Scenario: University of Everywhere

Short Description
Learning is everywhere. You get what you need when you need it
(throughout the continuum)

Narrative
In this scenario learning happens everywhere and anywhere –
regardless of the place. The learning can be physically anywhere as well
as virtual (online or through the aide of digital devices). The learner gets
what they need when they need it and the learning comes in many
different forms – formal and informal. This means the learning can be
through direct and indirect experiences, projects, coaching,
apprenticeships, community service and in specific contexts throughout
the day/life of the learner. Since this learning happens throughout the
continuum that means it happens for different age groups and in a wide
variety of situations.

Another way of describing this scenario is Education Without Walls.
Place matters but in a very different way than the traditional schooling
process/environment.

A child educated
only at school is
an uneducated
child. ~George Santayana

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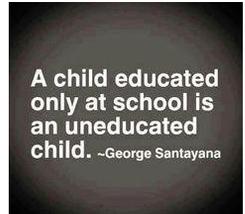
Scenario: Competency Based Learning

Last updated 7/17/15

Short Description
Competency-based learning throughout the continuum

Narrative
In this scenario, learning is guided and verified through certificates or some other form of third-party validation. Learners are focused on developing competencies and accumulating certifications for those competencies.

Competencies can be built from any part of life so competencies are recognized from a variety of places and experiences, including outside the classroom.

In this scenario this is true throughout the continuum – which means learning through out the course of ones life is legitimate and verified.

Scenario: True P-20-W alignment

7/17/15

Short Description
No divide between K-12 and postsecondary, one continuous system all the way to the workplace

Narrative
In this scenario, policies, programs and even funding are aligned throughout the entire pre-kindergarten through postsecondary systems all the way through to employment.

The pathway to a career is considered through the entire continuum and at all points along the way giving credit for competencies and acknowledging learning before and after (above and below).

In this scenario the traditional distinctions between k-12 and postsecondary go away.

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# *Scenario: Employer-driven System*

Short Description
All education anchored in employer needs and driven by labor market data

Narrative
In this scenario, workforce development is the key driver of the system. In order to insure learners can meet the needs of the workforce – current and future – employer engagement is required. Employers are involved in setting policy, driving learning objectives and validating the education system.

Think of this as the "Switzerland" scenario, where every secondary student participates in career education in a field based on job projections and with curriculum informed by employers.

Scenario: Status Quo

Last updated 7/17/15

Short Description
College remains the goal rather than a means to a career.

Narrative
In this scenario the four year degree is the default goal for k-12 students. Career development isn't emphasized or valued in the same way as college. Traditional degrees continue to be the only recognized credentials.

As part of this scenario there is inconsistent access to high-quality CTE in high schools, with some regions focusing on expanding CTE and others continuing to underfund or undervalue CTE.

IF YOU ALWAYS DO WHAT YOU'VE ALWAYS DONE YOU'LL ALWAYS GET WHAT YOU ALWAYS GOT.

Henry Ford

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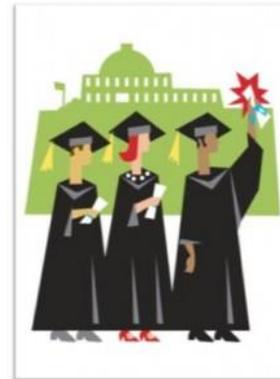
Scenario: Technology as a Delivery System

Last updated 7/17/15

Short Description
Learning is enabled with technology

Narrative
In this scenario technology is pervasive and both the vehicle and the mode through which all learning happens. What, where and how learning happens is technology enabled or through/with technology.

Content is accessed through technology. Interactions are through technology. Any collaboration or team experiences are through and/or enabled by technology.

In this scenario, if technology is the delivery mechanism the place and time for learning can either synchronous (the same place at the same time or different places at the same) or asynchronous (same or different places but at different times).

Scenario: Total Integration

Short Description
CTE is built in (and does not exist as a separate thing)

Narrative
In this scenario, there is no distinction between academic or CTE instruction, classrooms or coursework. All teaching and learning includes both academic and technical knowledge and skills.

Funding streams and certifications shift to remove systemic distinctions and labels. Credits, credentials, certifications are all seamlessly connected.
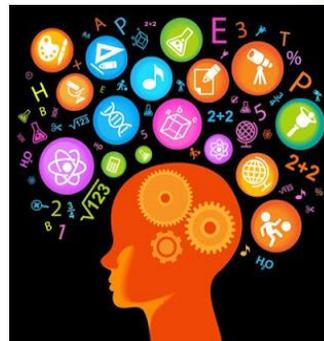
# Scenario: Entrepreneurial-driven System

Short Description
Entrepreneurism is valued and drives learning and learning is driving by creating businesses. Being your own employer and creating jobs is valued highly.

Narrative
One way of looking at this scenario is through the lens of business incubators. In this view what is most valued in our education and workforce system are both creativity and the development of ideas into viable businesses.

In this scenario the types of businesses focused on are product based businesses – pushing society to be more 'producer' centric and less 'consumer' centric. Learners are given regular opportunities to gain, test and expand their entrepreneurial skills through student-run enterprises, skills competitions, problem-based learning and experiential learning.
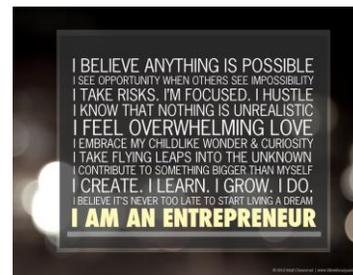
Scenario: Learner-driven System

Short Description
All education anchored in learner needs and a personal learning path.

Narrative
In this scenario, we have a truly personalized learning system with students' interests and learning styles at the center. All learning, throughout the continuum, is personalized and customized to meet the needs of the learner.

Personal learning paths are developed and 'facilitated' for everyone – which means in practice that each person has a personal learning path supported by instructors, family, mentors and other partners.
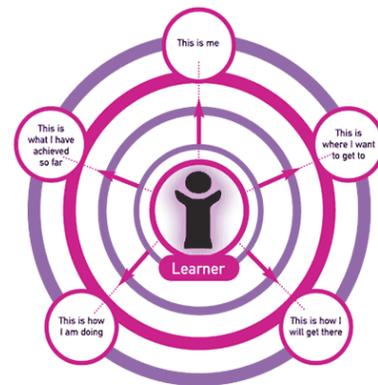
Scenario: On-ramps and Off-ramps

Short Description
Moving in and out of the learning system at different stages of life.

Narrative
In this scenario, learners 'come and go' in the education system at various times in their lives and with varying needs at those times.

The education and training system recognizes and supports learners using non-traditional on-ramps, providing seamless support, recognition of skills and credentials obtained, and clear pathways to the off-ramps. The system is truly built to support lifelong learning and skill attainment.
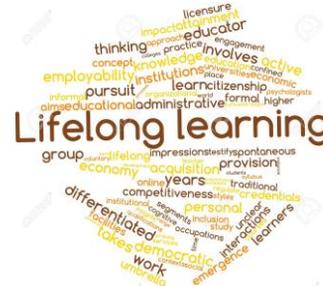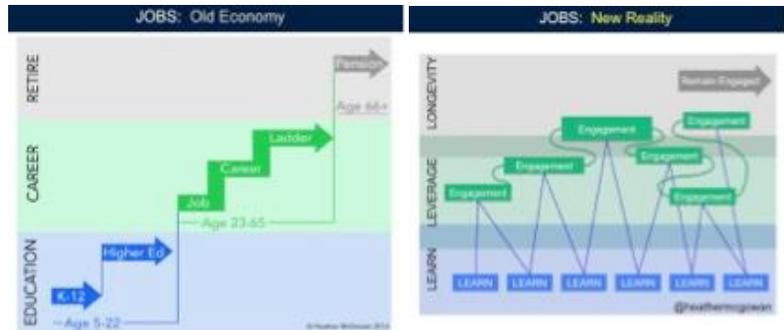
Scenario: New Teacher / Learner Definitions

Short Description
The changing roles of teachers and classrooms

Narrative
In this scenario everyone is a teacher and a learner. The traditional definitions of teaching and learning have evolved and changed. The traditional teacher role has teachers demonstrating/modeling learning as a behavior. The traditional role has evolved to look more like facilitators and guides, working with learners to design their learning experiences and develop their learning pathways.

The new definition of learners has also evolved. Learners participate in their learning path development and design. The learning experience also now includes teaching in a certain way – where learners at all stages in their journey become coaches and 'teach' other learners.

Scenario: Data-driven System

Short Description
Workforce and learner data drive the 'alignment' of the system

Narrative
In this scenario 'big data' is a primary driver of the system. Data from the work force and the needs of employers is combined with data from the learning system to both predict and adjust the learning to meet enable success in both.

This scenario blends theoretical learning and skills training. Educators are still making decisions but they are basing their decisions on data – the transparency of the workforce needs.
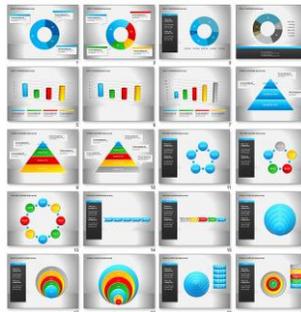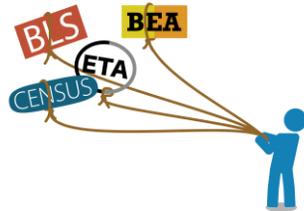
Today a large number of startups are built around systems which match jobs with independent contractors on the fly, and thus supply labor and services on demand.

Happening in San Francisco & New York.....NOW
Young professionals who work for Google and Facebook can use the apps on their phones to:
- *get their apartments cleaned by **Handy** or **Homejoy***
- *Get groceries bought and delivered by **Instacart***
- *Clothes washed by **Washio***
- *Flowers delivered by **BloomThat**.*
- ***Fancy Hands** to provide them with personal assistants who can book trips or negotiate with the cable company.*
- ***TaskRabbit** to send somebody out to pick up a last minute gift and use Shyp to giftwrap & deliver it.*
- ***SpoonRocket** to deliver a restaurant quality meal to the door within 10 minutes.*

>The obvious inspiration for all this is Uber.

Eden McCallum, which was founded in London in 2000, can tap into a network of 500 freelance consultants in order to offer consulting services at a fraction of the cost of big consultancies like McKinsey.

*The Los Angeles based **Business Talent Group** provides bosses on tap for companies that want to tackle a specific problem without adding another senior executive to the payroll*

So... what does this tell us?

Scenario: CTE is Training

Short Description
The fundamental purpose, goal and design of CTE is to train individuals for career/the workforce.

Narrative
In this scenario, the struggle to in finding the balance the "education" and "training" in the world of CTE is over. There is consensus that CTE is all about preparing individuals with specific skills to get them a job in which they can be successful.

Industry-based standards and industry-recognized credentials largely drive this system, with the broader "educational" aspects of CTE covered by other courses or institutions.

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Scenario: 100% Career Driven Education System

Short Description
Every student has a major; every student is a concentrator

Narrative
In this scenario, the "career" is the anchor for K-12 and postsecondary education. From the earliest grades, students are exposed to career exploration and are encouraged or even required to pick a career focus in high school, at the latest. "College" is only a goal insofar as it further prepares individuals for successful careers.

All career education is informed by labor market demand, with employers, workforce development and economic development providing labor market data and relevant content and experiential learning opportunities to ensure learners will

"It is not sufficient to see and to know the beauty of a work. We must feel and be affected by it."

- Voltaire

Scenario: 1099 Economy/Free Agent Nation

Short Description
The primary mode of work is contracted or temporary work with wage earners having multiple employers (potentially at the same time)

Narrative
In this scenario learners aren't focused on a specific career but on developing skills that enable flexibility they want in their lives. The primary form of wage earning is free agency. Wage earners have an entrepreneurial mindset but not necessarily to start and grow businesses but to trade their skills and knowledge for temporary employment – to deliver a specific value at a specific time.

This scenario creates an increase in self employment and temporary employee-employer relationships and a decrease in long term employer-employee relationships.

The primary manifestation of this scenario is wage earners selling skills to multiple employers (possibly at the same time) and over a number of years.

Fifty-three million Americans, or 34% of the U.S. workforce, are considered contingent, temporary, diversified, or freelance employees today, with that number expected to reach **40% by the year 2020**.

2 out of 5

People around the world believe that traditional employment won't be around in the future. Instead, people will have their own 'brands' and sell their skills to those who need them.[1]

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Scenario: Solutions-driven Instruction

Short Description
Application of knowledge in the creation of solutions

Narrative
This scenario is focused on the learning process with all/most learning being realized through finding solutions to a problem (a problem/solution based learning approach).

Learning is designed around solving real problems and as a proof of knowledge is demonstrated through solving real problems.

Problem-based classroom learning is one example of this. Another example of this type of learning are challenges (like innovation challenges) or hackathons with a specific focus to develop unique and innovative solutions to real world challenges.