Work-Based Learning
Shane Thomas
Work-Based Learning Program Specialist
Texas Education Agency
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 externships support students
TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.

Strategic priorities:
- Recruit, support and retain teachers and principals
- Build a foundation of reading and math
- Connect high school to career and college
- Improve low-performing schools

Enablers:
- Increase transparency, fairness and rigor in district and campus academic and financial performance
- Ensure compliance, effectively implement legislation and inform policymakers
- Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

6/10/2019
Aligning Texas’s Educational Goals with Its Diverse Industry Needs and Opportunities
Goal:
Align Texas’s educational goals with its diverse industry needs and opportunities.
<table>
<thead>
<tr>
<th>Category</th>
<th>Initiative</th>
<th>Description</th>
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| 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 |
| Identify | 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
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

- Listening Tour Kickoff: Fall 2018
- Develop WBL Framework: Spring 2019
- Districts Pilot Framework: 2020-2021

Development of Work-Based Learning Framework
Listening Tour Reach

- 16 regions visited
- Stakeholders from 19 regions engaged
- 59 school visits
- 130 parents engaged
- 155 business/industry/higher education representatives engaged
- 684 educators, counselors, and administrators engaged
- 58 Education Service Center staff engaged
- 3 conference presentations

6/10/2019
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

- Pre-K – Elementary School
- Middle School
- High School
- Postsecondary

- Industry and Career Awareness
- Industry and Career Exploration
- Career Preparation
- Career Training
- Learning through work
- Learning for work
- Learning about work
- Educator Externships

6/10/2019
Theoretical Model of Work-Based Learning

Classroom Learning (Academic Knowledge)

Classroom Learning (Technical Skills)

Work-Based Learning (Employability Skills)

Skilled Talent Pool for the Workforce

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.”


## Tentpoles for Work-Based Learning Success

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

- 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.
Educator Externships

Teacher Externship
- Increased content knowledge
- Exposure to industry-standard tools, processes, terminology, etc.
- Increased teacher awareness of content relevancy

Counselor Externship
- Exposure to local industry opportunities
- Better understanding of local workforce needs
- Increased knowledge of educational and training requirements for occupations

Administrator Externship
- Increased knowledge of local workforce needs to inform program offerings
- Increased knowledge of training needs to inform teachers’ practices
- Increased partnership opportunities for the district/campus

Student Benefits
- Content experts as teachers
- Programs aligned to labor market information
- More informed decision-making for college and career
Activity

- Step 1. Find someone in the room who you do not know.
- Step 2. Introduce yourself.
- Step 3. For 2 minutes, discuss how the externship experience benefited you in your role.
- Step 4. Repeat steps 1-3.
- Step 5. Repeat steps 1-3 one more time.
- Step 6. Return to your original table.
Table Talk:

1.) How will you ensure that students ultimately benefit from your externship experience?

2.) What steps will you take to solidify the relationships formed as a result of your externship experience?

3.) How can you sustain the work over time?