 1. Let's get started.

**00:16:55: VDOE- Dr. Nikki Finley | Region 2:** Place the course number in the search bar and hit search. Once on the specific course page, review the description of the course, core sequence, and industry credentials. This will allow you to share with the employer the additional value the student brings to the experience. After reviewing those items, then scroll down to where you see “View Curriculum”, then click on the link. Now we are on the “Syllabus” page. You need to click on the “Module” tab which is located in the far-left corner. This will take you to the Canvas platform.

**00:17:40: VDOE- Dr. Nikki Finley | Region 2:** We are now on the “Module” page. This is where you will find competencies that include Workplace Readiness Skills, all aspects of industry, addressing elements of student life, exploring work-based learning, technical skills connected directly to the course, and additional course information. I also want to point out that you can click on each competency for more supplemental items, such as definitions, as you see here, process skill questions, and some competencies even provide activities.

**00:18:19: VDOE- Dr. Nikki Finley | Region 2:** Now let's head back to the competency list. Scroll down to the “Additional Course Information” section. As you can see, this course has a lot of competencies so please bear with us as we make our way to the “Additional Course Information” section. Now, I want to point out the “Student Competency Record” located here. You can retrieve the Student Competency Record, but keep in mind, it is an Excel file, but we provide directions, so directions are provided for using the Excel workbook.

**00:18:57: VDOE- Dr. Nikki Finley | Region 2:** As you see here, competency numbers are located in this file. You will use these numbers when placing the competency in the training plan. These will be the competencies focused on during the student experience.

**00:19:17: VDOE- Dr. Nikki Finley | Region 2:** So that was a quick walk through for where and how to locate competencies for CTE courses. Everyone needs to understand that the role of incorporating the competencies in developing of an effective training plan. Remember, that what is taught in the class should be reinforced during the experience, and what is done during the experience should be reinforced in the class.

**00:19:44: VDOE- Dr. Nikki Finley | Region 2:** At this time, Susan will share an example of an effective training plan.

**00:19:57: VDOE-Susan McNamara | Region 4:** Thank you, Dr. Finley, for taking our attendees through the CTE Research Center and showing how to locate all the information pertinent to creating an effective training plan. I think that was a really good refresher for the audience, as I saw some of those comments coming in. So, good job there. Before you is Page 1 of the training plan. It begins with a section for the purpose, and the procedure for the document noted with blue boxes surrounding the content. As noted in the “Purpose” section, the training plan serves as a guide between the school and the employer to provide training for students that will enable them to meet an identified career objective. Additionally, note the document can be modified according to the needs of the students and or the employer.

**00:20:54: VDOE-Susan McNamara | Region 4:** The next area with the blue box is the procedure section. This area outlines who is responsible for what tasks. For example, who assumes the primary responsibility for the development of the individualized training plan. It also identifies that the employers are then asked to assist in the development with some areas of focus, such as the role the employer may have in helping to develop the tasks that are unique to the workplace and assessing the students’ strengths and areas for growth in completing tests at the workplace.

**00:21:33: VDOE-Susan McNamara | Region 4:** The next section labeled “Orientation Checklist for Employers”, also has a blue box around it as well. We emphasize this area as it contains information that can serve as an orientation checklist for the employers. The box located adjacent to the number, can be utilized to check off items as they are discussed and helps to serve as a reminder to the student of the workplace rules, who is responsible for supervision, dress code, confidentiality items, etc. Now we're going to move to Page 2.

**00:22:15: VDOE-Susan McNamara | Region 4:** We now see the development of the individualized training plan. Please note, this document is not handwritten. For purposes for this session, we opted to type the training plan for readability. You may populate these by hand if you wish to do so. Now let's take a deeper dive into the document.

**00:22:39: VDOE-Susan McNamara | Region 4:** In the top portion of the document, names of stakeholders, the employer, the supervisor, a job title, a rate of pay, if applicable, and the career objective, are defined. Below that is the area where the rating scale is found. Please be sure to note that a rating of 4 indicates the skill or job task is in the initial training period. From there a progression of skill acquisition is noted by the rating of 3, where the tasks are performed under supervision, a 2 performs tasks with minimal supervision, and then a 1, initiates and performs with speed and accuracy.

**00:23:30: VDOE-Susan McNamara | Region 4:** The next section we will look at is where job tasks, on the job instruction, related technical instruction, meeting dates, and site visit dates get recorded. Additionally, there is a column for comments which can be utilized by the Work-Based Learning coordinator and may also be a place to document feedback from the employer.

**00:23:55: VDOE-Susan McNamara | Region 4:** Let's take a look at the first two competencies we see before us, Competency Number 2 and Number 7. These should be familiar to all of us, as they are two of the first 22 competencies that are embedded in all CTE classes. As you see, there is on-the-job instruction and related technical instruction. The classroom teacher indicates these meetings occurred and documented the dates.

**00:24:25: VDOE-Susan McNamara | Region 4:** Next, you see notations for two site visits. The first occurring on October 20th, and the second site visit occurring on January 10th. As you can see, the student shows progression of the skill set upon the subsequent site visits. Note the comment from the employer feedback on the student adjusting to the working environment and progress with problem solving. As we progress further down the training plan, you see more of the core competencies listed with various dates. For example, competency number 84 is related to draining and replacing the fluid and filter. Competency 124 relates to dismounting, inspecting, remounting the tire on the wheel, and balancing the wheel. It is important to note that the training plan is a constantly evolving document. The document reflects the classroom instruction and workplace training that will contribute to the employability and ongoing development of a student. As you see in this example, the training plan development process is continuous. The individualized training plan serves as a record of the student progress throughout the experience and provides documentation for evaluation. Also notice, copies are provided for the employer, the student, and the Work-Based Learning coordinator / teacher / point of contact.

**00:26:05: VDOE-Susan McNamara | Region 4:** Lastly, we view the part of the document where comments and signature lines and dates are provided to document further the progress of the student in more detail. Now I will turn the presentation back to Dr. Finley.

**00:26:24: VDOE- Dr. Nikki Finley | Region 2:** Alright, thank you for such a well developed training plan. So, that takes us to our next question, is there anything you would change or add to the training plan just shared with you? Place your responses in the chat for us. Give you a couple seconds there. Okay. Alright, do we have anything, Amy, in the chat?

**00:26:57: VDOE - Amy Hammond | Region 5:** There are no suggestions.

**00:26:59: VDOE- Dr. Nikki Finley | Region 2:** Looks thorough, alright. But what we do want to share with you is that you can modify the training plan because some school divisions have chosen to do that. But what we provide, because what we provide in the CTE High-Quality Work-Based Learning Guide is a sample template. If you select to use a modified training plan, please keep the following areas in mind, Workplace Readiness Skills which are the first 22 competencies covered in the CTE course but remember that you cannot have a training plan that only focuses on Workplace Readiness Skills. And you also need to keep in mind specific duties and tasks performed on the job that will be provided by the business partner. You need to keep in mind and select related, specific core CTE competencies. And last, the training plan, modified or not, needs to be done in collaboration with that Work-Based Learning coordinator / teacher / point of contact employer and student. Remember, it is a collaboration that needs to occur for an effective training plan to be developed.

**00:28:17: VDOE- Dr. Nikki Finley | Region 2:** Our next question…

**00:28:21: VDOE-Susan McNamara | Region 4:** Why is it important to reassess the training plan during the high-quality work- based learning experience?

**00:28:38: VDOE-Susan McNamara | Region 4:** Amy, have we had any contributions on that one?

**00:28:42: VDOE - Amy Hammond | Region 5**: Yes, to constantly challenge the students and make sure the plan is working for the student. Again, to ensure the continuum of learning for the student. To analyze growth of the student and the needs for business, monitor progress towards the objective. New tasks may be created. Make sure everyone's on the right track and monitor progress.

**00:29:08: VDOE-Susan McNamara | Region 4:** These are excellent responses. So yes, the training plan development process is continuous. It begins with identifying a realistic career objective and training needs for the student and continues throughout the entire CTE high-quality work-based learning experience with revising the plan according to the changing needs of the employer. Remember that the plan serves as a record of the students’ progress throughout the experience and provides documentation for evaluation.

**00:29:45: VDOE-Susan McNamara | Region 4:** You have been provided with a lot of valuable information on the training plan. Let's just do a brief recap on the resources available to you.

**00:29:57: VDOE-Susan McNamara | Region 4:** Keep in mind the CTE High-Quality Work-Based Learning Guide is a great resource, especially for new Work-Based Learning coordinators. It provides definitions, roles, sample forms and responsibilities for all stakeholders in order to implement CTE high-quality work-based learning experiences. Examples of information located in the CTE High-Quality Work-Based Learning Guide include guidelines for implementing the 12 CTE high-quality work-based learning methods practiced in Virginia, resources pertaining to Federal and State labor regulations, Work-Based Learning Coordinator / Teacher qualifications, recommendations for promoting CTE high-quality work-based learning programs, and the importance of CTE high-quality work-based learning documents. Now back over to Dr. Finley.

**00:30:53: VDOE- Dr. Nikki Finley | Region 2:** Alright, thank you, Miss McNamara, for sharing the primary resource for providing guidance on developing an effective training plan and implementing a strong high-quality work-based learning program.

**00:31:07: VDOE- Dr. Nikki Finley | Region 2:** The next few slides have contact information for your reference. If you have questions regarding this training session, please feel free to contact Sharon, Susan, me, or your regional secondary workforce development specialist. Our email information is provided here along with the contact information for the Office of Career, Technical, and Adult Education at the Virginia Department of Education. If you have general questions regarding CTE, please email cte@doe.virginia.gov or call (804) 750-8163.

**00:31:53: VDOE- Dr. Nikki Finley | Region 2:** In case you do not have this information, here is a list of the Regional Secondary Workforce Development Specialists, their regional assignments and contact information. Please do not hesitate to contact us with questions you may have regarding your high-quality work-based learning programs.

**00:32:17: VDOE- Dr. Nikki Finley | Region 2:** Here are the contacts for the office of Career, Technical, and Adult Education. Director, Dr. Anthony Williams. Associate Director for Curriculum Instruction and Innovation, Miss Kelly Davis. Associate Director for Program Administration and Workforce Development, William Hatch. Then Program Administration and Workforce Development Coordinator, Miss Sharon Acuff.

**00:32:45: VDOE-Susan McNamara | Region 4:** Okay, now we will open the floor to questions. Please type your questions in the Q&A section, and we will address them as we come across those. The chat is pretty full right now, so, if you had a chat question in the chat, if you can move it over to the Q&A, that'll help us to find it faster. So, Tammy, do we have anything in the Q&A section?

**00:33:11: VDOE - Tamantha Hurt | Region 8:** Yes, we do. We've got a question. “Is a training plan required only for internships of 280 hours or longer”? You're on mute, Sharon.

**00:33:28: VDOE - Sharon Acuff:** I know. I just figured that out. Yes, that is true, for 280 hours or longer. But I would suggest for any work-based learning experience, that you want to make sure that the student is progressing as you feel they should, to use a training plan.

**00:33:51: VDOE - Tamantha Hurt | Region 8:** Okay, the next question “is a training plan required for school-based enterprise?”

**00:33:58: VDOE - Sharon Acuff:** Currently, it is not required for a school-based enterprise. However, like I said before, if you wanted to make sure that your students are moving along and progressing as you think they should, I would certainly use one. But currently no, it is not a requirement.

**00:34:19: VDOE - Tamantha Hurt | Region 8:** “How does this relate to non-CTE experiences?”

**00:34:25: VDOE - Sharon Acuff:** Well, that is an excellent question. We only can talk to you about CTE-related experiences. There's another office in the DOE that is working on a non-CTE guide. It's not ready at this time, but we would suggest for non-CTE courses, that you follow what's in the CTE Work-Based Learning Guide to ensure proper implementation of a work-based learning experience.

**00:35:01: VDOE - Tamantha Hurt | Region 8:** Okay. “How many times might you suggest revising the training plan for a shorter summer internship experience?”

**00:35:12: VDOE - Sharon Acuff:** Well, I'm guessing, maybe that summer internship experience might be two months, three months. I would probably do it as often as I found that the student was progressing and talking to the employer is always very important to get their say as to what should be in that training plan. So, it's collaboration between what the student feels they're learning what the employer feels that they need, and how you think the student is doing as well. So, it really depends on how that student is progressing as to when you would add new competencies to that plan.

**00:36:00: VDOE - Tamantha Hurt | Region 8:** Okay, “what is the record storage documentation required for these training plans?”

**00:36:06: VDOE - Sharon Acuff:** You should keep any documentation for a work-based learning experience on any student for five years after graduation.

**00:36:19: VDOE - Tamantha Hurt | Region 8:** That's all the questions I have in Q&A. Amy, do you have anything in the chat section? Oh, I do have another one that’s come up. But, Amy, do you have any?

**00:36:32: VDOE - Amy Hammond | Region 5:** You can do yours, Tammy.

**00:36:34: VDOE - Tamantha Hurt | Region 8:** So, “for the non-CTE, would you use the Career Strategy's course competencies?”

**00:36:42: VDOE - Sharon Acuff:** Well, I think you could do that. However, remember, a training plan is designed to have the student's career interest in mind. So, you might find a CTE course to where you could get some competencies that would be relevant to that student. You also might contact your Regional Secondary Workforce Development Specialist for more guidance on how you might want to do that.

**00:37:20: VDOE - Tamantha Hurt | Region 8:** “Can a student be part of the high-quality work-based learning program for more than one school year?”

**00:37:28: VDOE - Sharon Acuff:** Yes, absolutely, each year it starts over, and they certainly can, absolutely. There are many schools or many students who will start in tenth, do another one in eleventh, do another one in twelfth. So yeah, absolutely.

**00:37:46: VDOE - Tamantha Hurt | Region 8:** “What is the timeline for the training plan implementation?”

**00:37:51: VDOE - Sharon Acuff:** That should begin immediately when you put a student on a work-based learning experience site because they need to start right away determining what needs to be learned and what needs to be covered at the work site, as well as in the classroom so, immediately as soon as you can.

**00:38:16: VDOE - Tamantha Hurt | Region 8:** Okay, “just for clarification, not all high-quality work-based learning need a training plan?”

**00:38:23: VDOE - Sharon Acuff:** That is currently correct. There are only four at this time that are required to have a training plan. We don't know how that's going to look in the new guide. But currently, that is the case, yes.

**00:38:40: VDOE - Tamantha Hurt | Region 8:** “Can students earn two work-based learning experiences in the same school year? I apologize if this was already asked.”

**00:38:50: VDOE - Sharon Acuff:** So, I'm not sure if I know what you mean here. Do you mean, like an internship and a job shadowing, or I'm not sure I understand exactly. But you can only count really one a year. You could probably do some career awareness types of work-based learning. But it would be better if the student, of course, for the 280 hours, you would only want to do one, because it will be difficult, maybe sometimes, to acquire those hours if you if you did two in one year.

**00:39:32: VDOE - Tamantha Hurt | Region 8:** “How many high-quality work-based learning opportunities do students have to participate in, what is the minimum participation required for graduation? Or is there a minimum? Is participation in work-based learning experience a requirement for graduation?”

**00:39:51: VDOE - Sharon Acuff:** Boy, this is a multiple question one, isn’t it?

**00:39:55: VDOE - Tamantha Hurt | Region 8:** So, the first one is how many high-quality work-based learnings do students have to participate in?

**00:40:01: VDOE - Sharon Acuff:** They don't have to participate any. They're not required to.

**00:40:06: VDOE - Tamantha Hurt | Region 8:** “What's the minimum participation required for graduation, or is there a minimum?”

**00:40:13: VDOE - Sharon Acuff:** It would be participation in a work-based learning experience? So, it could be one. And that's all you would need in the four years to graduate. You do not, you don't count them multiple times.

**00:40:29: VDOE - Tamantha Hurt | Region 8:** And the last part of that was “is participation in the work-based learning experience a requirement for graduation?”

**00:40:36: VDOE - Sharon Acuff:** No, it is not because there are other options. The student has four graduation requirements besides a high-quality work-based learning experience.

**00:40:47: VDOE - Tamantha Hurt | Region 8:** Okay, “what are the four required programs at this time?”

**00:40:52: VDOE - Sharon Acuff:** Okay, right now, that would, and I'm guessing you mean for a training plan, that would be CO-OP, entrepreneurship, internship, and SAE immersion.

**00:41:07: VDOE - Tamantha Hurt | Region 8:** “What are the four”, you just answered that one. “What are the four that are required to have a training plan?”

**00:41:13: VDOE - Sharon Acuff:** Okay, yeah.

**00:41:17: VDOE - Tamantha Hurt | Region 8:** Sorry. “I was thinking a job shadow coupled with one of the 280 hour?” And that goes back to that one.

**00:41:35: VDOE - Sharon Acuff:** Yeah, I felt like that must be what you were talking about. And that's certainly wonderful to do that. I mean, you could have a mentorship and a 280 hour or whatever. So, yeah, that's certainly possible.

**00:41:38: VDOE - Tamantha Hurt | Region 8:** Okay, “remind me what an SAE Immersion is?”

**00:41:12: VDOE - Sharon Acuff:** Oh, okay, that's a supervised agricultural experience and immersion are the ones there's foundational and there's immersion. Foundational, all students are involved in in the ag programs. Immersion is optional.

**00:42:00: VDOE - Tamantha Hurt | Region 8:** Okay. And that's all the questions I have right now, Amy.

**00:42:06: VDOE - Amy Hammond | Region 5:** I don't have any from the chat that haven't been answered.

**00:42:11: VDOE-Susan McNamara | Region 4:** Okay. So, as I'm sure you're aware, this was the second in a series of training sessions that the Secondary Workforce Development Specialist team will be presenting. You can see here that there are two more training opportunities scheduled in March. We invite you to join us in all of these training opportunities as we work together to build upon and improve our CTE high-quality work-based learning programs. The next training session, “Using Forms and Resources”, will be held Wednesday, March 6th, at 3 pm via Zoom. The link for this training is being put in the chat box, and you can also access it through the CTE Directors Memo 233-24. And for your convenience, we are also including the link to the CTE Director's Memo webpage.

**00:43:07: VDOE-Susan McNamara | Region 4:** We hope this training has been helpful in that it benefits you as you continue to build upon the CTE high-quality work-based learning program in your school division. We look forward to seeing you again at our other upcoming training sessions. I will now turn it back over to Sharon to close our presentations.

**00:43:28: VDOE - Tamantha Hurt | Region 8:** We do have a couple of more questions in Q&A. Do you want to grab those, since we still have a few more minutes?

**00:43:34: VDOE - Sharon Acuff:** Oh, absolutely go ahead.

**00:43:36: VDOE - Tamantha Hurt | Region 8:** “Would Education for Employment or the Start on Success program fall under the CO-OP education category?”

**00:43:46: VDOE - Sharon Acuff:** It could, depending on the experience that that student is doing it certainly could, in the fact that they would have constant supervision. And it be a licensed teacher in that. Yes, absolutely.

**00:44:01: VDOE - Tamantha Hurt | Region 8:** Okay. “What if you don't have a training plan on an internship?”

**00:44:08: VDOE - Sharon Acuff:** Well, you are really required to have one for 280 hours, for sure, because that's for credit. Any internship that you are having, less than 280 hours, currently, you would not be required to have a training agreement.

**00:44:27: VDOE - Tamantha Hurt | Region 8:** Okay. And then we have another one. “Do you have the link or the information from the first meeting. Are you going to be going over that information in a second on where to find that?”

**00:44:37: VDOE - Sharon Acuff:** Do you mean training agreement, the training agreement one. Yeah, that's on the VDOE website on the Program Administration page. And it's already, the recording is already there along with a transcript. And Amy, could one of you maybe put that in the chat?

**00:45:04: VDOE - Amy Hammond | Region 5:** Yes, I'll try find it.

**00:45:06: VDOE - Sharon Acuff:** Okay, thank you so much.

**00:45:08: VDOE - Tamantha Hurt | Region 8:** And while they're getting that in the chat, the next question is, “can we expect the High-Quality Work-Based Learning Guide in the word document to change for school year 24-25?”

**00:45:19: VDOE - Sharon Acuff:** Good question. We are expecting technical edits for that guide, and there will be probably a very major update and revision for the 25-26 school year.

**00:45:37: VDOE - Tamantha Hurt | Region 8:** And that's all I have in the Q&A.

**00:45:48: VDOE – Kim Radford | Region 6:** Did you get the link, Amy? There you go.

**00:45:53: VDOE - Amy Hammond | Region 5:** Yes. There is a question in the chat, Sharon. It says, “for entrepreneurship, the training plan is indicated as required in the table on Page 26, but not in the table of forms on Page 68.”

**00:46:13: VDOE - Sharon Acuff:** Hmm. Okay, you just found a technical edit. Okay, thank you for pointing that out. I appreciate that because, yeah, that should basically agree. And it obviously does not. Thank you for that.

**00:46:35: VDOE - Tamantha Hurt | Region 8:** Amy, there was another one up above that, too, I believe. I'm not sure if it's been covered.

**00:46:45: VDOE - Amy Hammond | Region 5:** “For entrepreneurship, who is the employer signing the training plan if the student is the business owner?”

**00:46:54: VDOE - Sharon Acuff:** That's a good question, and that does happen often. There, there really wouldn't be an employer to sign it, but the teacher should very much be involved in some pretty heavy supervision of that student while on that job, for sure, or while that person is owning that business and running it for themselves because they are the employer of themselves. Yes.

**00:47:34: VDOE - Amy Hammond | Region 5:** That’s all in the chat.

**00:47:36: VDOE - Tamantha Hurt | Region 8:** That's all in the Q&A, too.

**00:47:40: VDOE - Sharon Acuff:** Okay, perfect. Alright, so, thank you so much 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 programs. 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 the survey, you will need to allow a few days for the certificates to be generated. Please do not close your zoom window until you receive this survey. If you have any questions or concerns, please do not hesitate to reach out to your Regional Secondary Workforce Development Specialist.

**00:48:29: VDOE - Sharon Acuff:** Thank you.