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# Reshaping Tennessee's Work-Based Learning



# Where Can I ...

**Find the PowerPoint and webinar recording?**

- [www.arccta.org/events](http://www.arccta.org/events)
- [www.careertech.org/webinars](http://www.careertech.org/webinars)

**Learn more about Tennessee's Work-Based Learning?**

- <http://www.tennessee.gov/education/topic/work-based-learning>

# About the ARCC

**Kimberly  
Hambrick**

ARCC Associate  
Director

- The Appalachia Regional Comprehensive Center—the ARCC
  - Our mission is to design *initiatives* in partnership with Kentucky, Tennessee, Virginia, and West Virginia—*initiatives* that will improve educational outcomes for students, close achievement gaps, and enhance instructional quality.
  - A key area is implementing college- and career-ready standards and aligned, high-quality assessments for all students.
  - Today marks the second webinar in our series on CTE in partnership with NASDCTEc.

# About NASDCTEc



## Andrea Zimmermann

State Policy Associate,  
National Association of  
State Directors of Career  
Technical Education  
Consortium

NASDCTEc was established in 1920 to represent the state and territory heads of secondary, postsecondary and adult career technical education (CTE) across the nation

Through *leadership, advocacy and partnerships*, we support an innovative, high-quality CTE system

# Presenters



**Danielle Mezera, Ph.D.**  
**Assistant Commissioner,**  
**Division of College, Career and Technical Education**  
**Tennessee Department of Education**



**Heather Justice, Executive Director, Office of CTE**  
**Division of College, Career and Technical Education**  
**Tennessee Department of Education**



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

# Objectives

- **Tennessee's Vision for Work-Based Learning (WBL)**
  - Defining the vision that can drive your work
- **Ensuring Success**
  - Building a model that will support the vision
- **2014-15 WBL Pilot in Rutherford County**
  - A practical approach to WBL implementation
- **Lessons Learned**



# Tennessee's Vision



# In Tennessee...

**At least 55-65 percent** of current/future job openings **will require** some level of **postsecondary** education.

## Presently

- Tennessee is **42<sup>nd</sup> 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.

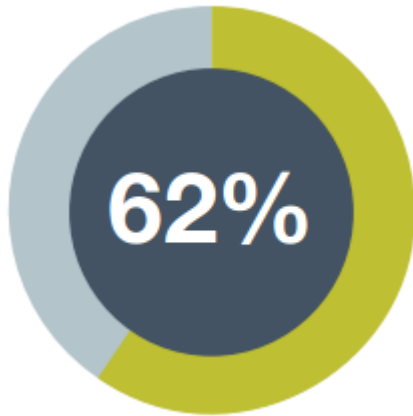
Source <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/tennessee.pdf>

# The PreparedU Project

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

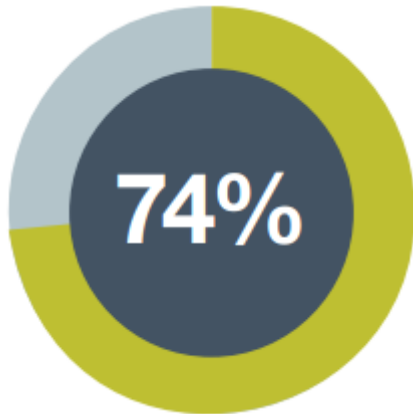


**BENTLEY UNIVERSITY**



Of respondents\*:

- 62% see lack of 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.

\*Millennial Preparedness Survey questioned 3,000 respondents across nine audiences and examined skills, traits, use of technology, workplace attitudes and expectations, along with opinions of executives about millennials and vice versa.

**23%** Business Decision-Makers

**18%** Corporate Recruiters

**7%** High School Students

**9%** College Students

## **SAY PREPAREDNESS IS DEFINED BY WORK ETHIC**

**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**

**4%** Business Decision-Makers

**7%** Corporate Recruiters

**19%** High School Students

**15%** College Students

## **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), and 225 focus group participants, including more than 75 industry partners

### Development Phase of New Policies and Standards

- Revisions to Tennessee State Board of Education Rules and Policies
- Revision to Tennessee Department of Education WBL Policy Manual
- Development of WBL Course Standards

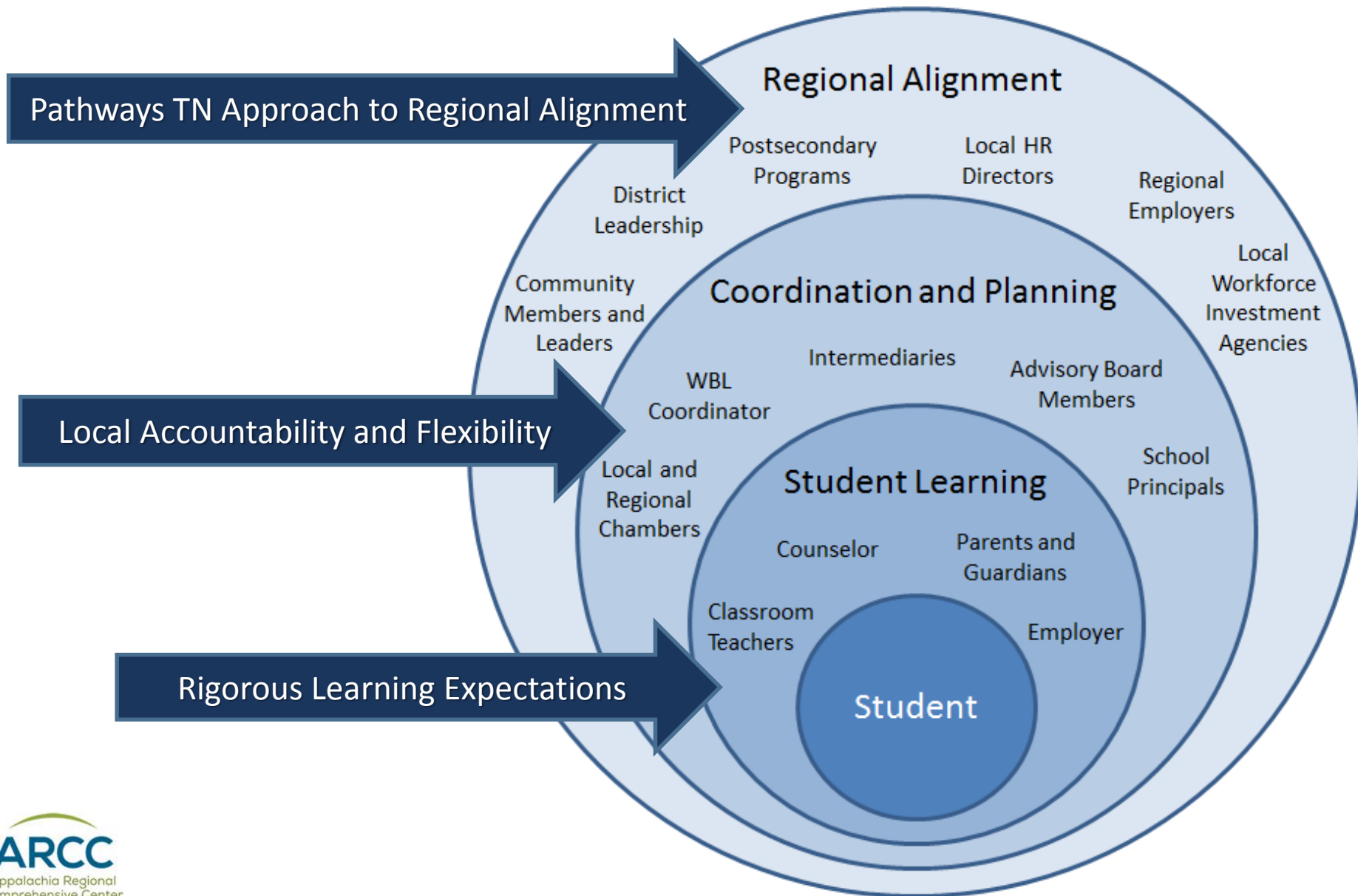
### 2014-2015 WBL Pilot Program

- Participating School Districts: Reviewed and approved all changes – Anderson County, Clarksville-Montgomery, Gibson Special School District, Moore County, and Rutherford County Schools

### Professional Development

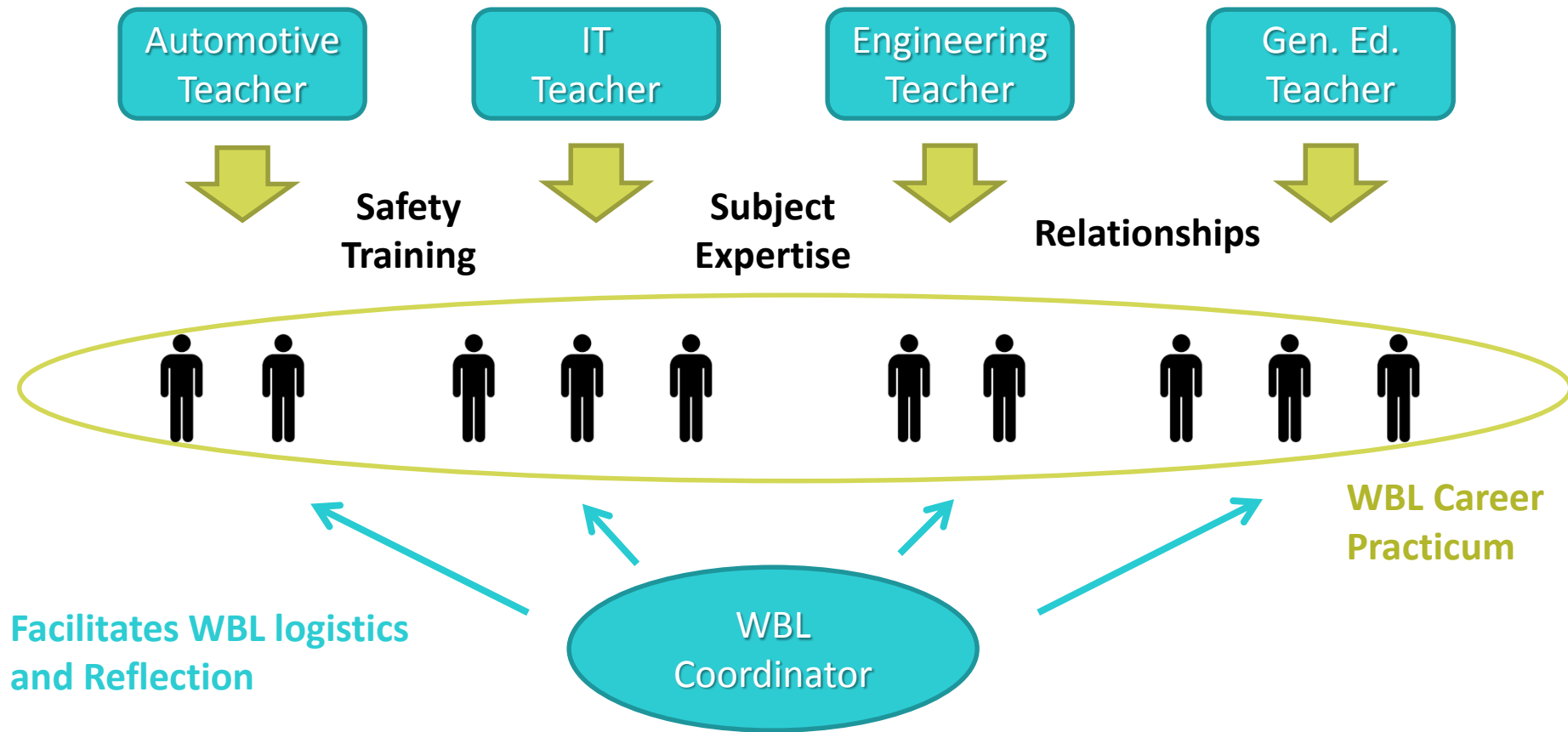
- WBL Leadership Council – Expert practitioners/trainers
- WBL Certification Training – Offered in all Grand Divisions
- WBL PLCs – Promote continuous improvement in every region
- Local PD Resources: WBL Implementation Guide and WBL Toolbox

# WBL Policy: Student-Centered





# Boots on the Ground



# District Perspective

- **Resources:**
  - Shifting, not expanding, to ensure sustainability
  - Dedicated WBL Coordinator centralizes processes for efficiency
  - Required in-class/reflection time improves quality
- **Scheduling:**
  - Provide time for quality, in-class reflection and proper monitoring
  - Length of time and frequency of visit matters
  - Can work on a block or traditional school calendar
- **Liability:**
  - Being a minor doesn't mean there are barriers
  - Workers Compensation applies to ALL workers regardless of age
  - Companies carry accident insurance which applies to non-employees
  - High-risk accident insurance already covers football, option for WBL
- **Transportation:**
  - Time of day matters and varies by industry
  - School-based experiences can be powerful and allow for scaling
  - Districts are not obligated to provide transportation

# Rutherford County

## Vision for Rutherford County Schools 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 (RCS)

### 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 professional learning community meetings to monitor the success of the program across Rutherford County.**
- 3. Meet 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. Require students to dedicate 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 in finding placement opportunities.**

# TDOE Pilot Perspective: Successful Practices

- **Regularly scheduled in-class time:** Each week, or every 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](mailto:Chelsea.Parker@tn.gov)

# Questions?

- Use the chat feature to submit your questions

# Thank You

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