NORTH CENTRAL TEXAS
INTERLINK est. 1987

2023

WORK-BASED LEARNING TOOL-KIT

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WE ARE
WIRED
FOR SUCCESS!

Regional electrical trades & engineering industry employer partners in the Dallas/Fort Worth Area have identified a high need for workers in several ELECTRIFYING career areas , including electricians and electrical engineering workers, to support demands for current and future jobs.This regional pathway will provide educational opportunities and work-based learning experiences for students with multiple exit points, and to earn:

STACKABLE INDUSTRY CREDENTIALS

COLLEGE CREDIT

CERTIFICATES

ASSOCIATES DEGREE

INTERNSHIPS

APPRENTICESHIPS

ENTRANCE TO 4 YEAR UNIVERSITY BACHELORS DEGREE PATH

... all while earning a high school diploma.

BRINGING THE WIRED MAGIC

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About This Project

The WIRED (Working to Implement Regional Electrical and Engineering Education Programs in Dallas/Fort Worth) project was initiated through a grant provided by The Carl D. Perkins Career and Technical Education Act. This Act is intended to expand opportunities for every student to complete education and career pathways that lead to valuable credentials in the labor market. The development and implementation of high-quality career pathways require the engagement of stakeholders from multiple sectors, including Kindergarten-Grade 12 education, postsecondary education, workforce development, and business and industry. This grant program supports collaboration by cross-sector teams that seek to develop and implement high-quality education and career pathways at the regional level. A regional team should be led by an intermediary organization prepared to coordinate across sectors and convenes all regional team members to plan and implement education and career pathways collaboratively.

Grant Awards

- 2020-2021 CTE Perkins Reserve Grant
- 2021-2022 CTE Perkins Reserve Grant
- 2022-2023 Texas Regional Pathways Network

Grant Intermediary & Convener

NORTH CENTRAL TEXAS INTERLINK est. 1987

North Central Texas InterLink, Inc. is a regional nonprofit alliance bridging the gap between business, education, and government to develop a quality workforce with a globally competitive advantage, supporting the region's economic development activities by providing information concerning future occupation demand, and the education, skill, and training needs of employers and employees.

Grant Fiscal Agent

The Region 10 Education Service Center has served as the fiscal agent throughout the existing grant project. Region 10 Education Service Center is one of 20 regional service centers established by the Texas State Legislature in 1967 to deliver professional development and a range of other innovative solutions. Our consultants provide services at our offices in Richardson and in field locations across the Region 10 area. We proudly serve over 880,000 students and 112,000 school staff, of which 58,000 are teachers in over 130 ISDs, charters, and private schools across 10 North Texas counties.

Program Management

North Central Texas Interlink contracted with FACT Education Inc. for the 2021-2022 and 2022-2023 grant rounds to serve as the program project manager. FACT Education (Foundation for Advancement of Career and Technical Education) is a non-profit organization operating to further its mission to serve as an advocate for the career and technical education community in dedication to the advancement and promotion of career opportunities for students of all ages, provide leadership and support in the preparation of an educated, prepared, and globally competitive workforce, and foster excellence in available professional development opportunities in career and technical education.

Purpose

This work-based learning toolkit aims to provide individuals and organizations with resources and guidelines to help them implement effective work-based learning programs. Work-based learning refers to educational programs or activities that involve real-world work experiences, such as internships, apprenticeships, on-the-job training, and other forms of experiential learning.

By providing a structured approach to work-based learning, this toolkit can ensure that programs are designed and implemented effectively and that participants have the best possible experience and outcomes.

The toolkit includes a variety of resources and tools, such as best practices for

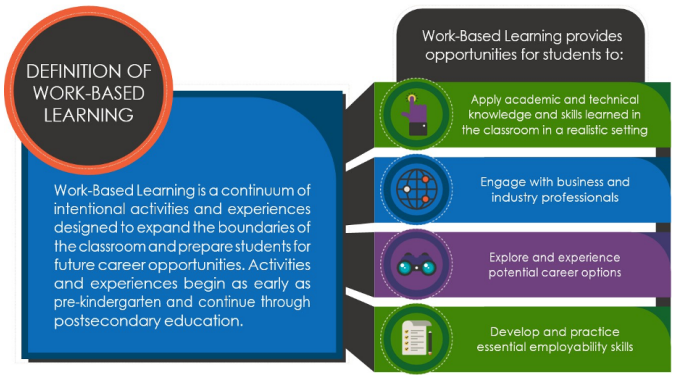
designing and implementing work-based learning programs, guidance on recruiting and selecting participants, templates for agreements and contracts, evaluation tools to measure program outcomes and impact, and training resources for supervisors and mentors.

Texas Education Agency

The Texas Education Agency (TEA) developed the Texas Work-Based Learning Framework to support school districts and charter schools in developing and improving their work-based learning efforts. The framework establishes statewide objectives, defines work-based learning and delineation capstone experiences, demonstrates that work-based learning activities should occur beginning in early grades and continue through postsecondary education, explains the theory of work-based learning, and outlines the pillars of work-based learning success. In 2020, the Texas Education Agency released the first iteration of a Work-Based Learning Framework. As the Tri-Agency Initiative works to enhance work-based learning throughout the state, this framework is expected to be updated soon. In the meantime, TEA believes this framework provides a solid foundation for defining and delivering high-quality work-based learning experiences to all students in K-12.

Defining Work-Based Learning

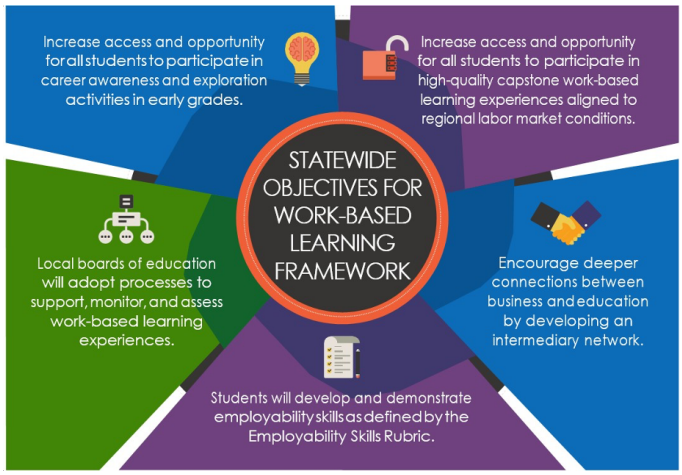
Work-Based Learning is a continuum of intentional activities and experiences designed to expand the boundaries of the classroom and prepare students for future career opportunities. Activities and experiences begin as early as pre-kindergarten and continue through postsecondary education.



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 (TEA, 2020).

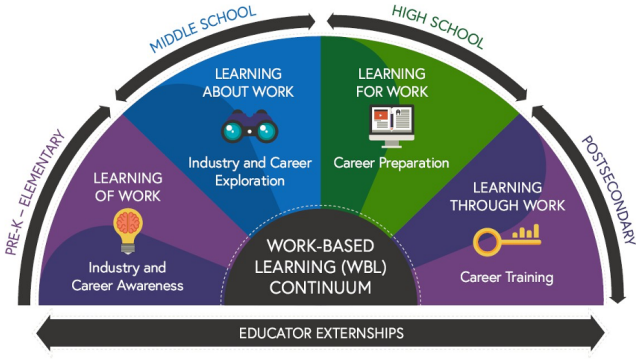
Statewide Objectives for Work-Based Learning



The Statewide Objectives for Work-Based Learning Framework, as shared by the Texas Education Agency, has five components:

1. Increase access and opportunity for all students to participate in career awareness and exploration activities in early grades.
2. Increase access and opportunity for all students to participate in high-quality capstone work-based learning experiences aligned to regional labor market conditions.
3. Encourage deeper connections between business and education by developing an intermediary network.
4. Students will develop and demonstrate employability skills as defined by the Employability Skills Rubric.
5. Local boards of education will adopt processes to support, monitor, and assess work-based learning experiences (TEA, 2020).

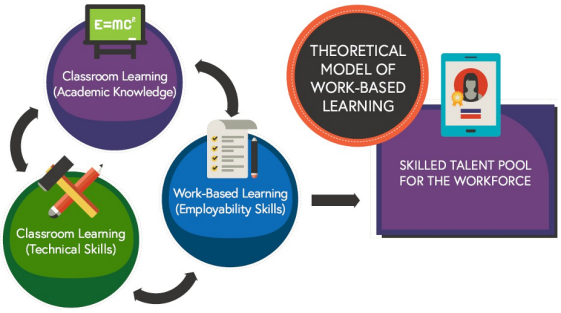
Work-Based Learning (WBL) Continuum



The Work-Based Continuum starts with pre-K and elementary grades, through middle and high school grades, and culminates in post-secondary. Educator externships span all continuum levels.

- Pre-K/Elementary: industry and career awareness and learning of work.
- Middle School: industry and career exploration and learning about work.
- High School: career preparation and learning for work.
- Postsecondary: career training and learning through work (TEA, 2020).

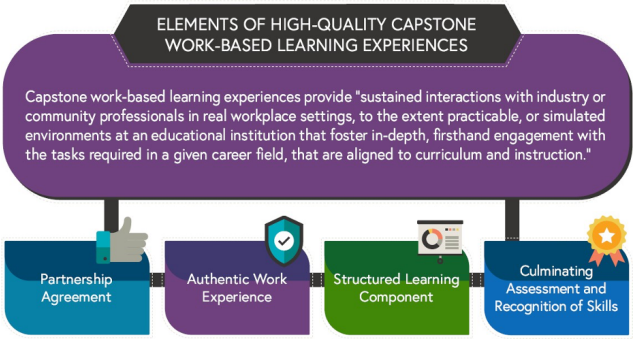
Theoretical Model of Work-based Learning



Three interconnected elements of work-based learning contributes to a skilled talent pool for the workforce.

- Classroom Learning (Technical Skills).
- Classroom Learning (Academic Knowledge).
- Work-Based Learning (Employability Skills)(TEA, 2020).

Elements of High-Quality Capstone Work-Based Learning Experiences

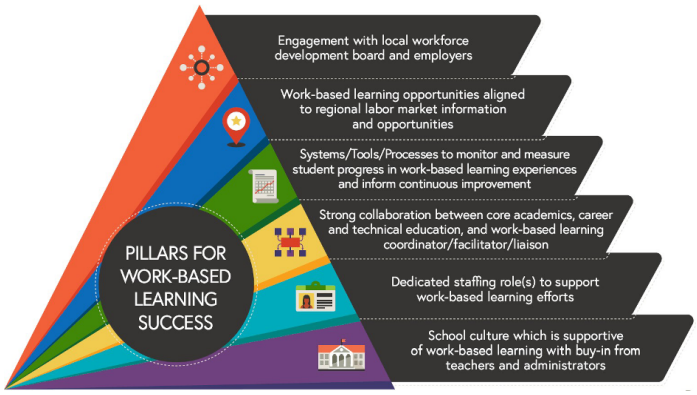


Capstone work-based learning experiences provide “sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction” (Hauge, 2018).

The four elements include

- Partnership Agreements.
- Authentic Work Experiences.
- Structured Learning Components.
- Culminating Assessment and Recognition of Skills (TEA, 2020).

Pillars for Work-Based Learning Success



There are six pillars of Work-Based Learning success:

- Engagement with local workforce development board and employers.
- Work-based learning opportunities aligned to regional labor market information and opportunities.
- Systems/Tools/Processes to monitor and measure student progress in work-based learning experiences and inform continuous improvement.
- Strong collaboration between core academics, career and technical education, and work-based learning coordinator/facilitator/liaison.
- Dedicated staffing role(s) to support work-based learning efforts.
- School culture supportive of work-based learning with buy-in from teachers and administrators (TEA, 2020).

Quality Work-Based Learning Experiences

To help students learn these skills, experiences must be of high quality. High-quality experiences are defined as having the following characteristics:

- ☐ A purposeful focus on applied learning in preparation for postsecondary education and careers
- ☐ Learning outcomes as the driver for designing experiences and Personalized Learning Plans
- ☐ Relevance to student interests, their plan of study and learning goals
- ☐ Integration with curriculum or connection to related instruction
- ☐ Sufficient variety to provide exposure to multiple career options
- ☐ Sufficient depth to allow for employability skill development and professional community engagement
- ☐ Ongoing interaction with professionals from industry and the community
- ☐ Close supervision from both teachers and employers
- ☐ Opportunities for reflection and analysis

- ☐ Assessment of student learning that is aligned with industry-specific expectations
- ☐ Alignment with postsecondary and career opportunities regionally
- ☐ Documentation of student learning through the development of artifacts and portfolios

Quality Work-Based Learning Programs

Teachers and employers can't do it alone! Structures and systems must be sufficient to support educators and employers in providing rigorous experiences to students. Quality programs provide:

- ☐ Sequenced experiences to ensure preparation and "next steps"
- ☐ Coordination of services among supervising teachers, counselors, and the WBL Coordinator(s)
- ☐ Partnerships with postsecondary institutions, apprenticeships, and job training programs to facilitate successful transitions beyond high school
- ☐ Adequate staffing of the work-based learning coordination function
- ☐ School schedules that enable quality work-based learning and supervision
- ☐ Communication materials to inform employers, students and parents of opportunities
- ☐ Technology infrastructure to support placements, orientations, and actual WBL experiences
- ☐ Tools, processes and documentation for quality control and compliance with legal requirements
- ☐ Community-based advisors involved in program and experience planning and generating opportunities for students
- ☐ A culture that values and supports WBL across the curriculum for all students
- ☐ Regionally-aligned pathways with community-shared expectations for WBL experiences and learning outcomes
- ☐ Evaluative measures that facilitate continuous program improvement

In the Classroom

The information to be covered in the classroom should include, but is not limited to:

- WBL Standards
- Paid or Unpaid Training Plans and other required documentation
- Workplace expectations specific to the industry and/or site, including rules of conduct and the definition of “professionalism”
- Transportation issues
- Hours, attendance issues, and keeping timesheets
- Reflections and journal-keeping (if this is to be a requirement)
- Technical information specific to the industry or site (e.g. Information about the multi-media industry for or about mental illness for an internship with a homeless shelter)
- Assignments and projects expected to be completed in the classroom or at the worksite to receive course credit
- Safety issues, including sexual harassment
- Supervision
- Assessment and portfolio development

In the Workplace

In the workplace, the staff and the student’s supervisor should provide a tour and basic information:

- Welcome and introductions, including basic information about the company
- Department specifics, basic job requirements and responsibilities, and job descriptions
- Workplace tour
- Safety issues and training
- Supervisor's expectations
- Materials and equipment

Engaging Parents

Parents and guardians play critical — if not the most critical — roles in helping students think about future options and realize their goals. In addition to offering career assessment and counseling as part of the student's educational planning, LEAs may encourage parents to assist students in discovering their unique strengths and interests. This may be done in general informational meetings about career exploration and WBL courses. It may also involve collaborating with parent organizations to offer educational workshops for parents.

Career Day Activities

- Form a Committee - Recruit helpers to organize your day and bounce ideas around because planning a good career day takes a village. If you have multiple grade levels participating, be sure everyone is represented.
- Set a Date - Pick a date that works well with your school and community calendars by considering test dates, school breaks, and group events. Also, set a start and end time for the day.
- Choose a Format - Determine how your presenters will interact with students. Speakers can visit individual classrooms, or homeroom classes can rotate to speaker locations. Students can even break up into smaller groups to conduct short interviews with presenters in a "speed dating" style. Tip: Create a career day presenter sign-up to coordinate the different sessions throughout the day (Sign-Up Genius, 2020).
- Consider Career Interests - Engage students by rotating them to speakers based on specific career interests. This can be more work up front but is extremely valuable for older students.
- Involve the Community - Be sure to invite your superintendent, members of the school board, community relations folks and a photographer from a local paper. Use this community event to get the word out about your school!
- Coordinate Rooms - Determine how many classrooms will be available to use including common areas such as the library, cafeteria and computer lab. Once you decide on the presentation style (large or small group), begin to make a master list of how many presenters you will need.
- Make it Unique – Incorporate your school's emphasis and teaching philosophy, by covering relevant and timely topics. For example, you may

want to include guiding character traits, seek out presenters who represent different areas in the theory of multiple intelligences, follow a curriculum that is available online or create a framework based on a subject you are currently studying.

- Research Presenters - It never hurts to research potential presenters by viewing online feedback about their company or their individual customer/patient reviews. Great presenters will enjoy the age they are presenting to, want to be interactive and may even bring free stuff for the kids. Who doesn't love free stuff?
- Ask for Suggestions - Get referrals from your faculty and students (you can also send a letter home to parents asking for volunteers) and also follow up with emails and verbal reminders to solicit suggestions for presenters. Sometimes it takes asking twice (or more) to get responses. Also, contact college admissions and recruiting departments in your area to ask for suggestions then reach out to invite the top presenters to participate.
- Communicate Early - About three months out you should contact presenters and give them a schedule with details about what you are hoping they will contribute to the day. You may also consider including a basic overview of questions to expect about their career.
- Finalize Details with Presenters - One month before the event, confirm your presenters and ask them to submit their equipment or space needs. A week before the career day, email a school map with parking information and where to go first thing when they arrive. Ask for a reply and if you don't hear from them, contact them in case there has been a date conflict or mix-up.
- Give Presenters a Guideline - Also one month prior to the event, email or mail your presenters guidelines for talking points. Suggest for presenters to start their session by telling "three truths and a lie" story about their career (a list of three unique true facts and one that is a believable lie).
- Survey Students - For older students, a guiding factor for inviting presenters could be giving students a career inventory or interest survey and letting that guide your decisions about presenters.
- Choose a Theme - Give your career day a theme and use it as a framework for picking activities. Examples of themes: Passport to Success; Start Your

Engines; Up, Up and Away; Constructing your Future or Ready, Set, Action!

- Select Student Ambassadors - Consider having a student ambassador for each professional who will be joining you. Have the student help with getting them to their presenting space, locating the hospitality room, directingthem to restrooms, introducing the presenter or helping presenters be aware of time restraints by discreetly giving them a two-minute warning.
- Involve College Representatives - For older students, invite a few college representatives to promote higher education for achieving career goals. Contact their admissions department to see if a representative is available and if not, ask for a school poster and free giveaways. Again, everybody likes free stuff!
- Set Up a Hospitality Room - Ask your PTA or homeroom parents to set up a hospitality room for presenters. Parents will enjoy the opportunity to show their appreciation, and if your career day straddles a mealtime, it can help keep hunger at bay for presenters.
- Keep it Local - Include community-specific or even school-specific (like language or fine arts magnet school) information. Try including a local farmer, ski instructor, wildlife manager or human resource employee from a large company in your community.
- Include Giveaways - Kids will love if you offer prizes for participation. Consider using a spinning wheel and let them “spin to win” for rewards if they answer a presenter’s questions correctly. For medical professionals or beauticians, you can play a “guess how many” game with cotton balls or hair combs in a jar.
- Follow-up is Key - Get feedback from students, staff and presenters and keep a file of ideas (and favorite presenters) for the next career day. Write thank you notes to contributors and presenters.

Activities for Younger Students

Pre-Career Day Activities

- My First Resume - Task students with creating their first resume using proper formatting and simple headings such as jobs they like to do at home, awards from school or other extracurricular activities and special skills they might

have.

- Jobs on Wheels - Younger students might enjoy learning about equipment, tools and vehicles associated with specific careers. A great book to share is Whose Vehicle is This? by Sharon Katz Cooper.
- Career Bulletin Board - Use a chalkboard sign and take black and white pictures of students holding up their future career dreams to create a "When I Grow Up..." bulletin board collage. Genius Tip: Need more bulletin board inspiration for the year? Browse these 100 bulletin board ideas.
- Poster Research Project - Ask students to create a research-based poster of career interest and use it to decorate classroom or hallway walls.
- Future Dreams Pennant Banner - To broaden the scope beyond just career goals, ask for magazine donations and have each student create a pennant with cut-out pictures of future job ideas, travel, and even a house they would like to live in and words that express their life goals. When the pennants are complete, you can string them together into a banner to decorate the classroom.
- Vocational Dress-Up Day - Pick a day before your career day to allow students to dress up or bring a small prop related to a career. If appropriate, include time in the day to share with the class or grade level.
- Seasonal Vocational Parade - Each student gets a coloring page with a seasonal character (pumpkin, snowman, spring bunny) and decorates it with a vocation in mind. You can display these in hallways during career day, thus creating a "parade" of job-related characters.
- Get to Know your Neighbors - Inspired by this great throwback video, get a large piece of craft paper to draw a neighborhood (or business area) in your town and list potential jobs related to that area.

Career and Follow-up Activities

- "Hello, I'm a..." Nametags - On career day, create colorful name tags for students with an occupation of interest (you can also include names, which makes it easier for presenters to call on them).
- Professional Character Vocabulary - Have presenters grab a slip of paper from your "grab bag" with character traits of professionals such as punctuality,

flexibility, accountability, and attitude. Have them share this attribute with their students and explain why it is essential for their field success.

- Who's in My Office? - Take a job description and ask students to brainstorm other roles connected to that job as you draw out a flowchart on the whiteboard. For example, you could start with an advertising account executive and list out potential clients, people in the art department, and outside contacts who would buy ads. You'll have a whiteboard full of job ideas when you're finished brainstorming!
- Three Perks and a Challenge - Ask students to fill out a prediction page for each presenter, guessing three positives about the job and one challenge. Give the presenter time to ask students about their predictions and see how they match up with reality.
- Character, Class, Craft - Have students create a booklet, and for each presenter, have them note a necessary character trait a professional must have to qualify for a similar job. Students can list classes they might need to take to prepare for that job.
- Alphabet Chart - During downtime between presenters, have students or groups of students complete an alphabetized chart of careers. Print out a chart with one letter of the alphabet in each box, and have students fill in careers that start with each letter.
- Career Crossover - To help students process career day information, gather to create Venn diagrams to explore similarities and differences in the careers they heard about. If they heard about computers and art, designing computer games might be a good career; if they like pets and psychology, they could be animal behaviorists. This activity helps students think outside the box and apply what they have learned.

Activities for Older Students

Pre-Career Day Activities

- Make a Legit Resume - Many older students don't realize how their outside activities, volunteer work, jobs, and awards are essential to resume fillers. Assign a beginning resume and challenge them to open their eyes to resume opportunities.

- Career Survey - One of the best activities to do before a career day is to simply get kids thinking about their interests and goals. Use a free online survey such as MyPlan.com (2023), or a career cluster survey like this one from Texas Career Check by The Labor Market & Career Information (LMCI) Department of the Texas Workforce Commission (2022). You can also enlist the help of a local career center.
- "Grads You Know" Display Wall - To help students see the variety of institutions represented at their school, create a large wall-sized bar graph with universities listed along the bottom and pictures of the school staff who attended the institution stacked above it and make a special "Grad School" tag for those who went on to advanced degrees.
- Where Will You Be at 33? - Have students create a life profile of how they envision themselves in the future (this can be a project-based activity). Include college, career, geographical location, and family or hobby goals.
- Browse CareerOneStop Activities - Sponsored by the U.S. Department of Labor, the GetMyFuture section of CareerOneStop is a valuable resource for all kinds of career-related questions, such as how to apply to college, how to write a resume or how to be self-employed.
- Career Cluster Bulletin Board - Students can participate daily in this interactive bulletin board activity. Choose a general career category, such as "Health Sciences," and challenge students to bring in pictures, articles, and ideas about careers related to this general category. Change the category out weekly as your career day approaches.
- "Get a Job" Day - Before anyone can start a career, they must learn to nail an interview. Designate a Friday before your career day where students wear professional dress and role-play by taking turns being the employer and the job seeker. Students can learn what to share and how to keep from oversharing in an interview, what experiences to mention, and the importance of social media content.
- If I Hadn't Been A Teacher... - Before career day, ask teachers to tell the class about other jobs they considered besides being an educator and why. Have them share their journey to becoming an educator, which some students may find inspirational.

Career and Follow-up Activities

"Do This Not That" Interview Skills - In each presenter's room, set up a poster with "Do This Not That" interview tips such as appropriate shoes, facial expressions, what questions to ask/not to ask, etc.

Questions Grab Bag - To keep questions appropriate and brief, consider gathering questions from students ahead of time and creating a question grab bag for each room/presenter. You can also give presenters the questions beforehand; they will appreciate this!

Fast Tracks to Careers - If your high school offers college credit classes pertinent to certain careers, advertise those opportunities along with trade programs offered at your school or in your community. As a presenter wraps up their presentation, they can share these educational opportunities, or a school counselor can make a quick plug for the program or class.

Career Challenge Brainstorm - Encourage presenters to address a real-life challenge they face in their career and give students a chance during the presentation to brainstorm ways to overcome that challenge so they get a taste of reality.

Career Scavenger Hunt - Help students stay engaged with the presentations by creating scavenger hunt challenges to complete during the day. You could hand out scavenger hunt bingo cards with items like "Take a selfie with a female engineer" or "Ask an EMT about their craziest on-call story." Genius Tip: Get inspired with these 100 general scavenger hunt ideas and tips.

Presenter Thank You Notes - Have students participate in writing thank you notes to your presenters after the event. Remind students that thank you notes are a great way to follow up with potential employers after job interviews.

KidZania

Career Field Trip - A great follow-up to career day is taking a field trip to a job simulation "town" where students can explore specific careers hands-on. Research your local Junior Achievement program to see if there is a "BizTown" near you, or consider a virtual field trip through an

interactive online job exploration experience like Kids Work (David, 2021; South Carolina ETV, 2021), or plan a trip to KidZania in the Dallas/Fort Worth Area (KidZania, 2021).

Work-Based Learning Myths vs. Facts

Texas is revitalizing work-based learning (WBL) to build a more robust talent pipeline into growing industries. Your company's participation is necessary to help young people gain relevant experience and strengthen their employability skills. Ultimately, students and companies can work together through capstone experiences such as unpaid internships or paid work experience.

MYTH	FACT
I can't work with minors. They must be at least 18 years old.	WBL is a capstone experience for talented and motivated young people, and companies have the final say regarding which students are qualified. WBL programs require that students be at least 16 years of age and demonstrate readiness attitudes and skills before participation.
There's too much liability for our company to work with minors.	Workers' Compensation protects every employee equally, regardless of age. Neither age nor years of experience are calculated into the cost of providing workers' compensation nor the claims payout. Workers' Compensation is calculated in the same way for all workers regardless of age and is based on (a) salary and (b) the classification of the job the WBL student is hired to do. As a result, actual costs are low for hiring WBL students, and existing protections are sufficient. Unpaid internships also allow students to gain work experience without being considered an "employee" if they are primarily on-site to learn and receive no direct compensation from the company. Commercial liability insurance (companies) and high-risk accident insurance (school districts) protect students and companies in such cases.

My industry/workplace is too dangerous for minors.	There are only a few prohibited occupations unrelated to your workplace or industry for minors who are 16 or older. In most cases, OSHA requirements ensure that you're already protecting your employees to the extent you'd need to protect a minor. There are many roles that young people can fill to give them valuable exposure to your workplace to spark an interest in long-term employment in your industry.
Minors are prohibited from working in our jobs.	Required WBL paperwork protects companies, schools, and students by documenting eligibility and compliance with the law.
HR says we can't even bring minors on the floor of our facility!	In reality, company policy may be the only real barrier to engaging with the most talented and qualified students. There are many ways to ensure quality and safe learning experiences that create a more robust workforce pipeline for your company: Work with a temp agency to hire minors while they're still in high school Create an internship/part-time position to complete educational/special projects and experience various roles or departments. Draft a contract that defines your company's responsibility for non-employees, like unpaid interns. Provide an umbrella accident policy to protect non-employees (interns, job shadow students, or tour groups)

Work-Based Learning Activity Evaluation - Student

Work-Based Learning Activity Type _____ Date(s)_____

Employer Partner _____

School/Organization _____ Industry/Career Pathway _____

# of Students _____

Please answer all questions to the best of your ability. Rate your experience by circling a number below.

4=Strongly agree; 3=Agree; 2=Disagree; 1=Strongly disagree	4 3 2 1
I understood the purpose of the activity and what was expected of me ahead of time.	
The experience was valuable and worth my time and effort.	
I felt supported by the adults involved with this activity.	
This is a career pathway I would be interested in pursuing in the future,	
I would like to participate in this or another work-based learning activity in the future	
Comments or Ideas:	

Work-Based Learning Activity Evaluation - Adult

Host/Volunteer **WBL Coordinator** **Teacher**

Work-Based Learning Activity Type _____ Date(s) _____

Employer Partner _____

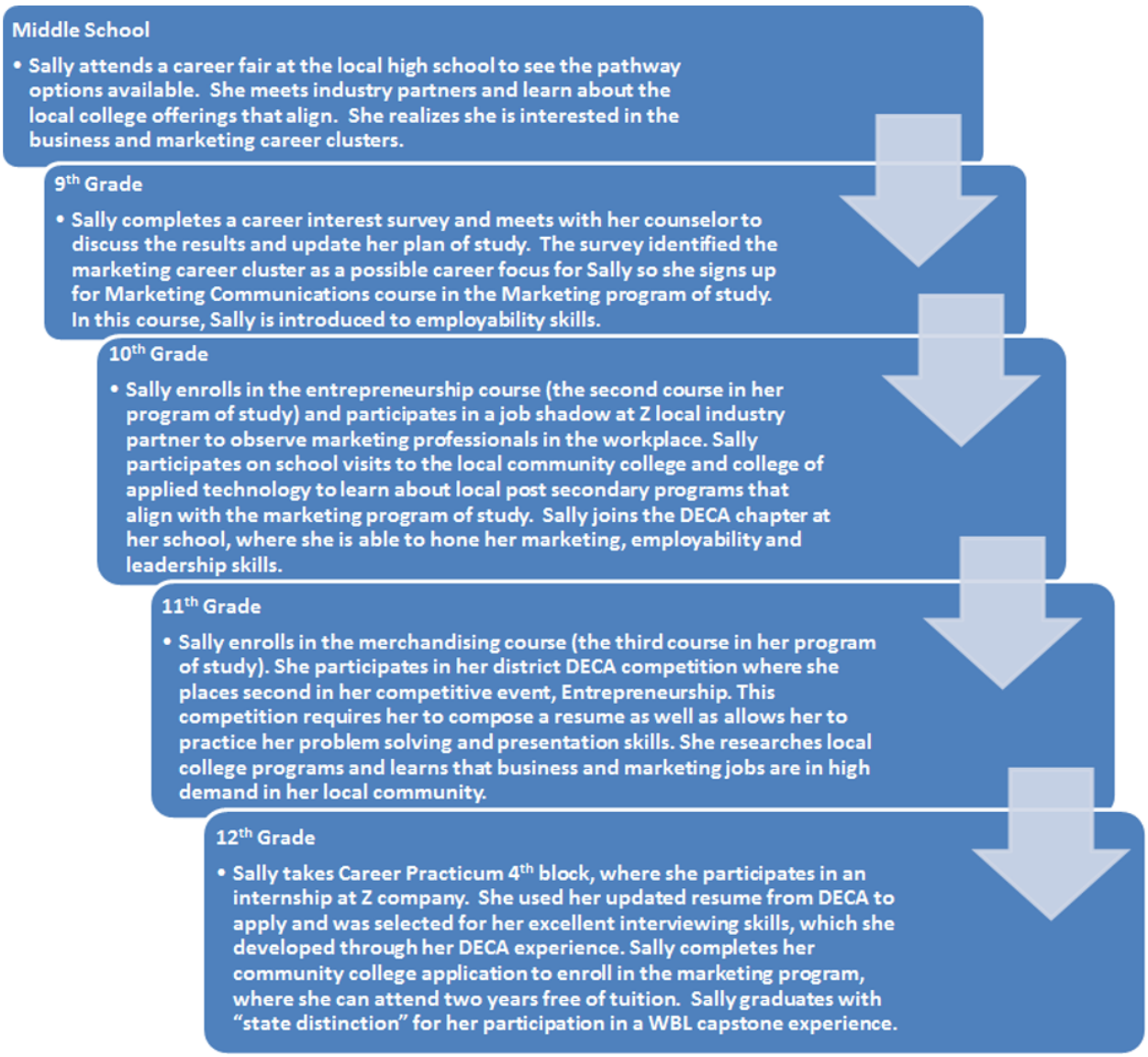
School/Organization _____ Industry/Career Pathway _____

# of Students _____

Please rate your experience by circling a number that best describes your level of agreement with each statement.

4=Strongly Agree; 3=Agree; 2=Disagree; 1=Strongly Disagree	4 3 2 1
I understood the purpose of the activity and my role in it prior to the experience.	
The experience was valuable and worth my time and effort.	
I felt supported in making the experience a success.	
I would participate in this or another CPS Work-based Learning activity in the future.	
Comments:	

Example Sequence of High-Quality Work-Based Learning



Employability Skills

Employability skills should be introduced in earlier grades and reinforced as students' knowledge and skills grow. The Employability Skills Checklist reflects skills validated by the US Department of Education (USDE, 2020), teachers, administrators, counselors, and industry partners as the most critical skills that can be learned through work-based learning experiences. The checklist can quickly identify which skills can be introduced and reinforced through various WBL experiences. It also provides teachers additional clarity regarding which skills are

most important to evaluate through WBL experiences. While all WBL experiences should reinforce students' skills from each category, the WBL coordinator and his/her industry partner should determine the expectations for student skill development.

Employability Skills Checklist

Employability Skills Lesson Components		Included in Lesson?		Notes
		YES	NO	
APPLIED KNOWLEDGE				
Applied Academic Skills Applied academic skills are evident daily in homework assignments, classwork, and Q&A exchanges during lessons.	***Reading Skills*** Students apply/demonstrate reading skills by interpreting written instructions/project directions and constructing responses, using print and online materials as resources, completing worksheets, and seeking clarification about what they have read.			
	Writing Skills Students rely on writing skills to construct lab reports, posters, and presentation materials, take notes, and compose responses to essay questions.			
	Math Strategies/Procedures Students use computational skills appropriately and make logical choices when analyzing and differentiating among available procedures. Outside of math class, this includesvcreating/interpreting tables and graphs and organizing/displaying data.			

	Scientific Principles/Procedures Students follow procedures, experiment, infer, hypothesize (even as simple as "what if we do it this way"), and construct processes to complete a task (can occur outside of math/science classes.			
Critical Thinking Skills Critical thinking skills are evident in homework, group work, project-based tasks, and presentations.	***Thinks Creatively*** Students create innovative and novel ideas/solutions and display divergent thinking. This can be seen in oral presentations, creative writing assignments, open-ended tasks, and project design.			
	Thinks Critically Students display analytical and strategic thinking. This can be seen in debating an issue, converging on an understanding, assessing a problem, and questioning (playing devil's advocate).			
	Makes Sound Decisions Students differentiate between multiple approaches and assess options (could be linked to thinking critically).			
	Solves Problems Students assess problems involving the use of available resources (personnel and materials) and review multiple strategies for resolving problems (could be linked to thinking creatively)			
	Reasons Students negotiate the pros/cons of ideas, approaches, and solutions			

	and analyze options using "if-then" rationale.			
	Plans/Organizes Students plan steps, procedures, and/or approaches for addressing tasks. This occurs naturally in most assignments, from solving one problem to completing a long-term project.			
EFFECTIVE RELATIONSHIPS				
Interpersonal Skills Interpersonal skills are almost always displayed when students work in pairs or teams to complete short-term or long-term tasks.	***Understands Teamwork and Works With Others*** Students participate in cooperative groups or with a partner, contribute fairly to the task, and show respect to others.			
	Responds to Customer Needs Students help fellow students understand tasks, find resources, and fulfill assigned roles (think of fellow students as customers).			
	Exercises Leadership Students participate as team leaders or influential team members in project assignments and organize work to meet project goals and team roles			
	Negotiates to Resolve Conflict Students keep team members on track, suggest alternatives, and discuss options (can be as much about the agreement as conflict).			

	Respects Individual Differences Students listen to and consider all team members' ideas, respond supportively to ideas given in class or in teams, and work well with all team members.			
Personal Qualities Personal qualities are routinely displayed in students' everyday actions in the classroom. How they participate in lessons, communicate, contribute to the learning environment, treat their fellow students, and govern themselves.	***Demonstrates Responsibility and Self-Discipline*** Students actively participate in class, asking questions, volunteering answers, completing/submitting assignments, and working well in groups.			
	Adapts and Shows Flexibility Students adapt quickly to different modes of instruction and different types of assignments.			
	Works Independently Students commit to time on task during class and begin work without fanfare.			
	Demonstrates a Willingness to Learn Students are cooperative and noticeably engaged.			
	Demonstrates Integrity Students treat work assignments respectfully in that work is either original or credited correctly.			
	Demonstrates Professionalism Students treat others and work assignments with respect. All ideas are considered, and the work is either original or credited			

	correctly.			
	Takes Initiative Students commit to time on task during class and begin work without fanfare. This is also evident during teamwork.			
	Displays a Positive Attitude and Sense of Self-Worth Students contribute positively to the class.			
	Takes Responsibility for Professional Growth Students are active listeners, seeking clarification and understanding when needed.			
WORKPLACE SKILLS				
Resource Management Resource management is often a component of project-based learning and collaborative group work but can also apply to how an individual student manages class time.	***Manages Time*** Students demonstrate time management when organizing and planning project activities with a team or when organizing and managing themselves and individual class assignments and homework. Time management is inherent in almost all assignments.			
	Manages Money Students manage money in group projects requiring the allocation of limited finances and resources (i.e. designing/marketing a toy, flipping a house, or planning a trip).			
	Manages Resources Students manage resources in projects requiring the allocation of limited			

	finances, resources (materials), and personnel.			
	Manages Personnel Students gain experience managing personnel (i.e. each other) in group projects requiring allocation of limited finances, resources (materials), and role assignments. They also manage their behavior and participation.			
Information Use Information use can include retrieving information from any medium (e.g., print, TV, Internet, or in person) and can be as simple as looking up one piece of information to writing a term paper or preparing an oral presentation.	***Locates*** Students use analytical strategies to determine the best medium for finding the necessary information.			
	Organizes Students use any graphic organizer—outline, concept map, organization chart, tables, etc. to sort information/data			
	Uses Students use classification and analytic skills to determine the necessary information (i.e., stay on target) to complete tasks.			
	Analyzes Students assess knowledge to determine its relevance (it does not have to be a mathematical analysis).			
	Communicates Students summarize information to compose written or oral presentations, posters,			

	reports, slides, etc. This can also be as simple as a student explaining a problem in front of the class.			
Communication Skills Routinely displayed in students' everyday actions in the classroom — how they participate in lessons, contribute to the learning environment, treat their fellow students, and govern themselves.	***Communicates Verbally*** Students provide oral responses. Evidence ranges from impromptu short answers during a lesson to completing a formal oral presentation.			
	Listens actively Students are noticeably engaged through notetaking, questioning, and responding.			
	Comprehends written material Students use/demonstrate reading skills by following written instructions/project directions, reviewing print and digital resources, completing worksheets, and asking questions about what they have read.			
	Conveys information in writing Students rely on writing skills to organize lab reports, posters, and presentation materials, take notes, and reply to essay questions.			
	Observes. Students interpret verbal and nonverbal communication efforts of others.			
Systems Thinking A team working in sync to accomplish an assignment	***Understands and Uses Systems*** Students understand their			

can be considered a system.	roles and assignments when collaborating as a team (system) and contributing to the organizational structure and function of the group.			
	Monitors Systems Students devise methods to assess team (system) progress.			
	Improves Systems Students negotiate mid-course corrections and adaptations to team (system) tasks if necessary.			
Technology Use In the classroom and workplace, technology skills typically refer to using digital electronics.	***Understands and Uses Technology*** Students often rely on various digital technologies for calculating, collecting, and displaying data, conducting research, creating presentations, and writing reports.			

Helpful Documents

Paid Training Plan

Unpaid Training Plan

Work-Based Learning Data Collection Tool-Kit

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