

Work-Based Learning Opportunities

Elementary and Middle School Grades

Objectives:

Participants will:

- explore practical strategies to support students' early career development aligned with the 17 VDOE Career Clusters
 - learn how to connect work-based learning (WBL) to school and community-based opportunities in elementary and middle grades
 - preview tools for tracking students' interests and participation
-

Your role matters!



Why start career planning early?

- Early career planning improves:
 - Employment outcomes
 - Independent living skills
 - Post-secondary education success
- Starting early builds a strong foundation for lifelong success



Introducing the VCU Online Course



<https://centerontransition.org/courses/earlytransitionplanning/>

Early Transition Planning: Strategies for Pre-K–5

Start Strong: Preparing Students with Disabilities for the Future

Did you know that planning for life after high school starts on the very first day of preschool? As an early educator or family member, you play a crucial role in setting students with disabilities on a path to success. But do you know the steps to help them start strong and finish well?

In this **free, self-paced course**, you'll gain practical strategies and evidence-based practices to support early transition planning. You will discover the importance of collaboration between school, home, and the community to enhance students' successful postsecondary outcomes. With engaging videos, interactive activities, and high-quality resources, you'll feel confident in your role in shaping students' futures.

This course aligns with the **Virginia Department of Education's** commitment to early transition planning and offers **10 recertification points** (with administrator approval). **Register today** and take the first step in making a lasting impact!



Cost: Free

Duration: Flexible

Lessons: 4

Recertification Points: 10 Points

Pace: Self-paced

REGISTER

ENTER COURSE

Module 1: Transition Planning: It's Never Too Early to Begin

In this module, you'll examine how early education shapes future success and the essential role early educators play in preparing students with disabilities.

Module 2: Components that Lead to Successful Outcomes

In this module, you will discover the power of high expectations and how emphasizing individual strengths early in a child's educational journey can have lifelong benefits.

Module 3: Nurturing Career Development in Elementary Years

In this module, you'll explore why career development should begin as soon as students with disabilities start school and how to incorporate work-based learning activities in preschool and elementary classrooms.

Module 4: Bridging Families and Agencies to Support Early Transition Planning

This module will introduce you to valuable resources you can offer to families to support their child's development at home, in school, and in the community. You will also explore practical ways to collaborate with families and key partners, such as service agencies, to create a shared vision for the child's future.

Begin with the End in Mind

- Planning starts the moment students enter preschool or kindergarten
- Set high expectations
- Use evidence-based practices
- Foster career development
- Teach workplace readiness
- Involve & engage families



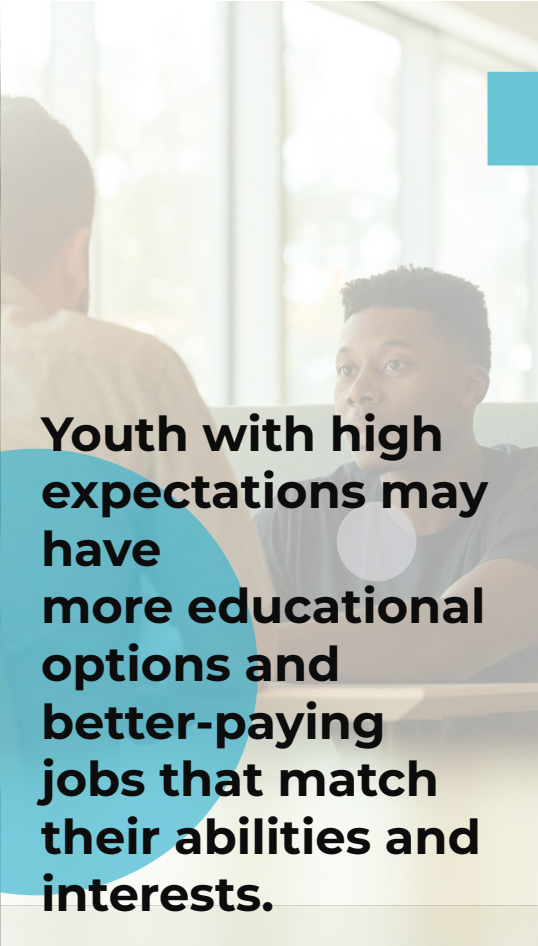
Set High Expectations



SETTING HIGH EXPECTATIONS



High expectations lead to positive transition outcomes or results.



Youth with high expectations may have more educational options and better-paying jobs that match their abilities and interests.



Youth with disabilities who have more expected of them are more likely to live fully integrated lives and have a greater opportunity to strive toward their own hopes and dreams.

Setting High Expectations in Practice

- Always presume competence
- Provide access to rigorous curriculum
- Support inclusive practices with age-appropriate peers



Use Evidence-Based Predictors

Evidence-Based Predictors of Post-School Success



Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	Promising	Promising	
• Career Technical Education (was Vocational Education)	Research-based	Evidence-based	
• Career Technical Education (was Vocational Education)		Promising	
• Community Experiences		Promising	Research-based
• Exit Exam Requirements/High School Diploma Status	Research-based	Research-based	Research-based
• Goal-Setting	Promising	Promising	
• Inclusion in General Education	Research-based	Research-based	Promising
• Interagency Collaboration	Promising	Promising	
• Occupational Courses	Research-based	Research-based	Promising
• Occupational Employment/Work Experience	Promising	Promising	Promising
• Paid Employment/Work Experience	Research-based	Research-based	Research-based
• Parent Expectations	Promising	Promising	Promising
• Parental Involvement	Research-based	Promising	Promising
• Program of Study	Promising	Research-based	Promising
• Psychological Empowerment (new)	Research-based	Promising	Promising
• Self-Advocacy/Self-Determination	Promising	Promising	Promising
• Self-Care/Independent Living	Promising	Promising	Promising
• Self-Realization (new)	Research-based	Promising	Promising
• Social Skills	Research-based	Research-based	Promising
• Student Support	Research-based	Research-based	Promising
• Technology Skills (new)	Research-based	Research-based	Promising
• Transition Program	Research-based	Research-based	Promising
• Travel Skills			
• Work Study			
• Youth Autonomy/Decision-Making			

NTACT-C identifies key predictors linked to better outcomes in:

- Employment
- Postsecondary education
- Independent living

Predictors for Post-School Success Across Age Group by Expect, Engage, and Empower

Predictor/ Grades	Pre-K	Grades K-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)	Postsecondary
Expect						
Exit Exam Requirements/ High School Diploma						
Inclusion in General Education						
Parent Expectations						
Program of Study						
Self-Care/ Independent Living Skills						
Social Skills						
Technology Skills						
Travel Skills						
Engage						
Career & Technical Education						
Community Experiences						
Interagency Collaboration						
Occupational Courses						
Paid Employment/Work Experiences						
Parental Involvement						
Student Support						
Transition Program						
Work Study						
Empower						
Career Awareness						
Goal Setting						
Psychological Empowerment						
Self-Determination/ Self-Advocacy						
Self-Realization						
Youth Autonomy						

Activity: Predictor Match-Up

- Complete the following activity at your table.
 - Using NTACT-C Pre-K to 12 Predictors for Post School Success, place an an X beside each predictor for your assigned category to determine when it should be introduced
 - Match the activities to the predictors
 - Share one activity match and how it could be supported in your school.
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Predictors for Post-School Success Across Age Group by Expect, Engage, and Empower

Predictor/ Grades	Pre-K	Grades K-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)	Postsecondary
Expect						
Exit Exam Requirements/ High School Diploma	X	X	X	X	X	X
Inclusion in General Education	X	X	X	X	X	X
Parent Expectations	X	X	X	X	X	X
Program of Study	X	X	X	X	X	X
Self-Care/ Independent Living Skills	X	X	X	X	X	X
Social Skills	X	X	X	X	X	X
Technology Skills	X	X	X	X	X	X
Travel Skills	X	X	X	X	X	X
Engage						
Career & Technical Education	X	X	X	X	X	X
Community Experiences	X	X	X	X	X	X
Interagency Collaboration	X	X	X	X	X	X
Occupational Courses		X	X	X	X	X
Paid Employment/Work Experiences		X	X	X	X	X
Parental Involvement	X	X	X	X	X	X
Student Support	X	X	X	X	X	X
Transition Program			X	X	X	X
Work Study	X	X	X	X	X	X
Empower						
Career Awareness	X	X	X	X	X	X
Goal Setting	X	X	X	X	X	X
Psychological Empowerment		X	X	X	X	X
Self-Determination/ Self-Advocacy	X	X	X	X	X	X
Self-Realization	X	X	X	X	X	X
Youth Autonomy		X	X	X	X	X

Foster Career Development

Academic & Career Plan Development

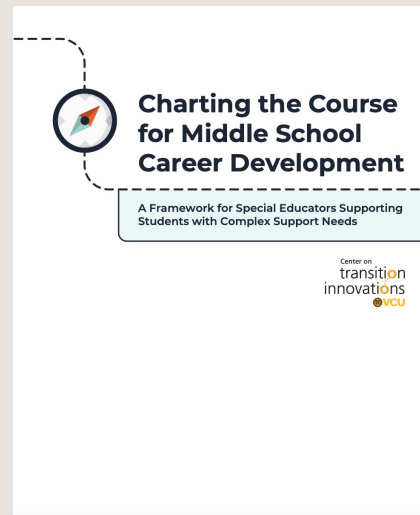
- **Elementary School**

- Career Awareness & Exploration
- Understand the concept of career, setting goals, & the value of life-long learning
- ACP Portfolio

- **Middle School**

- Career Exploration & Planning
 - Identify & demonstrate the relationship of personal interests, goals, & course planning related to careers
 - Academic & Career Plan
-

Charting the Course for Middle School Career Development



Career Development



Review these 17 Career Clusters to begin exploring your career interests

Career Clusters

AGRICULTURE, FOOD, & NATURAL RESOURCES

Farmers • Animal caretakers • Recycle collectors • Environmental scientists • Water treatment operators • Foresters



ARCHITECTURE & CONSTRUCTION

Carpenters • Landscapers • Construction laborers & equipment operators • Electricians • Brick masons • HVAC & refrigeration mechanics

ARTS, AUDIO/VIDEO TECHNOLOGY, & COMMUNICATIONS

Graphic designers • Actors, dancers, & photographers • Writers, authors, & editors • Producers & directors



BUSINESS MANAGEMENT & ADMINISTRATION

Bookkeepers & shipping clerks • Office clerks • Administrative assistants • Managers • Customer service representatives



EDUCATION & TRAINING

Teachers & administrators • Teacher assistants • College professors • Counselors • Librarians • Coaches



ENERGY

Plumbers & pipefitters • Power line installers • Solar & wind turbine technicians • Power plant operators • Engineers



GOVERNMENT & PUBLIC ADMINISTRATION

Translators • Compliance officers • Building inspectors • Court clerks • Occupational health & safety specialists

FINANCE

Accountants • Financial analysts • Insurance agents • Loan officers • Bank tellers



HEALTH SCIENCE

Home health aides • Nurses • Pharmacy technicians • Doctors • Pharmacists • EMTs & paramedics • Occupational & radiation therapists



HOSPITALITY & TOURISM

Chefs • Recreation workers • Food service • Hotel staff • Amusement attendants • Host/hostesses



HUMAN SERVICES

Personal care aides • Childcare workers • Fitness trainers & massage therapists • Mental health counselors • Social workers • Hairstylists



INFORMATION TECHNOLOGY

Software developers • Network & computer system administrators • Computer programmers • Support specialists • Information security analysts

LAW, PUBLIC SAFETY, CORRECTIONS, & SECURITY

Security guards • Police & correctional officers • Lawyers, paralegals, & legal assistants • Firefighters • Detectives & criminal investigators



MANUFACTURING

Production supervisors • Machinists, welders, & testers • Purchasing agents • Maintenance & repair workers • Team assemblers



MARKETING

Retail supervisors • Sales representatives • Marketing research analysts • Realtors • Public relations specialist



SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS (STEM)

Engineers • Archaeologists • Soil & water conservationists • Environmental scientists

TRANSPORTATION

Automotive service technicians • Logisticians • Bus, taxi, & tractor-trailer driver • Freight, stock, & material movers



Center on
transition
innovations



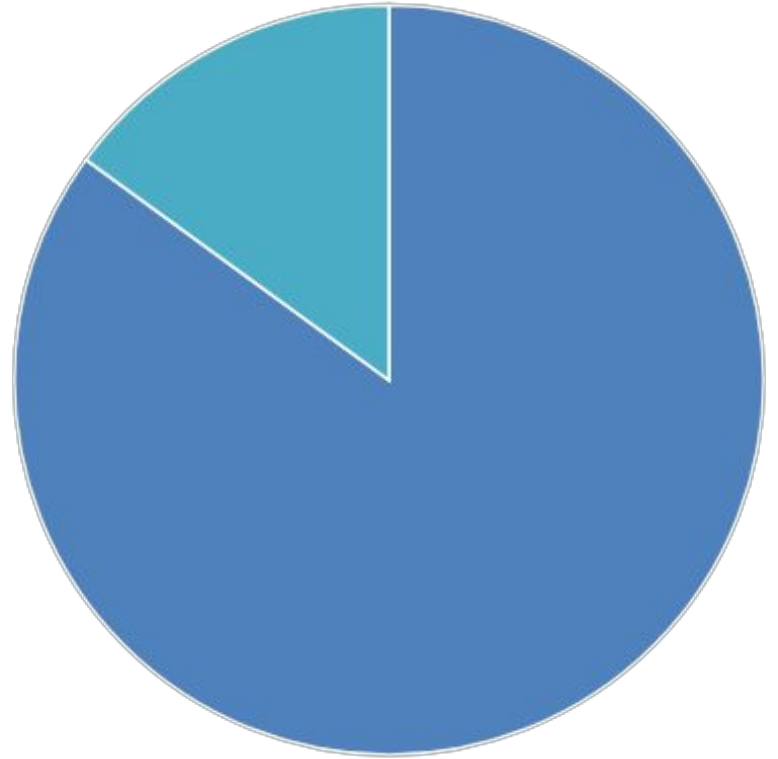
Career Clusters

- Offers a framework to explore options
 - Organizes academic and technical knowledge/skills into a sequence
 - Identifies pathways
 - Provides alignment of academic/technical skills with workplace readiness skills
 - Allows opportunities to involve parents, business, and school
-

Teach Workplace Readiness

We know the needs...

Research conducted by Harvard University, the Carnegie Foundation and Stanford Research Center has concluded that 85% of job success comes from having well-developed soft and people skills, and only 15% of job success comes from technical skills and knowledge (hard skills).



What are Workplace Readiness Skills (WRS)?

21st Century Workplace Readiness Skills for the Commonwealth

Needs Identified by Virginia Employers

Personal Qualities and Abilities

1. **CREATIVITY AND INNOVATION:** Employs originality, inventiveness, and resourcefulness in the workplace
2. **CRITICAL THINKING AND PROBLEM-SOLVING:** Uses sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action
3. **INITIATIVE AND SELF-DIRECTION:** Independently looks for ways to improve the workplace and accomplish tasks
4. **INTEGRITY:** Complies with laws, procedures, and workplace policies; demonstrates honesty, fairness, and respect
5. **WORK ETHIC:** Consistently works to the best of one's ability and is diligent, dependable, and accountable for one's actions

Interpersonal Skills

6. **CONFLICT RESOLUTION:** Negotiates diplomatic solutions to interpersonal and workplace issues
7. **LISTENING AND SPEAKING:** Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience
8. **RESPECT FOR DIVERSITY:** Values individual differences and works collaboratively with people of diverse backgrounds, viewpoints, and experiences
9. **CUSTOMER SERVICE ORIENTATION:** Anticipates and addresses the needs of customers and coworkers, providing thoughtful, courteous, and knowledgeable service
10. **TEAMWORK:** Shares responsibility for collaborative work and respects the thoughts, opinions, and contributions of other team members



Professional Competencies

11. **BIG PICTURE THINKING:** Understands one's role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one's actions
12. **CAREER AND LIFE MANAGEMENT:** Plans, implements, and manages personal and professional development goals related to education, career, finances, and health
13. **CONTINUOUS LEARNING AND ADAPTABILITY:** Accepts constructive feedback well and is open to new ideas and ways of doing things; continuously develops professional skills and knowledge to adjust to changing job requirements
14. **EFFICIENCY AND PRODUCTIVITY:** Plans, prioritizes, and adapts work goals to manage time and resources effectively
15. **INFORMATION LITERACY:** Locates information efficiently, evaluates the credibility and relevance of sources and facts, and uses information effectively to accomplish work-related tasks
16. **INFORMATION SECURITY:** Understands basic Internet and email safety and follows workplace protocols to maintain the security of information, computers, networks, and facilities
17. **INFORMATION TECHNOLOGY:** Maintains a working knowledge of devices, resources, hardware, software, systems, services, applications, and IT conventions
18. **JOB-SPECIFIC TOOLS AND TECHNOLOGIES:** Knows how to select and safely use industry-specific technologies, tools, and machines to complete job tasks effectively
19. **MATHEMATICS:** Applies mathematical skills to complete tasks as necessary
20. **PROFESSIONALISM:** Meets organizational expectations regarding work schedule, behavior, appearance, and communication
21. **READING AND WRITING:** Reads and interprets workplace documents and writes effectively
22. **WORKPLACE SAFETY:** Maintains a safe work environment by adhering to safety guidelines and identifying risks to self and others

WRS are...

- necessary to maintain employment
- most desirable skills identified by employers
- essential for workplace success



What is one WRS you use every day?

Possibilities . . .

<https://youtu.be/E9m7ltOzryQ?si=KhSUH-wu8nQ2Vj90>



What **early** transition predictors were used in Lane's story?

What additional steps could educators take to support Lane & his family's vision for his future?

Accessibility

- Provide AAC
- Differentiate the tasks for engagement
- Use assistive technology
- Incorporate students' interests and sensory needs

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Workplace Readiness Rubric

A tool to capture student strengths and instructional needs to plan instruction, provide practice, and monitor student growth in 22 workplace readiness skills for use in school and community experiences.

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WORKPLACE READINESS SKILLS RUBRIC

Directions:
Virginia's 21st Century Workplace Readiness Skills are personal qualities, people skills, and professional traits that are necessary for employment success. To assess the student, for each skill description select the performance category that best describes the student's performance level in the classroom and in work-based learning experiences in school and the community. After completing the rubric, analyze the results to determine the student's strengths and areas of instructional needs. Use this information to plan instruction, provide opportunities for practice, and reassess for growth.

Performance Levels:

- 5** Can teach peers
- 4** Can perform independently with or without accommodations
- 3** Can perform with limited supervision
- 2** Can perform with supervision
- 1** Cannot perform

Skill Category	Skill Description	5 Teach Peers	4 Perform Independently	3 Limited Supervision	2 Supervised	1 Cannot Perform
1 Creativity and Innovation	Employs creativity	Teaches others to employ creativity	Independently employs creativity	Needs limited supervision to employ creativity	Needs supervision to employ creativity	Does not employ creativity
	Employs a new or inventive approach (ideas, strategies) to solve problems in the workplace	Teaches others to employ resourcefulness	Independently employs resourcefulness	Needs limited supervision to employ resourcefulness	Needs supervision to employ resourcefulness	Does not employ resourcefulness

2

(CTI Workplace Readiness Skills Rubric)

Involve & Engage Families

Self-Awareness: Take Action

School

- Identify preferences, interests for employment
- Gather strengths/skills from others
- Provide opportunities for student to self-monitor
- Teach/assess social and work behaviors

Home

- Discuss importance of work
 - Assign chores, encourage independence
 - Talk about strengths and support in home/community
 - Identify personality preferences
 - Teach and model appropriate work behaviors
-

Exploration: Take Action

School

- Informational interviews
- Career fairs
- Job shadowing
- Mentorships
- Internships

Home

- Discuss careers in family
 - Job shadow family/friend
 - Seek out volunteer/
part-time opportunities
 - Research career training
requirements
 - Identify positive work
habits
-

Make Choices/Prepare: Take Action

School

- Match SPIN to career(s) of interest
- Create pros/con list
- Identify where education, training can be obtained
- Create steps needed to reach career of interest

Home

- Discuss financial plan for training in career(s) of interest
 - Research education, training options
 - Discuss how disability can impact success
 - Discuss next steps and goals
-

Preparation/Training: Take Action

School

- Participate in a WBL internship in career of interest
- Identify workplace readiness strengths/needs
- Prep student to lead IEP
- Align course of study as a prerequisite for education/training

Home

- Seek out part-time work related to career interest
 - Increase responsibilities at home
 - Identify and visit education/training programs
 - Research process for obtaining accommodations
-

Design Work-Based Learning K-8



Designing Work Based Learning K-8

In your group, brainstorm the following questions and record your responses on the chart paper provided.

- What does WBL look like in your grade band?
 - What are some examples of inclusive opportunities?
 - What workplace readiness skills will students develop?
 - How will you share student growth with next grade level?
-

Elementary



Middle School



Evaluation Tools & Resources

Evaluation Tools

- **Observation Checklists:** Track engagement, participation, and understanding during activities
 - **Student Work Samples:** Drawings, writing prompts (e.g., “When I grow up...”), sorting tasks
 - **Exit Tickets:** Simple questions or pictures to show what students learned
 - **Portfolios:** Collect artifacts over time to show growth in awareness
 - **Self-Reflection Tools:** Visual scales or smiley face charts for students to express interest or enjoyment
 - **IEP Goal Alignment:** Tie activities to functional or pre-vocational goals when appropriate
-

Components of the ACP Portfolio

VDOE Elementary School
Academic & Career Plan
Portfolio (ACCP)

ACPP Toolkit

Self-Awareness

- One Pager
- All About Me documents

Career Preference Assessment

- Apply strengths & interests
- WBL experiences
- Student reflections

Evidence of Career Exploration

- Virtual Career Exploration
- Career Clusters Awareness
& Exploration

Book Creator

- Free Library for teachers to create 40 books to share
- Multiple accessibility features
- Read on tablets, laptops, and desktops
- Insert videos, audio, images with ease



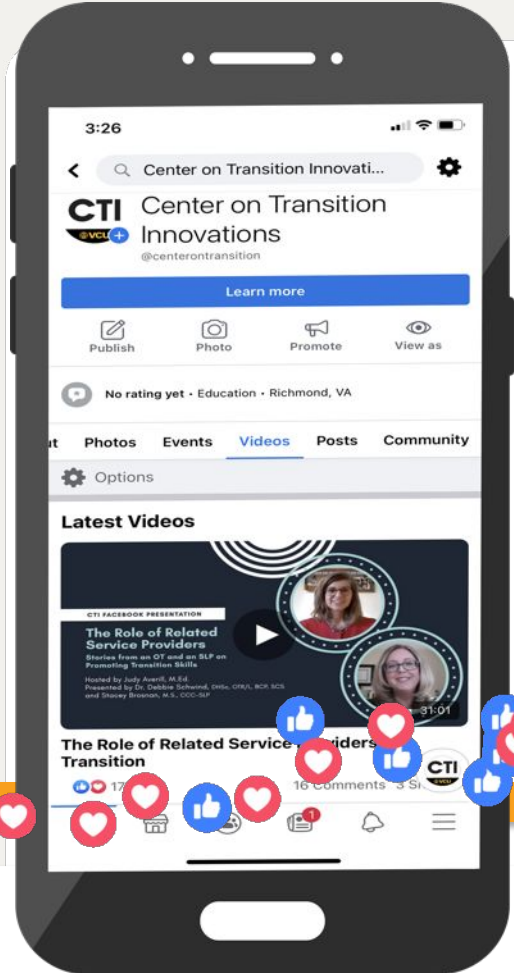
Resources

- [Career Exploration Curriculum](#)- elementary school
 - [Career Investigations Curriculum](#)- middle school
 - [Pathful](#) & [Pathful Jr.](#) -online career education platforms
 - [Middle School Career Development Framework](#)-CTI Guide
 - [VA Career View](#) -career resources PreK-12
 - [VA Education Wizard](#)- career & college planning website
 - [Elementary Career Cluster Awareness](#)- blog with activities
 - [Career Development Activity Ideas](#)- for home and school k-12
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Presentation Feedback

Please take a moment to scan the QR code and complete the feedback survey. Thank you!

Title:

Project Peace: WBL

Opportunities:

**Elementary and Middle
School Grades**



THANK YOU

Project PEACE is funded by the Projects of National Significance: Community
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