
Work-Based Learning, Policy & Rule

The Background:

Work-based learning (WBL) is a proactive approach to bridging the gap between high school and high-demand, high-skill careers, providing students with experiences that are difficult to learn through classroom-based instruction alone. The concept of WBL has expanded to cover a range of experiences at school and in the workplace that build upon one another for rigorous skills development by the student. These experiences foster employability skills, such as the application of academic and technical knowledge and skills, career knowledge and navigation skills, 21st Century Learning and innovation skills, and personal and social skills necessary for success in postsecondary education and careers.

This item will delete redundancies in SBE Rule 0520-01-03.06 by aligning the requirements for all forms of WBL, including service learning and school-based enterprise. It also establishes that a Work-Based Learning Framework, as outlined in SBE Policy 2.103 will govern the expectations for all forms of WBL experiences.

This item will also update Section 5 of SBE High School Policy 2.103 to establish the Work-Based Learning Framework that will govern the expectations of all WBL experiences that happen both at school and in the workplace. It addresses the structure, coordination, supervision, learning plans, learning assessments, and program evaluation requirements for effective WBL experiences.

The recommended rule and policy changes will provide greater flexibility to the Department of Education to expand work-based learning opportunities for students, using a WBL Policy Guide and Implementation Guide that can be updated annually. Both guides will adhere to the WBL Framework as provided in SBE Policy 2.103.

To reach this point, the Division of Career and Technical Education (CTE) has undertaken a multi-step process to redesign WBL. The submitted rule and policy changes are the result of a nine-month effort to assess the current WBL framework, align with the state's more rigorous CTE course standards, and provide more robust WBL opportunities for students across the state.

This process has involved the following steps:

- Survey various stakeholders (e.g. CTE Directors, Counselors and WBL Coordinators) in order to ascertain areas of strength and opportunities with the current approach. Nearly 450 surveys were received.
- Conduct focus groups across all CORE regions to complement the survey. Roughly, 225 CTE Directors, administrators, counselors, WBL Coordinators and Tennessee employers participated.

- Contract with a third-party vendor (WestEd) to analyze and assist with the revision of the department's current policies, resources, trainings and expectations.

As a result of this work, SBE Rule and Policy revisions have been made and have been submitted for first reading. Additionally, the Division of CTE is developing a WBL Policy Guide, a WBL Implementation Guide, and a Career Practicum course, which will provide consistent and clear learning expectations for rigorous, credit-bearing WBL experiences. These additional items will be presented for first reading at the October 2014 State Board of Education meeting.

The Recommendation:

The Department of Education recommends acceptance of this item on first reading. The SBE staff concurs with this recommendation.

SBE High School Policy 2.103:

5. WORK-BASED LEARNING **FRAMEWORK**

Students will have access to a system of structured work-based learning (WBL) experiences that allows them to apply classroom theories to practical problems and to explore career options. ~~at the work site. Work-based learning experiences may include, but are not limited to, service learning, studios, laboratories, school based enterprises, internships including clinical experiences, cooperative education, youth apprenticeship, and registered apprenticeship.~~ **The following Work-Based Learning Framework will govern all WBL experiences.** The ~~State Tennessee~~ Department of Education will provide school systems with a Work-Based Learning (WBL) Policy Guide and WBL Implementation Guide consistent with this framework to address training requirements, program expectations, and legal issues.

Policy Implications:

(a) **Structure of the Program.** Structured work-based learning experiences may be paid or unpaid, may occur in public, private, or non-profit organizations or on-site at the school, may occur during or outside of school hours, and may result in the attainment of academic credit when WBL course standards are met. All federal and state labor laws shall be observed.

(b) **Coordination of the Program.** A Work-Based Learning Coordinator, in conjunction with a team of supervising teachers as outlined by the WBL Policy and Implementation Guides, will be responsible for the recruitment of appropriate work sites, coordination of ongoing communications with workplace mentors, facilitation of instruction that meets the WBL Framework requirements, and all required documentation related to student work, safety training, and job placements as outlined by the WBL Policy and Implementation Guides.

(c) **Supervision of Students.** A designated workplace mentor will supervise each student and regular monitoring will be provided by a dedicated supervising teacher or WBL Coordinator to ensure WBL Framework requirements are met as outlined in the WBL Policy and Implementation Guides.

(d) **Development of Student Learning Plans.** Personalized student learning plans will address applicable employability skills that include, but are not limited to, (a) the application of academic and technical knowledge and skills, (b) career knowledge and navigation skills, (c) 21st Century learning and innovation skills, and (d) personal and social skills. The student's learning plan will include safety trainings appropriate to the WBL experience as covered by a teacher, the workplace mentor, or both and as outlined in the WBL Policy and Implementation Guides.

(e) **Student Assessment Using Multiple Measures.** Students must exhibit work readiness attitudes and skills as determined by the supervising teacher and employer and consistent with the WBL Policy and Implementation Guides before beginning a WBL experience. Students will demonstrate their skills and knowledge attainment through the

development of artifacts and/or portfolios that may include, but are not limited to: work products, employer evaluations, original research, reflections, and presentations as outlined in the WBL Implementation Guide.

(f) Evaluation of Program Quality. Local boards of education will adopt a process for evaluation and assessment to ensure WBL experiences are of high quality for the student. Recommended evaluation tools are provided in the WBL Implementation Guide.

~~a. Structured work based learning experiences may be paid or unpaid, may occur in public, private, or non-profit organizations and may result in the attainment of academic credit.~~

~~b. Training plans will ensure that student skill development is supervised and evaluated collaboratively by appropriate school and work site personnel. The training plan will provide clear expectations for the student both at the school and the workplace.~~

~~c. Teachers and work site mentors (workers who supervise the students during the work-based learning experience) will collaboratively develop school experiences such as projects, journal writing, oral presentations, and demonstrations that explore industry themes and occupational issues to reinforce work based learning.~~

~~d. To document learning on the work site students will demonstrate their skills, develop portfolios, produce products, participate in exhibitions, and make presentations.~~

~~e. Students must exhibit work readiness attitudes and skills before they enter the workplace. Students must understand how to ask questions, how to stay safe on the job, how to resolve conflicts, and how to get help regarding career decisions and planning.~~

~~f. Students will be provided with job specific safety training at the work site. All federal and state labor laws will be observed (both state and federal labor laws are covered in the Legal Issues Guide for Work Based Learning prepared by the State Department of Labor).~~

~~g. School and work site staff will attend formal orientation sessions and review the Work-Based Learning Guide. Teachers will participate in internships and job shadowing at the workplace. Employers will participate in similar activities at the school site.~~

~~h. A school site coordinator, in conjunction with a team of teachers, will recruit work site supervisors; arrange, schedule and oversee student work and job placements; and coordinate communication between partners at school and work.~~

~~i. A mentor at the work site will supervise each student. Firms employing groups of students will also identify a work site coordinator to supervise the work site mentors. Additionally, each student will have a school based mentor.~~

~~j. Schools will develop a process for evaluation and assessment to ensure work experiences are of high quality. Recommended templates are provided in the Work Based Learning Guide.~~

SBE Rule: 0520-01-03-.06

(3) ~~Out of School and Work-Based Learning Experiences~~ Opportunities.

~~(a) Local boards of education are authorized to adopt policies permitting students to earn a maximum of two (2) high school credits for out of school experiences which are not work based learning. Such policies shall conform to the Guide for Out of School Experiences when developed by the Department of Education and approved by the State Board of Education.~~

(a) Local boards of education are authorized to implement work-based learning (WBL) experiences, school-based enterprises, and service learning experiences where students learn at the work site, school site or in the community, during and/or outside of normal school hours. These experiences must be integrated with classroom instruction and the student's plan of study and adhere to the Work-Based Learning Framework requirements (SBE High School Policy 2.103) to ensure rich application of both academic concepts and employability skills.

~~(b) Local boards of education are authorized to implement internship, clinical, cooperative education, youth apprenticeship, and registered apprenticeship programs to provide work based learning experiences where students learn at the work site. These work based learning experiences must be integrated with classroom instruction or the student's program of study; follow a training plan developed by employers, teachers and students; and teach all aspects of a particular industry or career.~~

~~(c) Local boards of education are authorized to implement programs for school based enterprises, studios, laboratories, and service learning to provide work based learning experiences in which students learn through work completed at the school site or in the community. These work based learning experiences must be integrated with classroom instruction; follow a training plan developed by teachers, students, and employers when available; and teach multiple aspects of the enterprise.~~

(b) In order to assure that WBL experiences are of high quality, the Department of Education shall develop a Work-Based Learning Framework (SBE High School Policy 2.103) for approval and adoption by the State Board of Education. The Department of Education will also provide local boards of education a Work-Based Learning Implementation Guide and a Work-Based Learning Policy Guide to address training requirements, program expectations, and legal issues. These documents will be reviewed annually by the Department of Education and will be updated as necessary for dissemination to local boards of education.

~~(d) In order to assure that work based learning experiences are of high quality, the Department of Education shall develop a Work Based Learning Guide to be distributed to local boards of education. Prior to distribution, the Work Based Learning Guide shall be submitted to the State Board of Education for approval; all subsequent revisions shall be approved by the State Board of Education. The Work Based Learning Guide shall include as a minimum program components and standards; templates for a~~

~~training plan and program evaluation; a legal issues guide; and requirements for safety training for students and teachers. The Work Based Learning Guide shall also include the implementation guidelines for each work based learning program covering the following areas:~~

- ~~1. Program coordination~~
- ~~2. Student selection process (if any)~~
- ~~3. Related classroom instruction~~
- ~~4. On the job supervision~~
- ~~5. Training plan and other required documentation~~
- ~~6. Program evaluation~~