



Building a Robust Work-Based Learning Program in Your District

Tennessee Superintendent Study Council

66th Annual Conference

Presenters

Chelsea Parker, Executive Director, Work-Based Learning
Tennessee Department of Education
Division of College, Career and Technical Education

Tim Parrott, Ed.D.
Deputy Director of Curriculum and Instruction,
Secondary, and Career & Technical Education
Anderson County Schools

Tyra S. Pilgrim, B.S., M.B.E.
CTE Coordinator
Rutherford County Schools

Objectives

- Tennessee's Vision for WBL
 - What does the new model look like?
- Ensuring Success
 - How can this work in your district?
 - What are the critical factors that will help you be successful?
- 2014-15 WBL Pilot Districts
 - Anderson County
 - Rutherford County
- Lessons Learned



Tennessee's Vision

In Tennessee...

By educational attainment, at minimum, **55-65 percent** of current/future job openings **will require** some level of **postsecondary** education.

Presently

- **42nd** nationally in terms of working adults with at least a two-year degree.
- **Less than 60 percent** of high school graduates in the state go on to postsecondary education.
- Without additional strategies in place, **only 39 percent** of Tennesseans will have a postsecondary credential by 2025.

Source <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/tennessee.pdf>

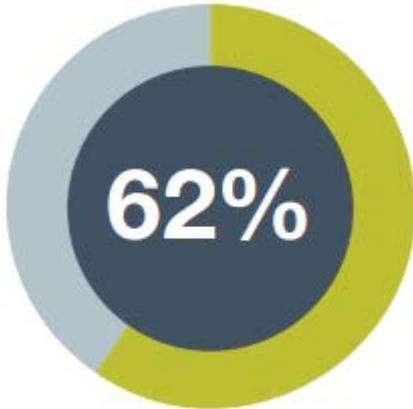
The PreparedU Project

An In-depth Look at Millennial Preparedness for Today's Workforce

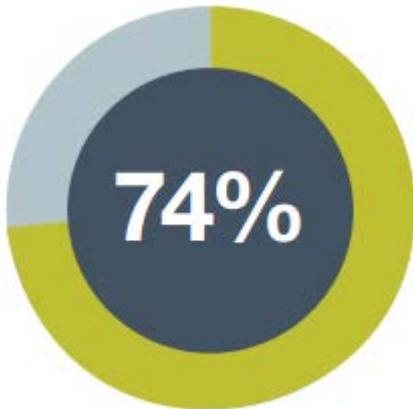


BENTLEY UNIVERSITY

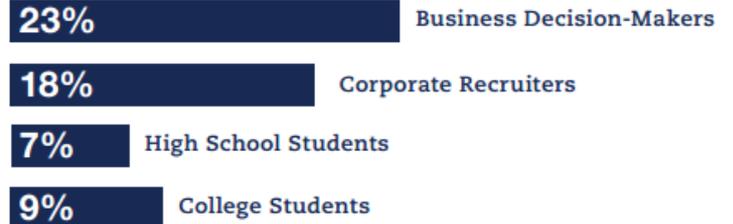
Of respondents:



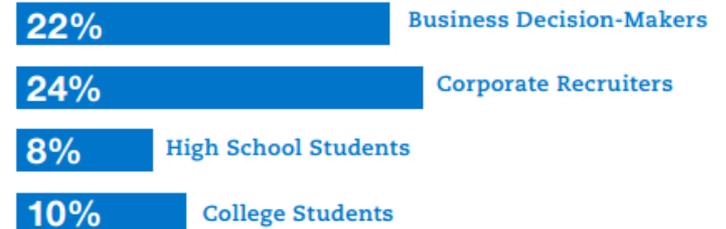
- 62% see preparedness of recent college graduates as a real problem in America today



- 74% believe that lack of preparedness contributes to economic problems facing the country today.



SAY PREPAREDNESS IS DEFINED BY WORK ETHIC



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



DEFINE PREPAREDNESS AS BEING PREPARED IN GENERAL

Tennessee's Vision for WBL

- ***Every student** in Tennessee will prepare for further education and long-term careers in an increasingly complex global economy by **exploring** careers, **understanding** their own strengths and interests, and **learning through hands-on application** of valuable employability skills.*
- *Work-based learning will help ensure a **skilled workforce pipeline** for Tennessee's growing industries. It benefits communities and families by promoting thriving local and regional economies.*
- *Educators, industry, communities and families will **collaborate** to create a **world-class work-based learning system** with broad-based, efficient and effective participation of all stakeholders at statewide, regional, and local levels.*

Tennessee's Revitalized WBL Model:

Progressive Exposure and Learning

"K to J"

Industry Awareness

Career Awareness

Career Exploration

Career Preparation

Career Training

*Credit-bearing/
"Capstone" Experiences*

Exploration

Immersion

Fundamental Qualities of Capstone Work-Based Learning Experiences

- **Cumulative:** A student's experiences stem from other experiences both *inside* and *outside* of the classroom. A WBL experience is not an add-on at the end but an intentional part of a student's ongoing learning process.
- **Self-Directed:** A student guides his/her own learning experiences and expresses the learning in unique and creative ways.
- **Portfolio:** A student produces evidence of rigorous learning and skills development. This evidence may be a final product, presentation, or performance that allows the student to fully demonstrate or articulate the depth of skills attainment in these areas:



Ensuring Success

Ensuring a Viable Model

Phase

Statewide Assessment of Previous WBL

- **WBL Survey and Focus Groups: 437** survey respondents: CTE Directors, Counselors and WBL Coordinators, 225 focus group participants, over 75 industry partners

Development Phase of NEW Policies and Standards

- Revisions to **SBE Rules and Policies**
- Revision to **TDOE WBL Policy Manual**
- Development of **WBL Course Standards**

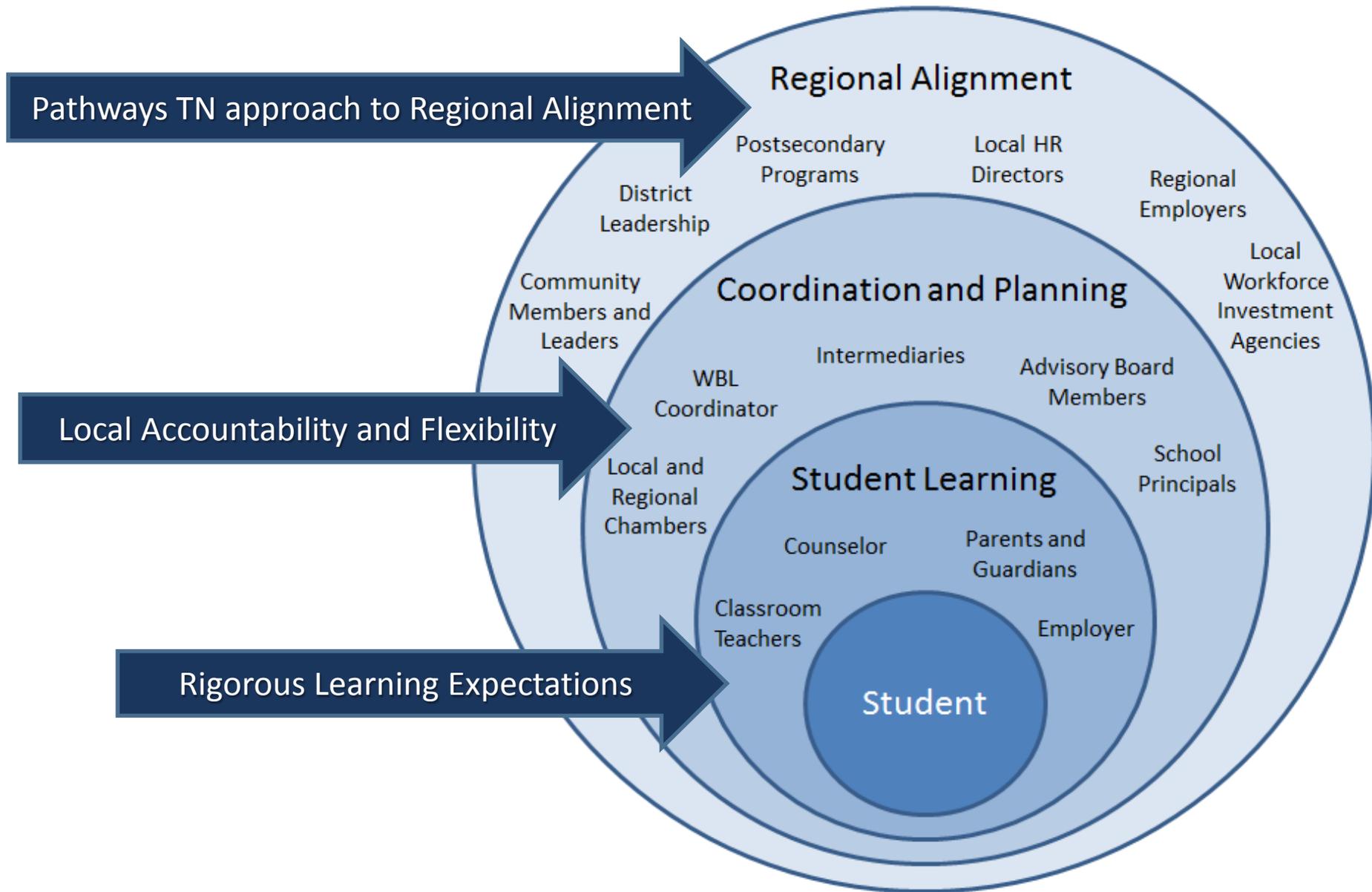
2014-2015 WBL Pilot Program

- **Participating School Districts:** Reviewed and improved all changes – Anderson County, Clarksville-Montgomery, Gibson SSD, Moore County, and Rutherford County Schools

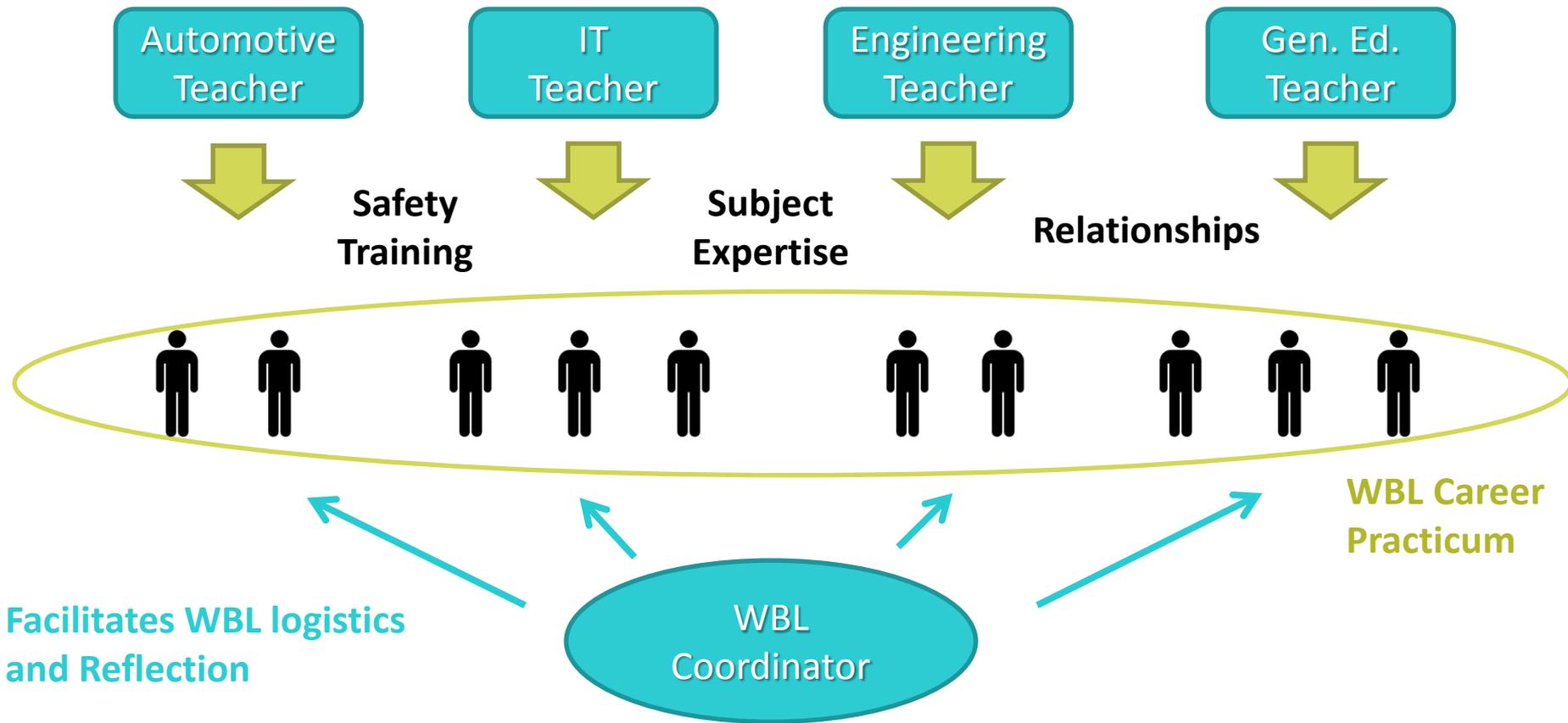
Professional Development

- **WBL Leadership Council** – Expert Practitioners/Trainers
- **WBL Certification Training** – Offered in all Grand Divisions
- **WBL PLCs** – Promote continuous improvement in every CORE region
- **Local PD Resources:** WBL Implementation Guide and WBL Toolbox

WBL Policy: Student-Centered



Boots on the Ground

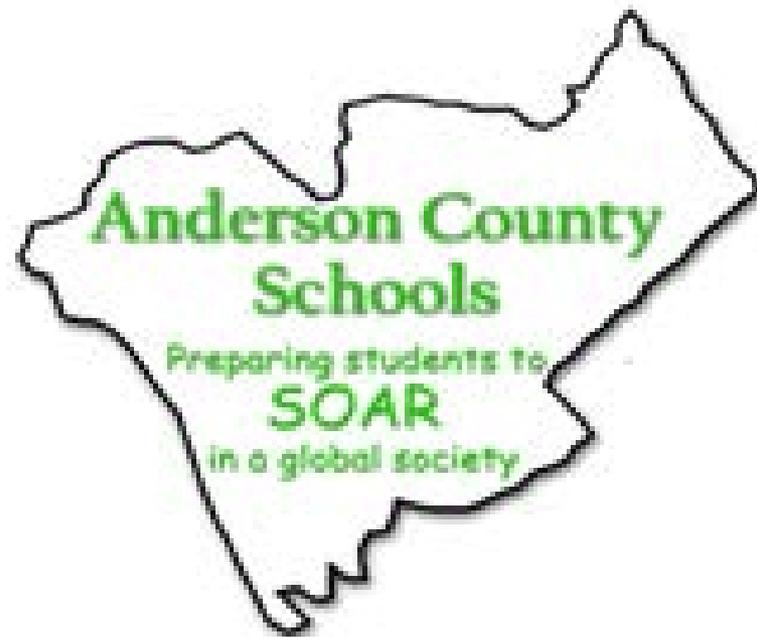


Anderson County

Career and College Readiness Opportunities Through WBL In Anderson County

Priorities:

- FOCUS ON STUDENT READINESS
- FOCUS ON STUDENT SUCCESS
- FOCUS ON THE END RESULT



Anderson County

Reframing WBL with Stakeholders

- Student Participation/Placement
- Counselors and Administrators
- Industry Partnerships
- Focus Area Instructor Involvement
- Early Grades Focus

Anderson County

Successful Practices

- Focused Area Instructors' involvement in the process from application to graduation
- Industry Partnership development
- School based WBL Coordinator with dedicated schedule for student instruction, portfolio development, and placement coordination
- System wide WBL Coordinator to provide program management and oversight for both schools and lead the transition for implementation strategies from K-J

Vision for RCS WBL Program

For all students to gain the skills required to be effective and productive employees in our Rutherford County workforce.

Rutherford County

Practical Approach in Rutherford County Schools

Priorities and Vision for RCS WBL Program:

1. Rigorous and Relevant curriculum
2. Trained WBL Coordinators supervising placements
3. All programs aligned with new requirements
4. Pacing guides (Scope/Sequence) used by all of the programs
5. Meaningful learning experience for our students, teachers, and industry partners

Rutherford County

My Approach:

1. All WBL Coordinators have been trained using the new strategies and requirements
2. WBL Coordinators have monthly PLC meetings to monitor the success of the program across Rutherford County
3. Met with Industry Partners and the Rutherford County Chamber of Commerce to show the rigor and relevancy of our programs and to make connections for places of employment
4. Application process for students sets program expectations

Rutherford County

My Approach:

5. Required one class period a week for in-class work on their portfolio – cannot leave the building
6. Students must keep a daily work log of hours and pay throughout the school year
7. Students must bring in their pay check stubs and log in their portfolio
8. Students will know the importance of soft skills, interviewing skills, resume skills, and communication skills

Rutherford County

District Strengths:

- Multiple opportunities for employment
- Stellar reputation of students over the years
- Teachers are thoroughly trained in the process and know that the expectations are high for them and the students
- Full support of our programs from our Superintendent and our School Board – they see the rigor and relevance of training our students to succeed in the work world
- Rutherford County Chamber of Commerce Workforce Development also supports and assists finding placement opportunities

TDOE Pilot Perspective: Successful Practices

- **Regularly-scheduled in-class time:** Each week/two weeks, bring all students together for the class period to reflect on what they have seen and work on portfolio artifacts
- **Offer school-based experiences:** Students can meet course standards through school or district-based experiences (school store, greenhouse, etc...) IF a workplace mentor is involved
- **Set clear expectations up front:** Clearly communicate with parents, students, and counselors that WBL is a capstone class with rigorous requirements rather than “early release”

Lessons Learned

- WBL must be student centered:
 - Aligns to the student's selected area of elective focus
 - Supports student's long-term goals and interests
 - Produces a portfolio of evidence of employability skills
- WBL must be educator supported:
 - Requires regularly facilitated reflection time to supplement work experience to meet course standards
 - Takes time to build employer relationships and support student learning
- WBL must be community aligned:
 - Provides access to high-demand, high-wage careers
 - Encourages community ownership and collaboration

For more information

- **Visit Us Online:**

<https://tn.gov/education/topic/work-based-learning>

- **Contact Us:**

Chelsea Parker, Executive Director, Work-Based Learning

Chelsea.Parker@tn.gov