



Work-Based Learning: Update

MISMATCHES IN “PREPAREDNESS”

23% Business Decision-Makers

18% Corporate Recruiters

7% High School Students

9% College Students

SAY PREPAREDNESS IS DEFINED BY WORK ETHIC

4% Business Decision-Makers

7% Corporate Recruiters

19% High School Students

15% College Students

DEFINE PREPAREDNESS AS BEING PREPARED IN GENERAL

22% Business Decision-Makers

24% Corporate Recruiters

8% High School Students

10% College Students

DEFINE PREPAREDNESS AS ADAPTABILITY, HAVING A GOOD ATTITUDE, BEING RESPECTFUL AND MATURITY

Source: Bentley University Study, 2014

How do we ensure that our students have the Academic, Technical, and Employable skills that provide real options upon graduation?



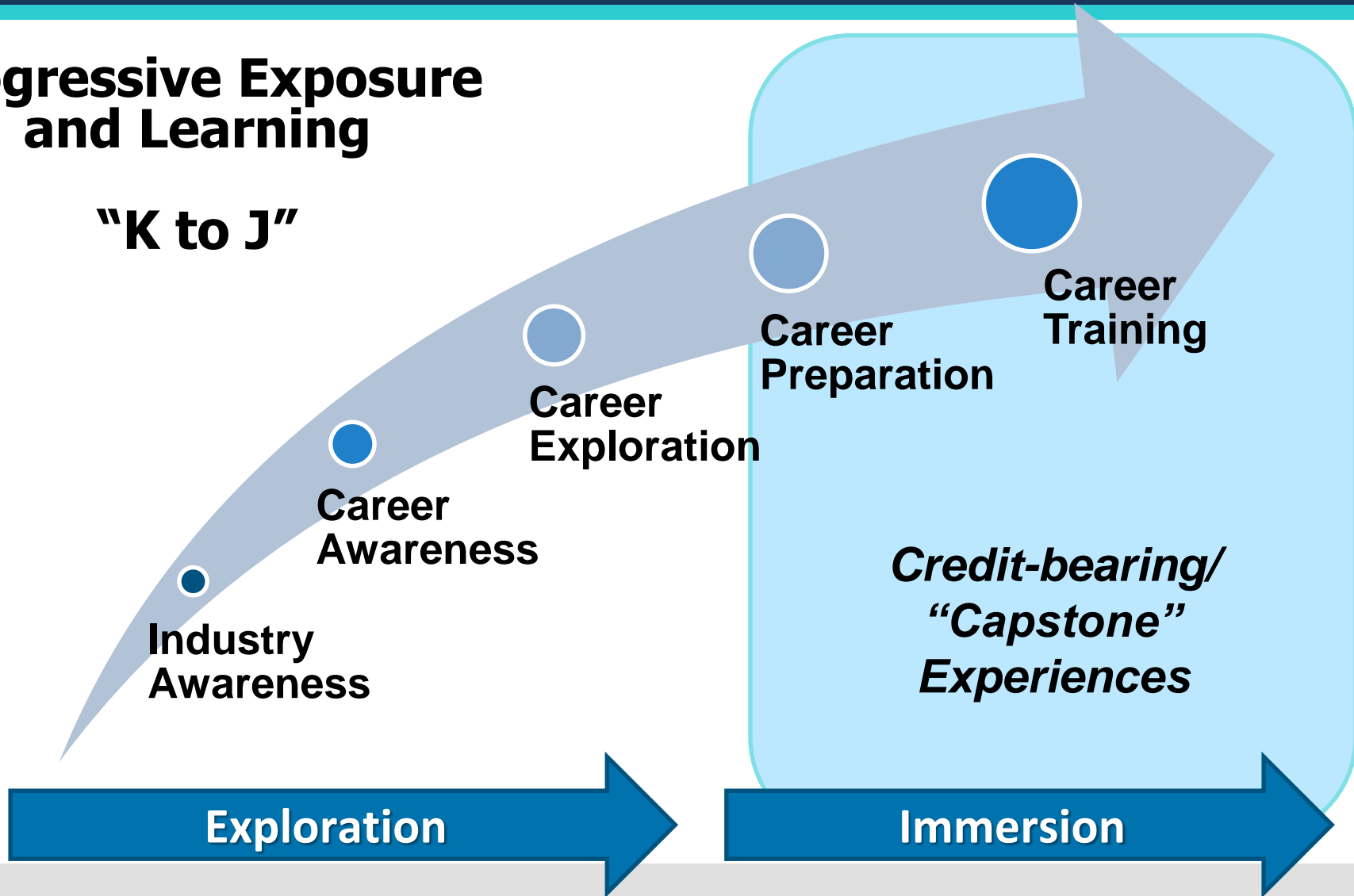
TM

Tennessee's WBL Model

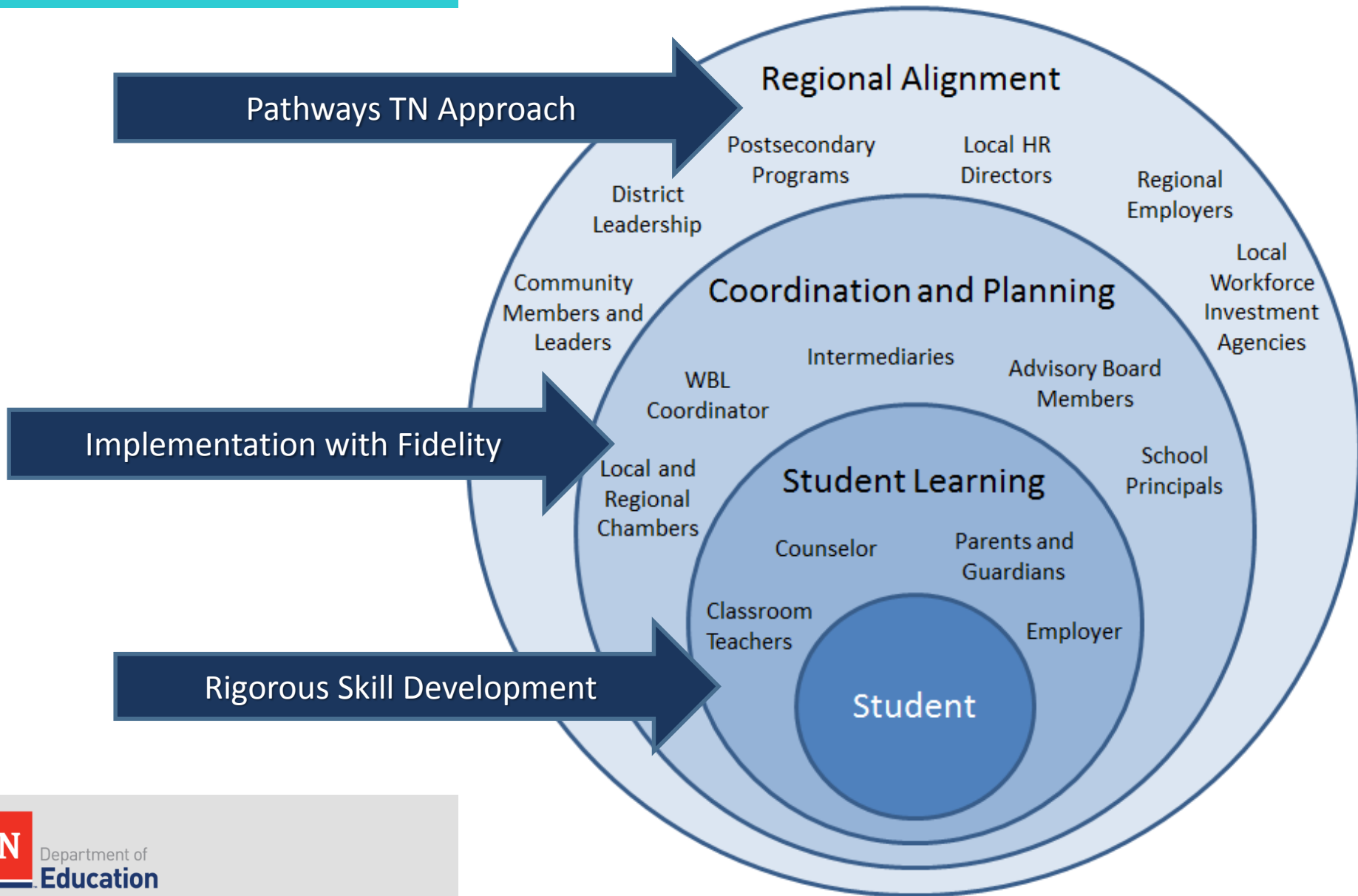
Our WBL Model

Progressive Exposure and Learning

"K to J"



We Must Support



Ensuring a Successful WBL Model

Approach Taken

Statewide Assessment of Previous WBL

NEW Policies and Standards

- Revisions to SBE Rules and Policies
- Revision to TDOE WBL Policy Manual
- Development of WBL-related Courses and Standards

K-12 Approach

- Classroom and Job Site Exposure
- Career Exploration - Introductory course for 8th or 9th grade students
- WBL: Career Practicum – 11th/12th grade

2014-2015 Pilot

2015-2016 Full Roll Out

Developed and Launched NEW PD

- WBL Leadership Council – Expert Practitioners/Trainers
- WBL 2-Day Certification Training – Offered in all Grand Divisions
- WBL PLCs – Promote continuous improvement in every CORE region, monthly

Tennessee's Targeted Employability Skills

Academic & Technical Skills	<ul style="list-style-type: none">• Literacy, Math, and Technical Skills• Workplace Safety
Career Knowledge & Navigation Skills	<ul style="list-style-type: none">• Understanding career paths• Planning and Goal Setting• Reflection
21st Century Learning & Innovation Skills	<ul style="list-style-type: none">• Creativity and Innovation• Critical Thinking and Problem Solving• Communication• Collaboration• Information Literacy• ICT: Technology Literacy
Personal & Social Skills	<ul style="list-style-type: none">• Initiative• Professionalism, Ethics, and Interpersonal Skills• Cultural and Global Competence• Adaptability and flexibility• Productivity

Ensuring a Successful WBL Model

For Tennessee's goals to be met, WBL experiences need to be:

- ❑ Introduced in early grades and deepened over time rather than only focused in later grades
- ❑ Driven by standards-based student learning outcomes rather than completed activities
- ❑ Accessible to ALL students and designed to meet diverse needs
- ❑ Focused on both postsecondary and career readiness rather than careers alone
- ❑ Integrated within curriculum, rather than existing as stand-alone experiences
- ❑ Supported by a school-based team including general education teachers, CTE teachers, and counselors
- ❑ Inclusive of school-based and technology-supported experiences rather than only existing in workplaces

Ensuring a Successful WBL Model

Program	Grades Targeted	Sample Activities
<p>Industry and Career Awareness Experiences School-directed experiences with industry involvement focused on exposing students to a broad range of industries and the career opportunities within them</p>	<p>Elementary/ Middle School into High School</p>	<ul style="list-style-type: none"> • Career Speakers and • Industry-In-the-Classroom • Field Trips and Tours • Career Fairs
<p>Career Exploration Experiences Student-driven experiences with professionals who allow students to learn about specific areas of interest</p>	<p>9th grade – 11th grade</p>	<ul style="list-style-type: none"> • Career Mentoring • Job Shadowing • Service Learning Projects
<p>Career Preparation and Training Experiences Enable situated learning and mastery through immersion and practice, culminating in attainment of marketable skills and preparation for further education</p> <p><u>Embedded</u>: Students are immersed in a classroom-based experience as part of a CTE or general education class</p> <p><u>Credit-bearing</u>: Students earn high school credit for meeting WBL course standards through industry-directed experiences</p>	<p>11th grade through Postsecondary</p>	<p><u>Embedded</u></p> <ul style="list-style-type: none"> • Student Competitions • Industry-driven Project Based Learning • Research Experiences • School-based Enterprise • Service Learning Project <p><u>Credit-bearing</u></p> <ul style="list-style-type: none"> • WBL-Related Course, Practicum, Clinical • Youth Apprenticeship • Service Learning Project



TM

**Essential Linkages
Going Forward**

WBL Champions

Mission

To champion a robust talent pipeline in Tennessee through the development and promotion of work-based learning (WBL) to help motivated, mature high school students pursue lifelong careers in high-wage, high-demand Tennessee industries.

Vision

Tennessee industries will compete globally by fostering talented, mature graduates to bridge the skills gap and address workforce demands.

Roles & Responsibilities/Strategic Priorities

- Increase community awareness that WBL can address regional skills gaps and workforce demands
- Advocate for early and frequent access to TN workplaces and promote student awareness of growing TN careers
- Define the gold standard for employable skills in the TN workforce and promote activities that foster them
- Drive the creation and adoption of WBL legislation that encourages hands-on WBL and protects stakeholders

Going Forward.....

Youth Apprenticeship

Create a state model for Youth Apprenticeship (YA) that is rigorous and aligned to industry needs. The YA model will be scalable and replicable across school districts and industry sectors.

For Top Achieving students – academically, WBL, 12th grade – postsecondary

2016-17 Perkins Reserve Area of Focus

Work-Based Learning (WBL). Under this focus area, an applicant may choose one of the following:

- a. Development of a **youth apprenticeship model** that would be piloted through and with TDOE. The 2016-17 school year would be a planning year with the grant **award capped at \$10,000**. With the successful completion of the planning year, a grant recipient may apply for 2017-18 Perkins Reserve Grant funding to implement the model.
- b. Development of a **progressive, district-wide work-based learning model** that spans all grades (K–12) and is reflective of the TDOE-promoted, progressive K-12 WBL model. The 2016-17 school year would be a planning year with the grant **award capped at \$10,000**. With the successful completion of the planning year, a grant recipient may apply for 2017-18 Perkins Reserve Grant funding to implement the model.

Going Forward.....

Career Forward Task Force

Justification/Backdrop

Successful K-12 education systems introduce students to multiple success pathways by exposing them to (1) career options – early on and ongoing, (2) meaningful, progressive field-based experiences, (3) postsecondary coursework and credit attainment, (4) active advising linking career interests to academic knowledge and success, (5) noncognitive skills and strategies linked to academic achievement and field-based experiences, (6) timely, directed intervention and remediation utilizing early warning indicators, and (7) vertically aligned secondary-postsecondary-career learning pathways.

The Career Forward Task Force will examine ways to better engage K-12 students in their academic preparation, personal and social development, and workplace readiness.

Approach

The Task Force will identify overarching principles leading to the development of actionable recommendations. The Group will work to answer three guiding questions.

1. *How do we know when a student is “career ready” at the secondary and postsecondary levels, and what should that look like at various milestones along the way?*
2. *How do we ensure that students are progressing along a directed learning pathway aligned with the state’s economic needs and employer needs at the secondary and postsecondary levels?*
3. *How should we capture and promote pertinent information (and what would that be) in order to gauge the progression and vitality of the state in achieving an educated and skilled workforce aligned with diverse employer needs?*



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork