

# Work-Based Instruction Policies, Procedures, and Practices

The purpose of this tool is to show how a state and district developed policies, procedures, and practices to initiate work-based learning instructional approaches in schools.

## Consider This Sample Scenario

The business community asked the local superintendent and school board to support a work-based learning program as part of the district's secondary school program. To do this, the superintendent and district leaders established a work-based advisory committee to develop initial recommendations for the program. These recommendations were posted online for public comments and used in public town hall meetings for six weeks, during which time feedback was gathered. The district created a work-based learning program for its high schools, and made available opportunities designed to ensure high levels of participation and support for traditionally underserved student subgroups.

School building leaders initially worked with experts in work-based learning programs, members of the leadership team, and school counselors. It was determined that school counselors would serve as liaisons among students, teachers, and businesses to develop a comprehensive plan with goals, structures, opportunities, and reporting. The team learned about different models of work-based learning instruction and determined the most appropriate model for the district. The team addressed obstacles and challenges to ensure that limitations are addressed.

Counselors then reached out to business and community partnerships to determine the number of students partners are willing to oversee. Leaders created a survey for students where they choose a work pathway and four assignment work options. Leaders used the survey results to assign students to community partners.

## Activity

When considering implementing a work-based learning program, use the following questions as a guide.

- What policies are in place that align with, indicate, or support work-based learning?
- What policies are in place that would hinder work-based learning? How can they be changed or eliminated so that work-based learning can be fostered?
- Are there components of work-based learning in the current curriculum? How can curriculum be adjusted to make room for work-based learning?
- How would school building leaders ensure teacher collaboration for work-based learning?
- Does district professional development cover strategies for work-based learning? If not, what can be changed?
- What businesses/partnerships does the school district have in place that can be used for a work-based learning program?
- What businesses/partnerships are possibilities for a work-based learning model?
- What resources are available to implement a work-based learning program in your district?
- How will the district ensure that traditionally underserved student subgroups participate in work-based learning?

