



COMMONWEALTH of VIRGINIA

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November 1, 2023

Office of the Governor
P.O. Box 1475
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The Honorable G. "John" Avoli
Chair, House Committee on Education
P.O. Box 1942
Staunton, Virginia 24402

The Honorable L. Louise Lucas
Chair, Senate Committee on Education and Health
P.O. Box 700
Portsmouth, Virginia 23705-0700

Dear Sir and Madame:

The Virginia Department of Education convened a stakeholder work group to identify best practices and make recommendations on reducing barriers to and improving the access of paid work-based learning experiences for English language learner students.

This summary report includes the initial findings of the work group members. Next steps toward the expansion of high-quality work-based learning for all Virginia students will include identification of current best practices and barriers identified by Virginia employers across sectors of business and industry in the Commonwealth.

If you have any questions or require additional information, please do not hesitate to contact Dr. Anthony Williams, Director, Office of Career, Technical, and Adult Education, at anthony.williams@doe.virginia.gov or (804) 418-4720.

Sincerely,

A handwritten signature in black ink, appearing to read "Lisa Coons", written over a light blue horizontal line.

Dr. Lisa Coons

LC/aw

C: The Honorable Aimee Rogstad Guidera, Secretary of Education



REPORT ON

IDENTIFYING BARRIERS TO PAID

WORK-BASED LEARNING

EXPERIENCES FOR ENGLISH

LEARNERS

November 1, 2023

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INTRODUCTION

The 2023 General Assembly directed the Board of Education to convene a stakeholder work group to examine and make recommendations on reducing barriers to access paid work-based learning experiences for English language learners. SB1430 states the following:

Be it enacted by the General Assembly of Virginia:

1. § 1. The Department of Education shall convene a stakeholder work group to make recommendations on reducing barriers to and improving the access of paid work-based learning experiences for English language learner students. In making its recommendations, the work group shall (i) identify best practices that are currently implemented in local school divisions in the Commonwealth to overcome barriers impeding the access of English language learner students to paid work-based learning experiences and (ii) consider strategies to further improve the access of English language learner students to paid work-based learning experiences. The work group shall submit its recommendations to the Governor and the Chairmen of the House Committee on Education and the Senate Committee on Education and Health no later than November 1, 2023.

The Office of Career, Technical, and Adult Education convened a stakeholder workgroup meeting to identify best practices, barriers to and access of paid work-based learning experiences for English learner students. This report includes recommendations on reducing barriers for English learners and how to improve access to paid work-based learning experiences.

SB1430 WORKGROUP MEMBERS

Business and Industry			
Name	Role	Division/Organization	Region
Christina Brooks	Director, Community Initiatives	Hampton Roads Workforce Development	2
Laura Lewis	President	VA Teachers of English to Speakers of Other Languages	5
Morgan Romeo	Executive Director	Greater Roanoke Workforce Development Board	6
Cindy Shao	President	Asian-American Chamber of Commerce	4
My Lan Tran	Member	Virginia Asian Chamber of Commerce	4
Selvon Malcolm Waldron	Executive Director	Genesys Works National Capital Region	4

Career and Technical Education			
Name	Role	Division/Organization	Region
Dawn Carter	Work-Based Learning Coordinator	Hopewell Public Schools	1
Sue Venable-Shelton	Supervisor of Career & Technical Education	Spotsylvania County Public Schools	3
Kathleen Duncan	Director of Career & Technical Education	Roanoke Public Schools	6
Jess Truax	Work-Based Learning Coordinator	Roanoke Public Schools	6
Mark Husband	Career and Technical Education Administrator	Montgomery County Public Schools	6
English Learner			
Name	Role	Division/Organization	Region
Sarah Modrak	Title III English Second Language Specialist	Henrico County Public Schools	1
Teresa Ibarra	Coordinator of English Second Language/Migration & Gifted	Accomack County Public Schools	2
Kristine Lentz-Johnston	Supervisor Sustainability Federal Programs	Prince William County Public Schools	4
Jean Pfautz	Coordinator of Gifted and English Second Language Instruction	Charlottesville Public Schools	5
Lauren MacLean	Assistant Director English Learners, and World Languages	Albemarle County Public Schools	5
Corey Alder	Title III Coordinator	Roanoke Public Schools	6
Elizabeth Stringer-Nunley	Title III Coordinator	Galax Public Schools	7
Courtney Proffitt	English Language Teacher/Virginia English Learners Supervisor's Association President	Bristol Public Schools	7
Hector Yanez	English Language Teacher/Family Engagement	Greensville County Public Schools	8
Postsecondary			
Name	Role	Division/Organization	Region
Jenna Lenhardt	Director of Strategic Recruitment & Outreach	Virginia Commonwealth University	1
Kimberly Young	Associate Provost for Career and Workforce	University of Mary Washington	3
Jessie Vernon	Work-Based Learning Point of Contact	Institute for Advanced Learning & Research	6

School Division			
Name	Role	Division/Organization	Region
Maritsa Algers	School Board Member/Former Principal	Newport News Public Schools	2
Roxana Bandes	Former English Language Student/Assistant Director for Student Access & Opportunity	Stafford County Public Schools	3
Cathy Jones	Assistant Superintendent	Madison County Public Schools	4
Angela Andreport	Building Principal	Pittsylvania County Public Schools	6
Takiwi Milton-Babalola	Chief Academic Officer	Danville Public Schools	6

BACKGROUND

Career and Technical Education programs are a comprehensive sequence of courses that incorporate laboratory and classroom instruction and emphasize occupational experiences that prepare students for further education and gainful employment. During the 2022-2023 school year, 724,239 students participated in middle and high school Career and Technical Education courses.

Labor market and employment data supports the development of statewide curriculum and approval of local Career and Technical Education course offerings. To ensure courses offered in the school divisions are consistent with regional, statewide, and national employment demand, the Office of Career, Technical, and Adult Education have developed criteria to measure whether new Career and Technical Education courses are aligned with labor market demand. Labor market and employment data are secured from [Trailblazers](#). Trailblazers, a joint project of the Office of Career, Technical, and Adult Education and the Weldon Cooper Center for Public Service at the University of Virginia, brings current, high-quality demographic and labor market data together with policy and program analysis to support continuous improvement in Career and Technical Education. Trailblazers supports the goals articulated by the [Strengthening Career and Technical Education for the 21st Century Act \(Perkins V\)](#), particularly in its focus on expanding educational and employment opportunities for students.

Virginia provides secondary school students the opportunity to participate in dual or concurrent enrollment Career and Technical Education programs. Community college and school division partnerships identify a common set of foundation courses that could simultaneously serve as eleventh- and twelfth-grade dual enrollment courses and registered apprenticeships. Career and Technical Education programs include the following components:

- Curriculum and Instruction – the essential component for students to master the academic and technical competencies, attitudes, and work ethic necessary for career success and lifelong learning.
- Career and Technical Student Organizations – organizations that provide experiences that reinforce and strengthen classroom learning and prepare students for individual responsibility, teamwork, and leadership in their chosen career pathways.
- Career and Technical Education High-Quality Work-Based Learning – experiences that apply and refine knowledge, attitudes, and skills through professionally coordinated and supervised work experience directly related to career goals.

CURRICULUM AND INSTRUCTION

The Office of Career, Technical, and Adult Education develops relevant and rigorous curricula, with input from business and industry stakeholders and teachers, which prepare students with the academic, employability, and technical knowledge and skills to meet local, state, and national workforce needs. The National Career Clusters Framework serves as an organizing tool for the occupational grouping of 534 Career and Technical Education course curricula in the Commonwealth. Virginia has 17 career clusters (Figure 1), representing 83 career pathways.

Figure 1:

17 Career Clusters	
Agriculture, Food & Natural Resources	Hospitality & Tourism
Architecture & Construction	Human Services
Arts, A/V Technology & Communications	Information Technology
Business Management & Administration	Law, Public Safety, Corrections & Security
Education & Training	Manufacturing
Energy	Marketing
Finance	Science, Technology, Engineering & Mathematics
Government & Public Administration	Transportation, Distribution & Logistics
Health Science	

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

Career and technical student organizations enhance Career and Technical Education through the co-curricular network of programs, business and community partnerships, and leadership experiences at the school, state, and national levels. Students enrolled in Career and Technical Education courses are members of the local career and technical student organization chapters

related to their courses and are provided with opportunities to apply academic, technical, and employability knowledge and skills necessary in today's workforce.

HIGH-QUALITY WORK-BASED LEARNING

Career and Technical Education High-Quality Work-Based Learning is comprised of school-coordinated workplace experiences that are:

- related to students' career goals and/or interests,
- integrated with instruction, and
- performed in partnership with local businesses and organizations.

The Virginia Department of Education recognizes 12 Career and Technical Education High-Quality Work-Based Learning experiences. Career and Technical Education High-Quality Work-Based Learning experiences enable students to apply classroom instruction in a real-world business or service-oriented work environment. Across the Commonwealth, 57,513 secondary students participated in Work-Based Learning connected to their Career and Technical Education course(s) during the 2022-23 school year.

PERKINS V: SPECIAL POPULATION STUDENT GROUPS

Special populations are identified in Perkins V as Career and Technical Education student categories that are eligible for supports and services to help ensure program accessibility through regulations and targeted local uses of funds to assist in overcoming barriers that may limit their opportunity for success.

1. Students with disabilities
 - a. a physical or mental impairment that substantially limits one or more major life activities of such individual;
 - b. a record of such an impairment; or
 - c. being regarded as having such an impairment.
2. Students from economically disadvantaged families, including low-income youths and adults
 - a. receives, or in the past six months has received, or is a member of a family that is receiving or in the past six months has received, assistance through the Supplemental Nutrition Assistance Program, the Temporary Assistance for Needy Families program, or the Supplemental Security Income program, or state or local income-based public assistance;

- b. is in a family with total family income that does not exceed the higher of—
 - 1. the poverty line; or
 - 2. 70 percent of the lower living standard income level;
 - c. is a homeless individual (as defined in Section 41403(6) of the Violence Against Women Act of 1994 H. R. 803—12 (42 U.S.C. 14043e–2(6))), or a homeless child or youth (as defined under Section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)));
 - d. receives or is eligible to receive a free or reduced price lunch under [the Richard B. Russell National School Lunch Act \(42 U.S.C. 1751 et seq.\)](#);
 - e. is a foster child on behalf of whom state or local government payments are made;
 - f. is an individual with a disability whose own income meets the income requirement of (b.), but who is a member of a family whose income does not meet this requirement.
3. Students preparing for nontraditional fields
 - a. an individual entering an occupation or field of work for which that individuals’ gender comprises less than 25% of those employed in said occupation or field of work.
 4. Single parents, including single pregnant women
 - a. an individual who is unmarried or legally separated from a spouse and has a minor child or children for which the parent has either custody or joint custody or is pregnant.
 5. Out-of-workforce individuals
 - a. an individual who is a displaced homemaker, as defined in Section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); or
 - b. an individual who –
 1. has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or
 - a. is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than two years after the date of which the parent applies for assistance under such title; and
 - b. is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.
 6. English Learners
 - a. a secondary school student who is an English learner, as defined in Section 8101 of the Elementary and Secondary Education Act of 1965.
 - b. an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and –
 1. whose native language is a language other than English; or
 2. who lives in a family environment or community in which a language other than English is the dominant language.

7. Homeless students described in Section 725 of the McKinney-Vento Homeless Assistance Act
 - a. an individual who lacks a fixed, regular, and adequate nighttime residence; and
 - b. includes –
 1. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
 2. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 3. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 4. migratory children (such term is defined in Section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in (a) through (c).⁴
8. Youth who are in, or have aged out of, the foster care system
 - a. a minor placed into an alternative living environment due to neglect or abuse by their legal guardian; or
 - b. an individual in foster care who has reached their 21st birthday and aged out of the system.
9. Youth with a parent who –
 - a. is a member of the armed forces (such term is defined in Section 101(a)(4) of Title 10, United States Code); and
 - b. is on active duty (such term is defined in Section 101(d)(1) of Title 10, United States Code.)

Special populations students need opportunities to receive educational and occupational skills necessary for entering the workforce. Specific work-based accommodations for special populations students will vary according to a student’s needs, the worksite, and the job requirements. Special populations students will often require the same accommodations or modifications present in the school environment to be used in the worksite.

ENGLISH LEARNERS

English learners are students who are not yet able to communicate fluently or learn effectively in English. They often come from non-English-speaking homes and backgrounds and require specialized or modified instruction in both their academic courses and the English language itself. Many English learners in secondary school settings are identified as long-term English

learners. These students are at risk of dropping out of high school. Long-term English learners face unique challenges and barriers in accessing education opportunities, which has resulted in persistent differences in academic outcomes between English learners and non-English learners, as well as negative consequences that reach far beyond school. ([Inside IES Research, 2021](#))

According to the federal definition as described in Section 9101(25) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act of 2015 (ESSA), an English learner in the Commonwealth of Virginia is a student:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)(i) who was not born in the United States or whose native language is a language other than English;
- (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas;

And

- (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
- (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - (i) the ability to meet the challenging State academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

[ESSA, Sec. 8101 (20)]

Additionally, “...offering equal access to the core curriculum, [Local Education Agencies] have an obligation to provide English Learners with equal opportunities to participate meaningfully in “all programs and activities...whether curricular, co-curricular, or extracurricular” (U.S. Department of Education, Office of Civil Rights, and U.S. Department of Justice, January 2015).

As Figure 2 indicates, English learners are a growing part of Virginia’s K-12 student population.

Figure 2:

Enrollment	Languages
<ul style="list-style-type: none"> – 93,746 English learner students enrolled during the 2012-2013 school year. – 128,939 English learner students enrolled in during the 2021-2022 school year. – Approximately 10% of the total student population are English learners. 	<ul style="list-style-type: none"> – 271 represented. – Top five languages: <ul style="list-style-type: none"> • Spanish 90,684 • Arabic 5,479 • Dari 2,589 • Urdu 2,409 • Northern Pashto 2,187

English learners bring with them cultural and linguistic experiences that represent a rich diversity in Virginia public schools. Reducing barriers and increasing access to paid work-based learning opportunities for English learners capitalizes on the assets they possess, building their capacity to stay in school, gain future employment, or attend a postsecondary institution.

In the Commonwealth of Virginia, there are several classifications of English learners, and they are in the following categories:

- Born in the United States.
- Newcomers: born outside the United States and have been in U.S. schools for one year or less.
- Refugee/Asylee: an English learner who has been forced to leave their homeland.
- Students with Limited or Interrupted Formal Schooling (SLIFE).
- Long-term English Learners (LTEL): students who have been receiving English learner services for more than five years.
- Dually identified: Students who have been identified as English learners and as students with a special need.

English learners with disabilities were more likely to be classified as having a specific learning disability than their non-English-learner counterparts. English learners often have dual needs: the need for English instruction and the need for occupational skills training, including oral and written communication skills along with the occupational skills and credentials valued by employers (Parrish & Johnson, 2010). Overall, English learners face unique challenges but represent an extraordinary asset to our country if their full potential can be unlocked and harnessed.

Career and Technical Education High-Quality Work-Based Learning experiences provide integration of the classroom and workplace, drawing on the unique assets of English learners. Being multilingual means that English learners think in more than one language, English learners

engage in work with others from different cultural backgrounds, and English learners develop English language skills that help to contribute fully to classrooms and communities. To help further develop these skills, the Career and Technical Education High-Quality Work-Based Learning coordinator/teacher/point of contact may need to consult with the Language Instruction Educational Program/English learner teacher to determine necessary accommodations.

Accommodations to consider include, but are not limited to:

- using prior knowledge and building background
- providing support in the learner’s first or home language where appropriate and possible, such as a bilingual dictionary
- aligning tasks with experiences and interests
- providing opportunities to engage in ways that do not solely rely on language
- supporting language development through the use of visuals and/or gestures
- speaking slowly and clearly
- repeating or clarifying directions
- modeling the task
- providing examples of the expected outcomes.

States must annually assess the English language proficiency of English learners, provide reasonable accommodations for them on state assessments, and develop new accountability systems that include long-term goals and measures of progress for English learners. Efforts to transition English learners to work and/or training are more likely to be successful if the knowledge and skills that students learn reflect the demands of employment in local industries.

BEST PRACTICES FOR CAREER AND TECHNICAL EDUCATION HIGH-QUALITY WORK-BASED LEARNING

Students enhance their knowledge, skills, and attitudes by participating in supervised, authentic experiences that assist with career development beyond their secondary and postsecondary education. As students participate in Career and Technical Education High-Quality Work-Based Learning experiences, their various paths can be grouped into three categories: career awareness, career exploration, and career preparation.

- Career awareness activities prepare students for Career and Technical Education High-Quality Work-Based Learning experiences. These activities increase student awareness of personal interests and talents along with the education and training needed to pursue a career goal. Through career awareness activities, students gain an initial understanding of work, various industries, and different career pathways. Examples of career awareness activities include guest speakers, career days, field trips and workplace tours.

- Career exploration encourages students to develop career interests, have a better understanding of pathways to a chosen career, and demonstrate the skills needed to make informed decisions regarding secondary and postsecondary education and training. These experiences are shorter in duration than career preparation experiences.
- Career preparation experiences deepen student knowledge and develop skills necessary for success in employment and postsecondary education. These experiences are recommended for students who have a clear goal of entering the workforce after high school or enrolling in a closely related postsecondary program. Career preparation experiences take place over a longer time frame and involve more responsibilities than career exploration experiences. Examples include externships, internships, cooperative education, registered apprenticeships, and youth registered apprenticeships.

Career and Technical Education High-Quality Work-Based Learning experiences complement Virginia’s 5 C’s – critical thinking, collaboration, communication, creative thinking, and citizenship – by allowing students to apply these skills in a real-world business or service-oriented environment. Career and Technical Education High-Quality Work-Based Learning experiences also help students meet graduation requirements. [Code of Virginia § 22.1-253.13:4.D.6](#) in part requires that students:

- (i) complete an Advanced Placement, honors, International Baccalaureate, or dual enrollment course; or
- (ii) complete a high-quality work-based learning experience, as defined by the Board; or
- (iii) earn a career and technical education credential that has been approved by the Board.

The [Career and Technical Education High-Quality Work-Based Learning Guide](#) is based on the redesigned methods of instruction effective September 28, 2023, and provides guidelines and resources for the administration of job shadowing, service learning, mentorship, externship, school-based enterprise, internship, entrepreneurship, clinical experience, cooperative education, youth registered apprenticeship, registered apprenticeship, and supervised agricultural experience.

RECOMMENDATIONS FOR IMPROVING ACCESS

During the September 15, 2023 workgroup meeting, stakeholders were divided into small groups to discuss best practices and to identify potential barriers to paid work-based learning experiences for English learners. The barriers identified include eligibility to work, transportation, lack of language supports in the workplace, graduation requirements, schools limited access or connection to employers, potential unconscious bias, not enough regional companies/employers, staffing, families, and students.

A follow-up stakeholder meeting was held on September 28, 2023, to review the list of proposed barriers and to determine recommendations for increased student access to paid work-based learning experiences. The stakeholder workgroup identified 17 recommendations to include student eligibility to work, establishing guidelines for documentation, adding flexibility for students under the age of eighteen, and modifying student schedules to allow them to participate in paid Career and Technical Education High-Quality Work-Based Learning experiences at times that meets the employer’s needs. Additionally, the group recommends promoting the importance of student academic and career plans, better communicating graduation requirements to students and families, intentionally integrating work-based learning instruction with coursework, and providing additional professional development for teachers to foster career exploration. The group also recommends funding for language supports, updating the Career and Technical Education High-Quality Work-Based Learning Guide, reducing English learner student-to-teacher ratios, hiring work-based learning coordinators in schools, and the need to provide incentives for employers to hire English learner students. The comprehensive results from the stakeholder meetings were compiled, and the detailed results are reflected in the chart below:

Potential Barriers	Recommendations for Improving Access
<p>Eligibility to work:</p> <ul style="list-style-type: none"> • Necessary documentation • No Social Security number 	<p><u>Urgent</u></p> <ul style="list-style-type: none"> • Establish guidelines for students on the required documentation given to anyone supporting students for enrollment in Career and Technical Education High-Quality Work-Based Learning experiences. • Add flexibility for students under the age of 18 to participate in Career and Technical Education High-Quality Work-Based Learning experiences. <p><u>Important</u></p> <ul style="list-style-type: none"> • Increase awareness of parents by communicating the requirements for work. Examples include state and federal labor and employment laws. Communications should also be available in multiple languages and formats. • Grant waivers for students to obtain state board licenses that require a state ID. • Increase collaboration between state and federal agencies. • Add flexibility that will allow students to be eligible for a student visa (J1) • Fund stipends that will support student eligibility to work.

Potential Barriers	Recommendations for Improving Access
<p>Transportation</p>	<p><u>Urgent</u></p> <ul style="list-style-type: none"> • Modify student schedules to support the needs of business and industry using the existing transportation infrastructure. <p><u>Important</u></p> <ul style="list-style-type: none"> • Increase the number of school division transportation staff by allowing staff to drive students to work sites. • Increase the number of Career and Technical Education High-Quality Work-Based Learning opportunities within the school division. • Increase partnerships with local and regional transportation agencies/boards and nonprofits. • Create funding for transportation to take students to and from school to the workplace. Examples include bus passes, taxis, and other rideshare services. • Incentivize volunteers and businesses to provide transportation for students.
<p>Lack of language supports in the workplace</p> <ul style="list-style-type: none"> • Safety concerns related to English proficiency • Accommodations not available in the workplace for safety assessments 	<p><u>Urgent</u></p> <ul style="list-style-type: none"> • Provide career switcher courses on English as a Second Language. • Teach students how to advocate for themselves to communicate workplace issues and concerns. <p><u>Important</u></p> <ul style="list-style-type: none"> • Provide best-practice training for employers. • Provide multilingual resources for employers. • Create partnerships with employers and course instructors to develop the language skills for the employment site and job function. • Require that employers provide safety information and signage in a language a student can understand. • Provide technology for students in the workplace to support their language needs.

Potential Barriers	Recommendations for Improving Access
<p>Graduation requirements</p> <ul style="list-style-type: none"> No time in a student's schedule 	<p><u>Urgent</u></p> <ul style="list-style-type: none"> Provide clear communication on graduation requirements. Intentionally connect High-Quality Work-Based Learning with Career and Technical Education courses required for graduation. Develop a career exploration course specifically for English learner students. <p><u>Important</u></p> <ul style="list-style-type: none"> Develop partnerships with higher education institutions, connecting Career and Technical Education High-Quality Work-Based Learning experiences and postsecondary education. Integrate work-based learning experiences into any course. Provide flexibility in student schedules to provide night and weekend instruction.
<p>Schools' limited access or connection to employers</p>	<p><u>Urgent</u></p> <ul style="list-style-type: none"> Provide additional professional development for teachers to promote career exposure for middle and high school career plans. Promote grow-your-own K-12 programs and capitalize on student placement within the school division. <p><u>Important</u></p> <ul style="list-style-type: none"> Connect employers with school divisions for job fairs and presentations. Promote partnerships with Chambers of Commerce to facilitate connections. Streamline the process for community partners.
<p>Potential unconscious bias:</p> <ul style="list-style-type: none"> From employers In the application process 	<p><u>Urgent</u></p> <ul style="list-style-type: none"> Create a marketing campaign and promotional materials to support Career and Technical Education High-Quality Work-Based Learning experiences. <p><u>Important</u></p> <ul style="list-style-type: none"> Provide training on viewing students from an asset-based lens. Being multilingual is a strength. Create one-page flyers and other resources to support asset-based approach. Provide translated job applications or other supports for students to complete the application.

Potential Barriers	Recommendations for Improving Access
<p>Not enough regional companies/employers</p>	<p><u>Urgent</u></p> <ul style="list-style-type: none"> • Establish funding to support student wages. • Establish incentives for employers to hire English learner students. <p><u>Important</u></p> <ul style="list-style-type: none"> • Research best practices for virtual Career and Technical Education High-Quality Work-Based Learning opportunities. • Establish a partnership with the Community Partners Alliance for paid internships. • Partner with neighboring states and counties to increase work-based learning opportunities.
<p>Staffing</p> <ul style="list-style-type: none"> • Staffing ratios • Summer staff • Staff required for non-profit participation • Staff who are knowledgeable 	<p><u>Urgent</u></p> <ul style="list-style-type: none"> • Reduce English learner teacher-to-student ratios and allow English learner support for Career and Technical Education. • Provide funding for Work-Based Learning coordinators in schools and make it a dedicated position. <p><u>Important</u></p> <ul style="list-style-type: none"> • Increase the number of bilingual paraprofessionals. • Provide additional funding for professional development. • Provide funding for school divisions to support planning time for curriculum integration. • Continue to review instructional frameworks for alignment with Career and Technical Education for courses.
<p>Families</p> <ul style="list-style-type: none"> • Language barrier • Awareness of opportunities • Lack of partnerships with community • Relationship with schools 	<p><u>Urgent</u></p> <ul style="list-style-type: none"> • Provide funding to support translators and interpreters. • Provide Virginia Department of Education publications on English learners and Career and Technical Education High-Quality Work-Based Learning experiences in other languages. <p><u>Important</u></p> <ul style="list-style-type: none"> • Provide student and family engagement by using student ambassadors and family liaisons. • Increase engagement of families with employers. • Provide interpretation and translation of documents for events and student services. • Establish community partnerships to share resources with families.

Potential Barriers	Recommendations for Improving Access
<p>Students:</p> <ul style="list-style-type: none"> • Attendance • Awareness of opportunities • English language proficiency • Responsibilities outside school 	<p><u>Urgent</u></p> <ul style="list-style-type: none"> • Create a workgroup to review and revise the <i>Career and Technical Education High-Quality Work-Based Learning Guide</i>. <ul style="list-style-type: none"> ○ Identify the connections between school coursework and the workplace. ○ Solicit parent and student input in the revision process through public comment. • Promote academic and career planning. <p><u>Important</u></p> <ul style="list-style-type: none"> • Provide resources and information in a language that is accessible. • Support the creation of local educational agency virtual modules that support high school career awareness, exploration, and preparation activities. • Establish a Virtual Virginia course in different languages that supports career exploration for English learner students.

ADDITIONAL RECOMMENDATIONS

For English learners to be successful in the workplace and to gain access to paid work-based learning experiences, we must encourage collaboration between school divisions and business and industry stakeholders. Barriers must be removed for students to obtain the necessary documentation to meet workplace eligibility requirements. Exploration of transportation solutions will provide students the opportunity to get to and from the work site. Language supports in the classrooms and at the work site can alleviate safety concerns related to English proficiency, and funding to support additional staffing and training at the school level will support the expansion of Career and Technical Education High-Quality Work-Based Learning. Additionally, further engagement of parents is recommended to promote the 17 career clusters and pathway courses that are available for students and the importance of academic and career planning. We would also recommend further research and engagement with business and industry stakeholders to identify industry-specific best practices and how to remove barriers that can increase access for English learner students.

RESOURCES

[Career and Technical Education High-Quality Work-Based Learning Guide](#)

[Career and Technical Education New Program/Course Application](#)

[Career and Technical Student Organizations](#)

[Career and Technical Education Trailblazers](#)

[Chapter 4 Tools and Resources for Providing English Learners Equal Access to Curricular and Extracurricular Programs](#)

[Determining English Learner Participation in the Virginia Assessment Program](#)

[Every Student Succeeds Act \(ESSA\)](#)

[High-Quality Work-Based Learning Opportunities in Virginia](#)

[Preparing English Learners for Work and Career Pathways](#)

[Strengthening Career and Technical Education for the 21st Century Act \(Perkins V\)](#)

[Weldon Cooper Center for Public Service at the University of Virginia](#)

[WIDA Understanding Multilingual Learners](#)