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

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
Goal: Align Texas’s educational goals with its diverse industry needs and opportunities.
## Connect High School to College and Career: CCMP Projects

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<thead>
<tr>
<th>Category</th>
<th>Initiative</th>
<th>Description</th>
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</table>
| Identify | Identify & Verify Industry-Based Certifications (IBCs) | • 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 |
| Identify | Identify & Refine Pathways | • 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 |
| CTE Programs | | • 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 | College and Career Readiness School Models (CCRSM) | • 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) |
| Work-Based Learning (WBL) and STEM | | • 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
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

- **Listening Tour Kickoff**: Fall 2018
- **Listening Tour Conclusion**: Spring 2019
- **Develop WBL Framework**: Spring 2019
- **Districts Self-Select to Field Test Resources and Activities**: 2019-2020
- **Districts Pilot Framework**: 2020-2021

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
Theoretical Model of Work-Based Learning

Adapted from Corinne Alfeld’s Theoretical Model of Work-based Learning
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.”

<table>
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<tr>
<th>Tentpoles for Work-Based Learning Success</th>
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<tr>
<td><strong>School culture which is supportive of work-based learning with buy-in from teachers and administrators</strong></td>
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<td><strong>Dedicated staffing role(s) to support work-based learning efforts</strong></td>
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<td><strong>Strong collaboration between core academics, career and technical education, and work-based learning coordinator/facilitator/liaison</strong></td>
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<td><strong>Systems/Tools/Processes to monitor and measure student progress in work-based learning experiences and inform continuous improvement</strong></td>
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<td><strong>Work-based learning opportunities aligned to regional labor market information and opportunities</strong></td>
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<td><strong>Engagement with local workforce development board and employers</strong></td>
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Sample Work-Based Learning Continuum for CCRSM

<table>
<thead>
<tr>
<th>9th Grade:</th>
<th>10th Grade:</th>
<th>11th Grade:</th>
<th>12th Grade:</th>
<th>Postsecondary:</th>
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<tbody>
<tr>
<td>Guest speakers from industry partner(s)</td>
<td>Mock interviews with industry partner(s) employees</td>
<td>Job shadowing of industry partner(s) employees</td>
<td>Industry-based certification(s) obtained</td>
<td>Certificate and/or degree attainment</td>
</tr>
<tr>
<td>Worksite tours at industry partner(s) location(s)</td>
<td>Interviews with professionals from industry partner(s)</td>
<td>Authentic projects based on industry partner(s) issue</td>
<td>Internship at industry partner(s) location(s)</td>
<td>Paid employment at industry partner(s) location(s)</td>
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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

1. Industry Partner Prospecting
2. Interest Meeting(s)
3. Letter of Intent
4. Compression Planning Session
5. Partnership Agreement

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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.
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