



Work-Based Learning: An Integral Component of College and Career Readiness School Models

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Session attendees will learn about:

- Statewide objectives for work-based learning
- Theoretical model of work-based learning
- Elements of high-quality capstone work-based learning experiences
- Tentpoles for long-term work-based learning success
- How Dallas ISD utilizes compression planning as a means of developing partnership agreements outlining work-based learning opportunities across grades 9-12
- Common concerns/issues related to work-based learning

TEXAS HAS ADDED THE
MOST PRIVATE SECTOR JOBS
OVER THE LAST 10 YEARS
THAN ANY OTHER STATE

1,776,400

JOBS

TEXAS WORKFORCE COMMISSION
texasworkforce.org





Source: Labor Market and Career Information Department, Texas Workforce Commission

Goal:
Align Texas's
educational goals
with its diverse
industry needs and
opportunities.



Connect High School to College and Career: CCMP Projects

| Category | Initiative | Description |
|---|---|--|
| Identify  | 1 Identify & Verify Industry-Based Certifications (IBCs) | <ul style="list-style-type: none"> • Create process for identification and verification of IBCs to include employer input • Align IBCs to high wage and high demand occupations and vertically aligned postsecondary programs in Texas • Establish revised list of IBCs for implementation in 2019-2020 |
| | 2 Identify & Refine Pathways | <ul style="list-style-type: none"> • Conduct research on Texas Labor Market Information (LMI) to identify high wage and high demand occupations • Cultivate external stakeholders and leverage existing Tri-Agency efforts to form Texas Regional Pathways Advisory/Steering Committee • Refine components of effective P-20 student pathways |
| | 3 CTE Programs | <ul style="list-style-type: none"> • Conduct CTE statewide evaluation • Align CTE programs of study (coherent sequences of courses) with Texas high wage, high demand occupations and postsecondary programs. Embed IBCs, postsecondary programs, and work-based learning in CTE programs of study • Create new statewide industry advisory councils for each career cluster to assist in program of study revisions • Perkins V |
| Models & Courses  | 4 College and Career Readiness School Models (CCRSM) | <ul style="list-style-type: none"> • Revise blueprints and Outcome Based Measures for Early College High Schools, Pathways in Technology Early College High Schools, Texas-STEM Academies, and Industry Cluster Innovative Academies • Provide technical assistance to districts to implement CCRSM • Expand and create advanced course offerings (AP, IB, dual credit, other opportunities) • Provide expanded access for students to demonstrate college and career readiness (ACT, SAT, TSIA) |
| | 5 Work-Based Learning (WBL) and STEM | <ul style="list-style-type: none"> • Conduct research on existing best practices in WBL models across Texas and United States • Establish a flexible statewide K-12 WBL framework from career awareness and exploration through career preparation, inclusive of externships, internships, and apprenticeships • Establish a statewide plan for increasing access to STEM subjects and methodology across K-12 |

Benefits of Work-Based Learning

Students

- Learn and develop employability skills in actual workplaces
- More-easily transition from education into the workforce
- Improved post-school outcomes (employment, postsecondary attendance)

Training Sponsors

- Create a pool of skilled and motivated employees
- Reduced training costs
- Improved employee retention and morale

Schools

- Make education more relevant and valuable for students
- Gain access to workplace facilities, techniques, and technology
- Promote faculty interaction with the community

Community

- Increase number of workplace-ready individuals who become economically productive members of society
- Improved stability of workforce and economy

Statewide Objectives for Work-Based Learning Framework

Increase opportunities for all students to participate in career awareness and exploration activities in early grades.

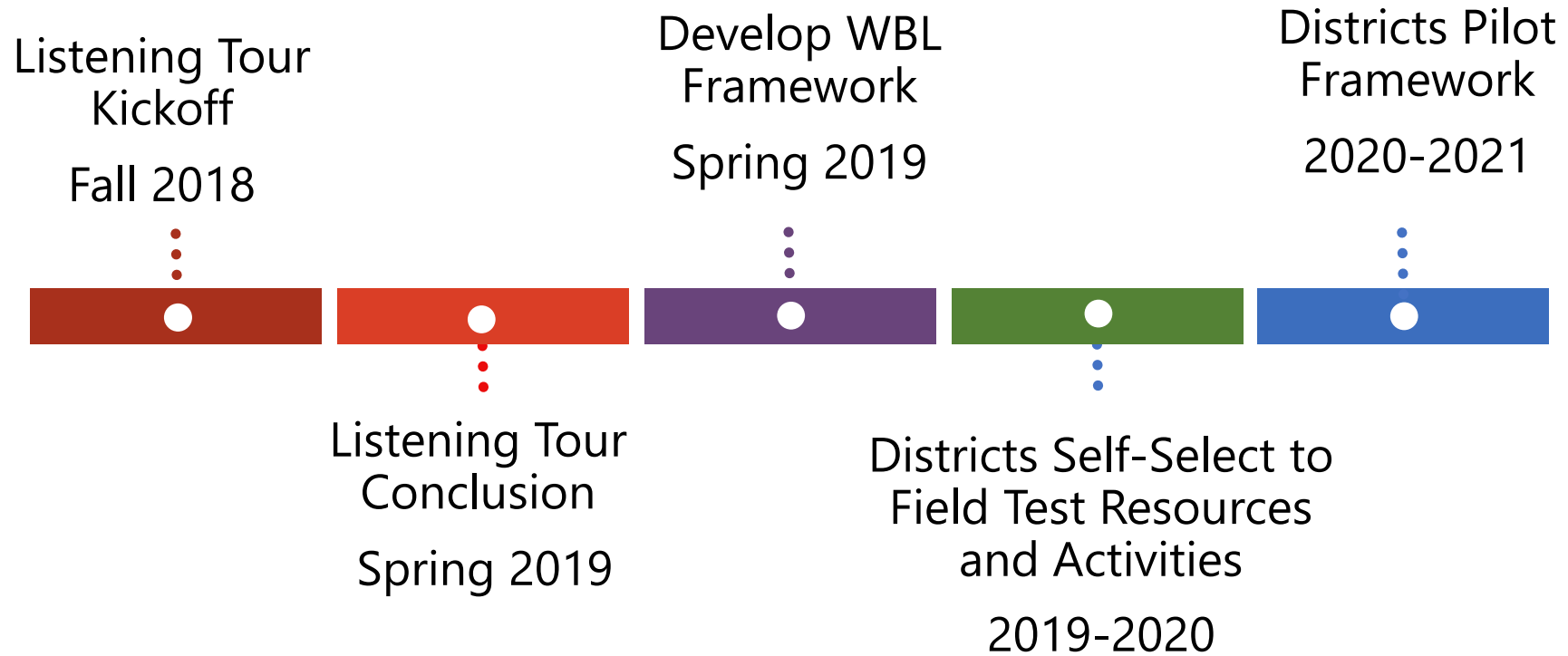
Increase access and opportunity for all students to participate in high-quality capstone work-based learning experiences aligned to regional labor market conditions.

Encourage deeper connections between business and education.

Students will develop and demonstrate employability skills as defined by the Employability Skills Rubric.

Local boards of education will adopt processes to support, monitor, and assess work-based learning experiences.

Work-Based Learning Framework Timeline



Development of Work-Based Learning Framework

Definition of Work-Based Learning

Work-Based Learning is a continuum of intentional activities and experiences designed to expand the boundaries of the classroom and prepare students for future career opportunities. Activities and experiences begin as early as pre-kindergarten and continue through postsecondary education.

Work-Based Learning provides opportunities for students to:

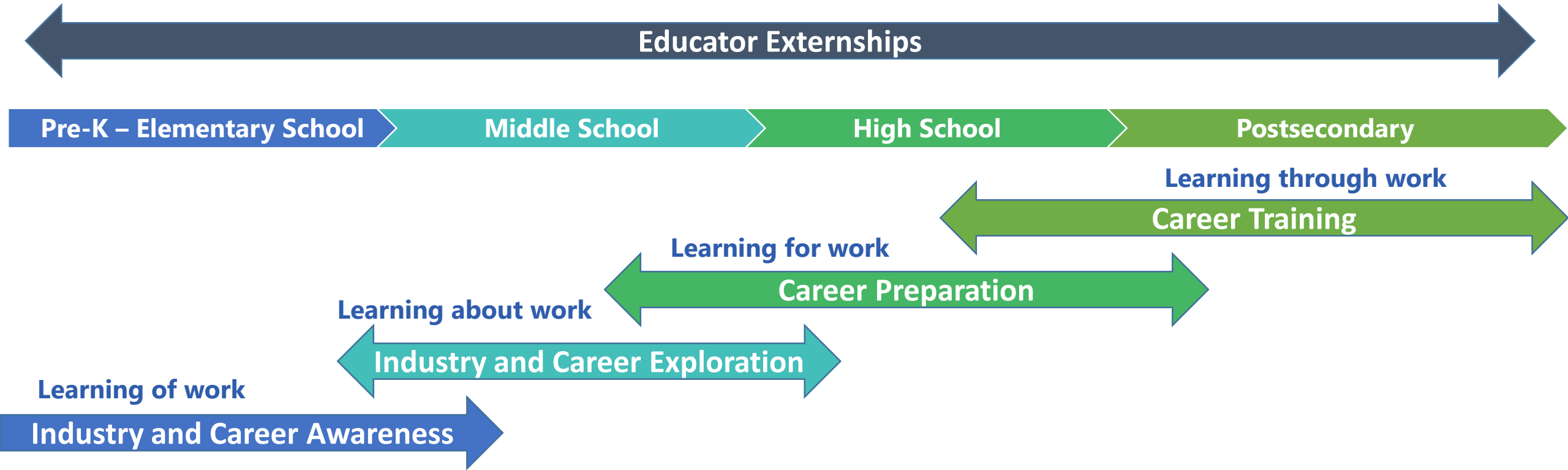
Apply academic and technical knowledge and skills learned in the classroom in a realistic setting

Engage with business and industry professionals

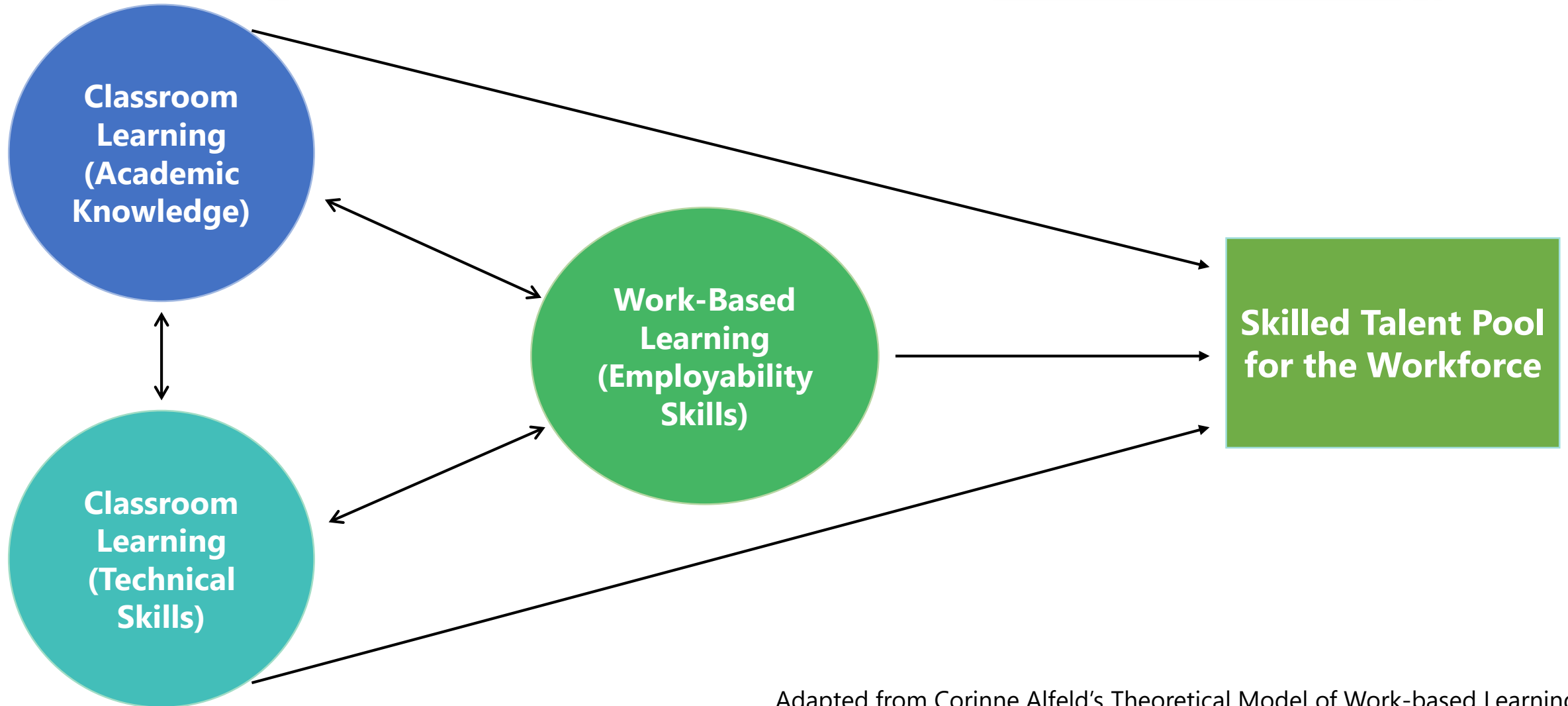
Explore and experience potential career options

Develop and practice essential employability skills

Work-Based Learning (WBL) Continuum



Theoretical Model of Work-Based Learning



Adapted from Corinne Alfeld's Theoretical Model of Work-based Learning

Elements of High-Quality Capstone Work-Based Learning Experiences

Capstone work-based learning experiences provide “sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.”

Source: Strengthening Career and Technical Education for the 21st Century Act (2018).

Partnership Agreement

Authentic Work Experience

Structured Learning Component

Culminating Assessment and Recognition of Skills

Source: Hauge, K. (2018). *States Continue Advancing Strategies to Scale Work-Based Learning*. Washington, DC: National Governors Association.

Tentpoles for Work-Based Learning Success

School culture which is supportive of work-based learning with buy-in from teachers and administrators

Dedicated staffing role(s) to support work-based learning efforts

Strong collaboration between core academics, career and technical education, and work-based learning coordinator/facilitator/liaison

Systems/Tools/Processes to monitor and measure student progress in work-based learning experiences and inform continuous improvement

Work-based learning opportunities aligned to regional labor market information and opportunities

Engagement with local workforce development board and employers

Sample Work-Based Learning Continuum for CCRSM

9th Grade:

Guest speakers from industry partner(s)

Worksite tours at industry partner(s) location(s)

10th Grade:

Mock interviews with industry partner(s) employees

Interviews with professionals from industry partner(s)

11th Grade:

Job shadowing of industry partner(s) employees

Authentic projects based on industry partner(s) issue

12th Grade:

Industry-based certification(s) obtained

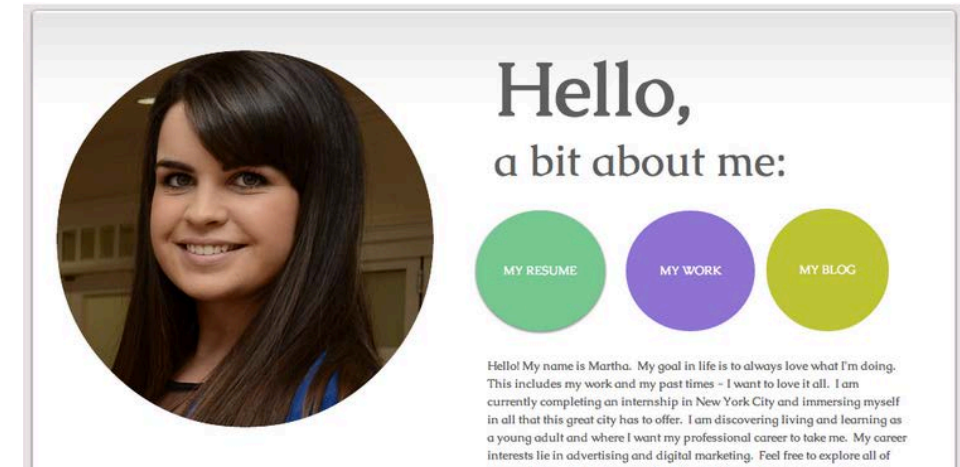
Internship at industry partner(s) location(s)

Postsecondary:

Certificate and/or degree attainment

Paid employment at industry partner(s) location(s)

- After each work-based learning experience, provide time for students to reflect on their work-based learning experience.
- Work-based learning experiences should be included in student portfolios.
- Example: Northwest ISD (Fort Worth-area)
 - All students have digital portfolios and are prepared to talk about their learning experiences with others.



Compression Planning as a Method to Turn Intent Into Action

What is Compression Planning?

- Compression planning is a rapid visual planning process.
- Compression planning sessions are focused on a specific issue.
- Goal of compression planning session is to get all stakeholders heading in the same direction in a short amount of time.



Using Compression Planning to Build a Partnership Plan

Industry Partner Prospecting



Interest Meeting(s)



Letter of Intent



Compression Planning Session



Partnership Agreement

Compression Planning Resources

- Sample Compression Planning Session Design for Industry Partners
- Sample Compression Planning Session Summary



Common Issues

“Can I hire undocumented students as part of a work-based learning program?”

- In order for a student to participate in a paid work-based learning experience, the student must be employable under Federal law.
- Please consult with your organization’s attorneys regarding this issue.

"Employers tell me that they cannot hire minors due to child labor laws."

- Often, these barriers are a result of a specific company's policies.
- However, sometimes child labor law does prevent a minor from performing specific tasks or working with specific machinery, but minors are able to perform many tasks on job sites. [Chapter 33 of the U.S. Department of Labor's Field Operations Handbook](#) is specific to child labor and contains information pertaining to what minors can and cannot do on job sites.
- Please consult with your organization's attorneys regarding this issue.

"Employers tell me that they cannot hire minors due to insurance and liability issues."

- This barrier is often a result of a specific company's policies.
- However, on May 26, 2017 [HB 639](#) was signed into law in Texas to reduce this type of barrier. This law authorizes the purchase of certain insurance coverage by public schools for the benefit of businesses and students participating in career and technology education programs and providing immunity from liability of certain public school students participating in career and technology education programs. As a result of this new law, Texas Education Code was modified. Specifically, see [TEC §29.191](#) and [TEC §29.192](#).
- Please consult with your organization's attorneys regarding this issue.

"[TEC §22.0834](#) requires that all employees at a business go through a criminal background check before students can be placed there for work-based learning experiences."

- [TEC §22.0834](#) is not limited to on-campus activities.
- The only employees of contracting businesses who must have criminal background checks completed are those with continuing duties related to the contract and those who will have direct contact with the district's students. That is unlikely to be all employees of a business.
- Please consult with your organization's attorneys regarding this issue.



**Texas Labor Market Information to
Guide Your Program Development**

June 18th 1:45 p.m. – 3:00 p.m.
Collinwood II

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