



Work-Based Learning's Role in Career Readiness



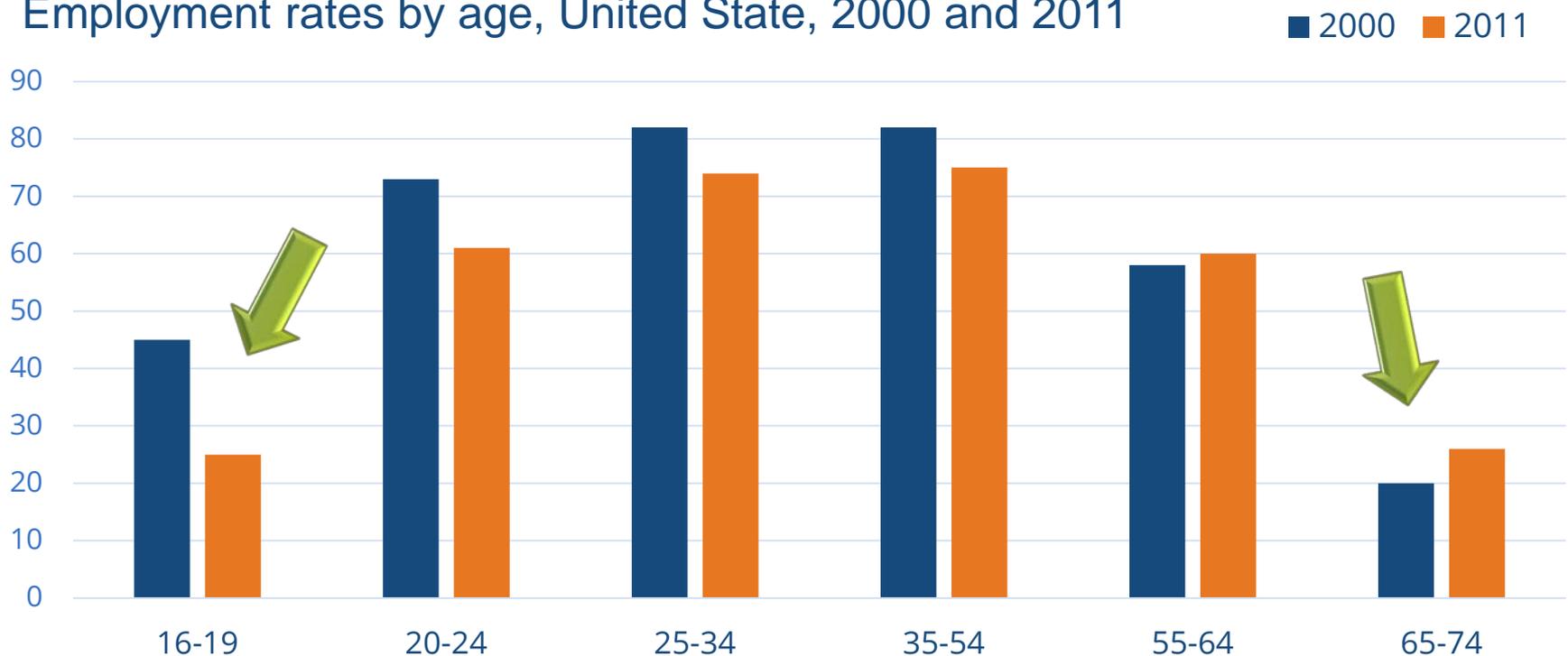
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State and National Landscape

®

Youth Unemployment is High

Employment rates by age, United State, 2000 and 2011



“Teens aged 16-19 experienced the most dramatic decline in employment rates... the lowest rate for teens in the post-World War II era.”

-The Brookings Institution, March 2014

Why does this matter?

“Reduced work experience as a high school student, especially for those not enrolling in four-year colleges upon graduation, is often associated with lower employment rates and earnings in later years.”

“Teen employment is path dependent – that is, that recent employment history is strongly associated with current employment.”

-The Brookings Institution, March 2014



Teens with work history in the previous year	Percent higher chance of employment than peers
Worked 1-13 weeks	33%
Worked 20-26 weeks	59%
Worked 40+ weeks	86%



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Tennessee's Landscape

In Tennessee...

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

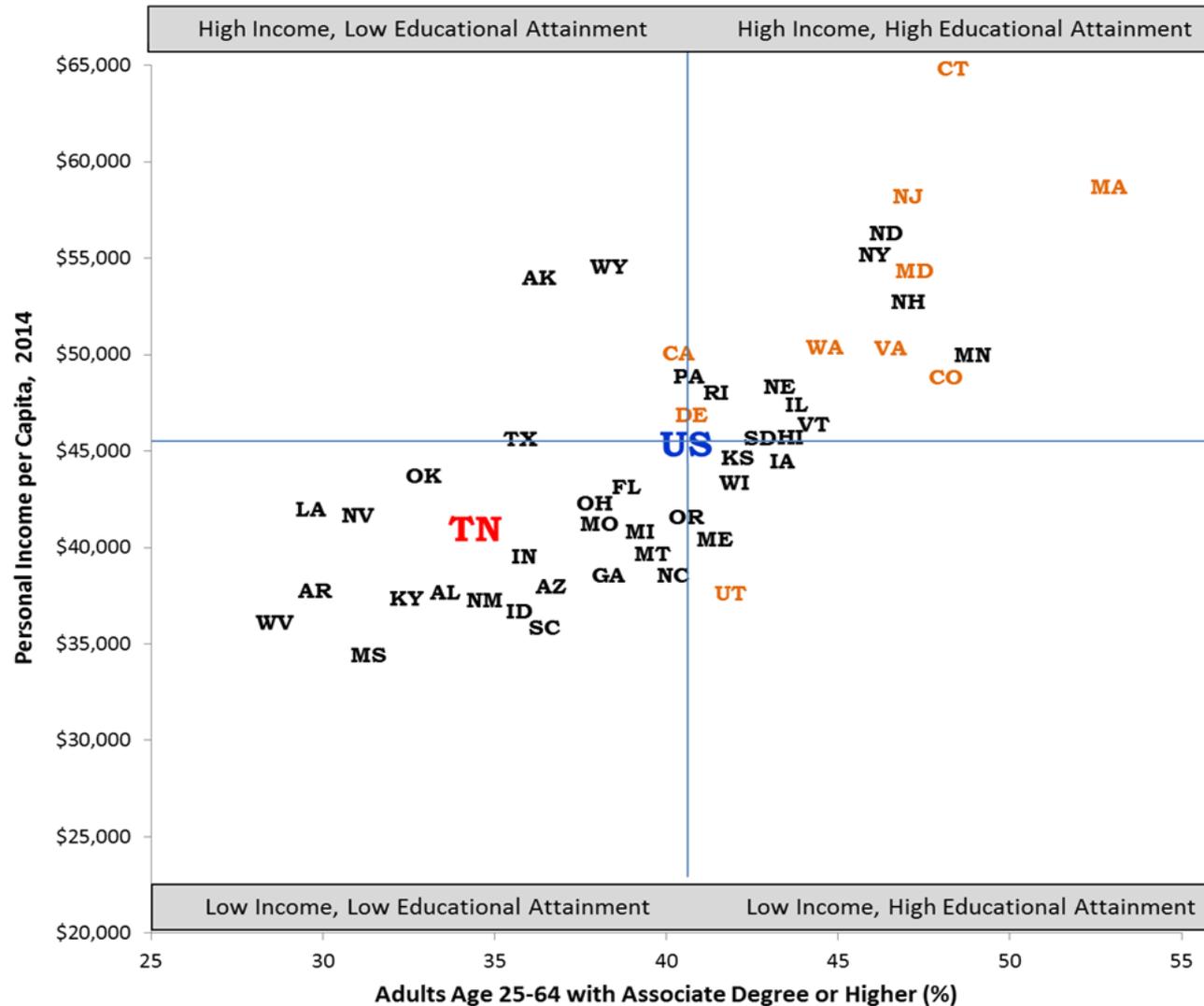
Presently

- **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.
- The Governor's **Drive to 55** was developed to address this gap.

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



Connectedness of *Income* to *Education*



In 2014, TN's per capita income was \$40,457, ranking TN 36th in the United States

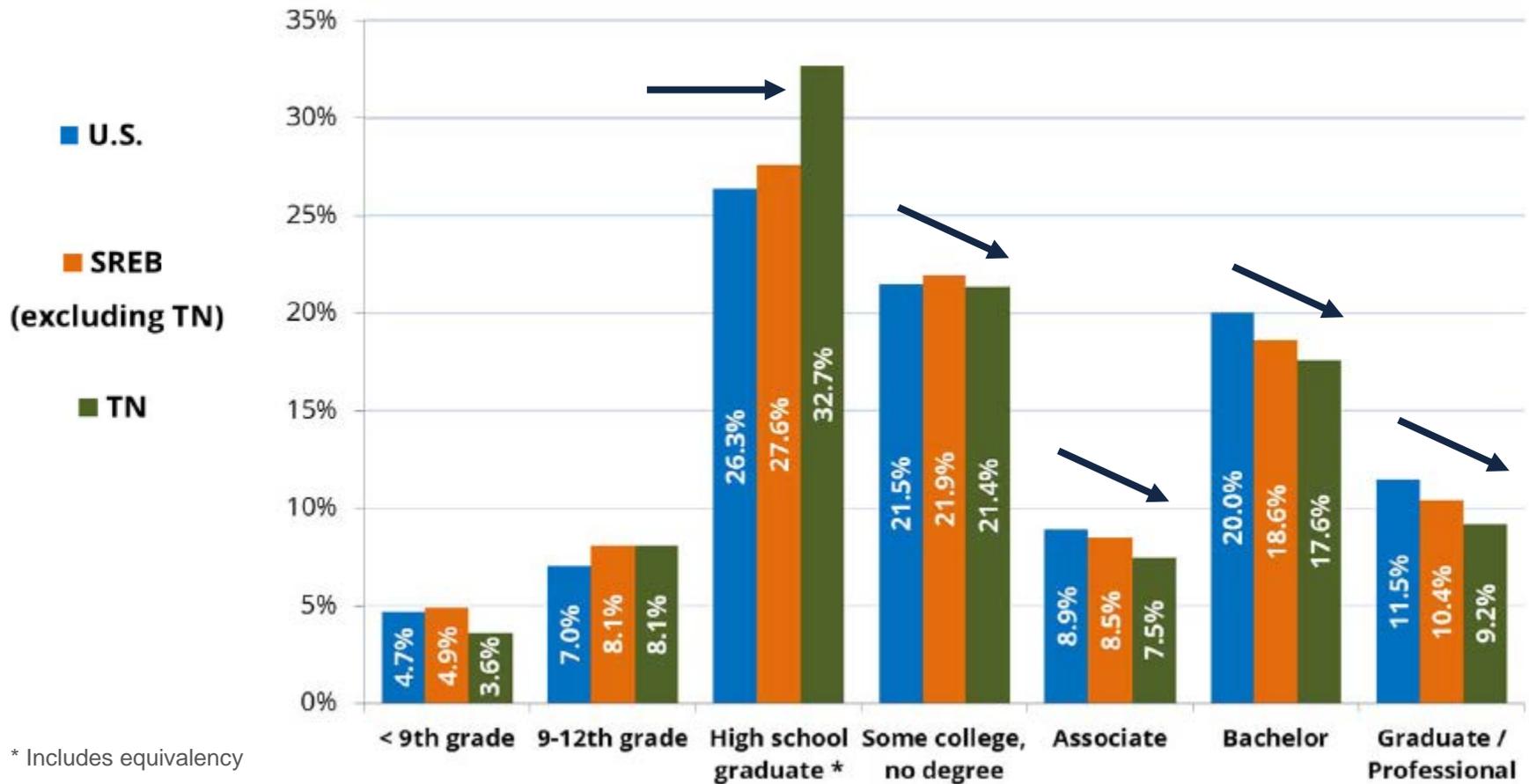
And only 34.3% of adult state residents (25-64) had at least an associate degree, ranking TN 42nd

Source: 2014 American Community Survey, U.S. Bureau of Economic Analysis



Secondary to Postsecondary

Educational Attainment of Adult Population (25-64):
U.S., SREB States, and Tennessee (2014)





Readiness Breakdowns

Mismatches in “Readiness”

89%

High School teachers who believe incoming postsecondary freshman are “ready”

Postsecondary faculty who believe incoming freshman are “ready”

26%

96%

Postsecondary CAOs who are extremely or somewhat confident in their institution's ability to prepare students for success in the workforce

Business leaders strongly agree today's college graduates have the skills and competencies that their business needs

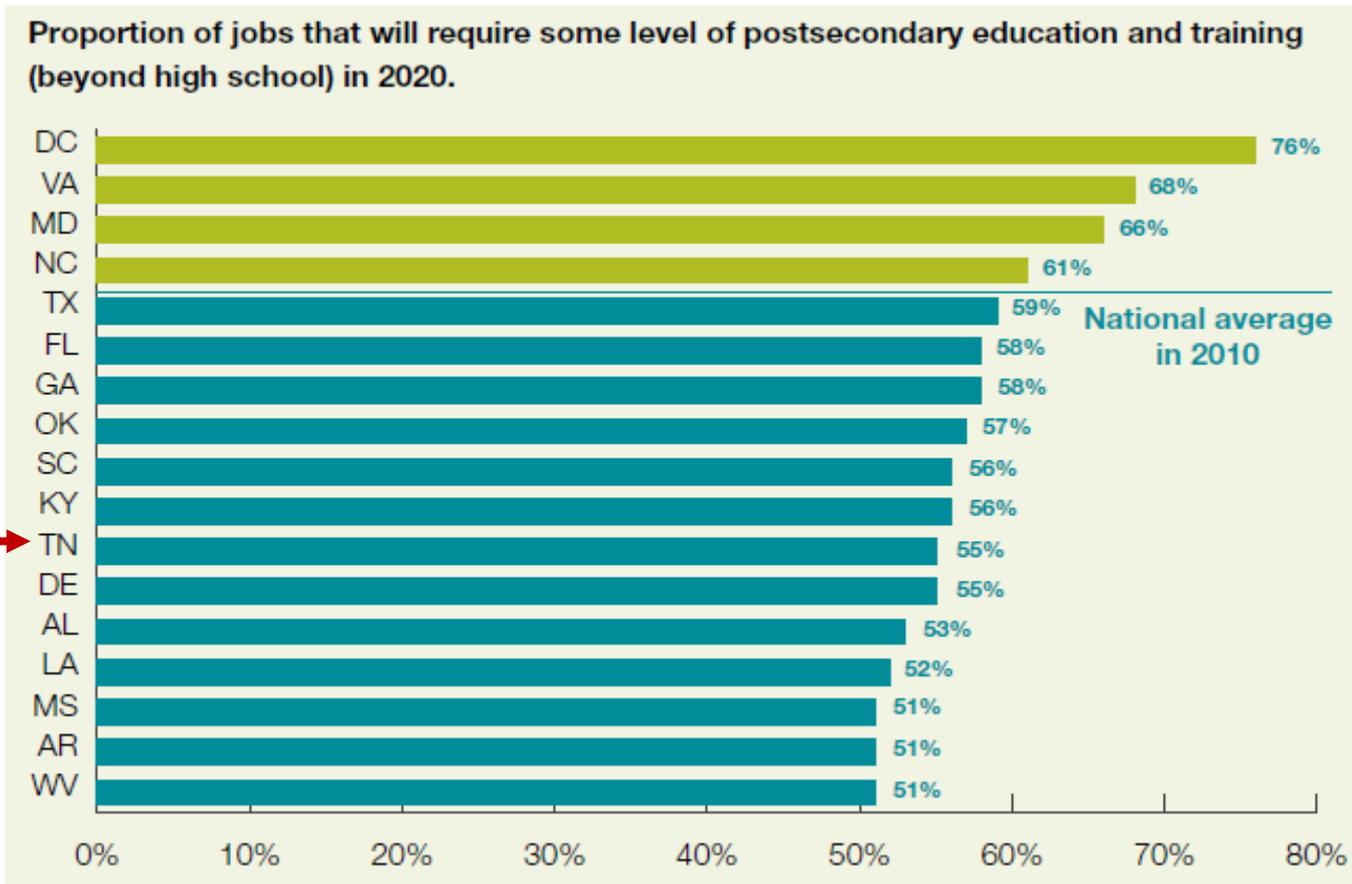
11%

Sources: ACT National Curriculum Survey 2012;
Jobs for the Future (JFF)

Job-to-Postsecondary Attainment

In 2010, the national average for job-to-postsecondary attainment was 59%

13 southern states will still not have met this current national average by 2020.

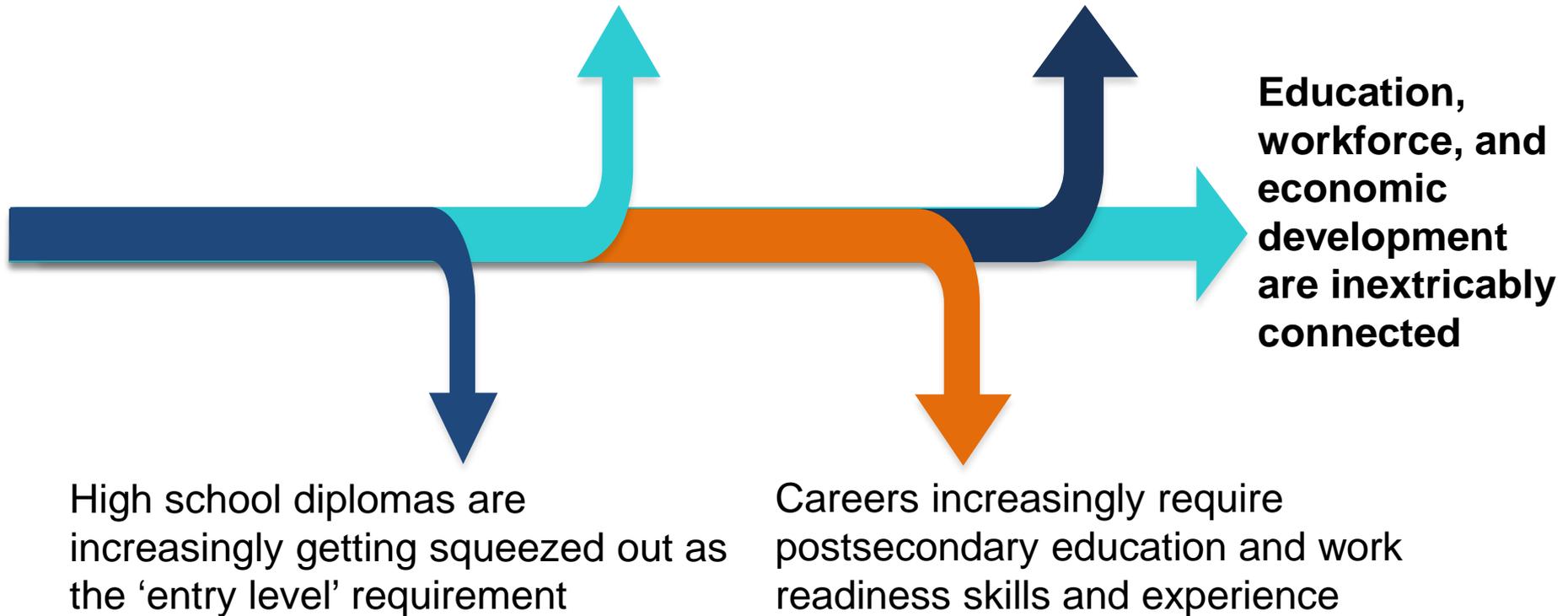


By 2020, the national average is projected to climb to 66%.

Education to Career Pathways

Too few young people complete a postsecondary degree/credential

Growth industry fields hold promise; employers struggle to find skilled employees





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Tennessee's Response

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Tennessee's Response

Tennessee has undergone a holistic overhaul of policies, curriculum, and training to lay a strong school-based foundation to support and scale quality WBL programs.

CONNECTING THE CLASSROOM TO CAREERS: THE STATE'S ROLE IN EXPANDING WORK-BASED LEARNING



The *Connecting Careers* series features the state's role in providing quality work-based learning opportunities for students with particular focus on major barriers and solutions. Each installment

Setting a Statewide Vision for Work-based Learning

THE STATE'S ROLE IN WORK-BASED LEARNING
As the nation's education leaders agree, the goal is to create a well-prepared, competitive workforce. A strategy that has existed for decades is to provide an effective strategy for connecting students to their future careers.

With this renewed interest, the work-based learning program has transformed as a means to build on the skills and knowledge available to all students regardless of their background, study or not. What is most important is to ensure students' classroom learning as a means to prepare them for the workforce.

Work-based learning is an educational approach that allows students to explore future career options while still in school. This series defines work-based learning as a means to prepare students for the workforce.



Techniques

CONNECTING EDUCATION AND CAREERS

INTENSIVE PROFESSIONAL DEVELOPMENT CTSOs
STUDENT ACHIEVEMENT OPPORTUNITIES
ALIGNMENT
ASSESSMENT



ACT 200

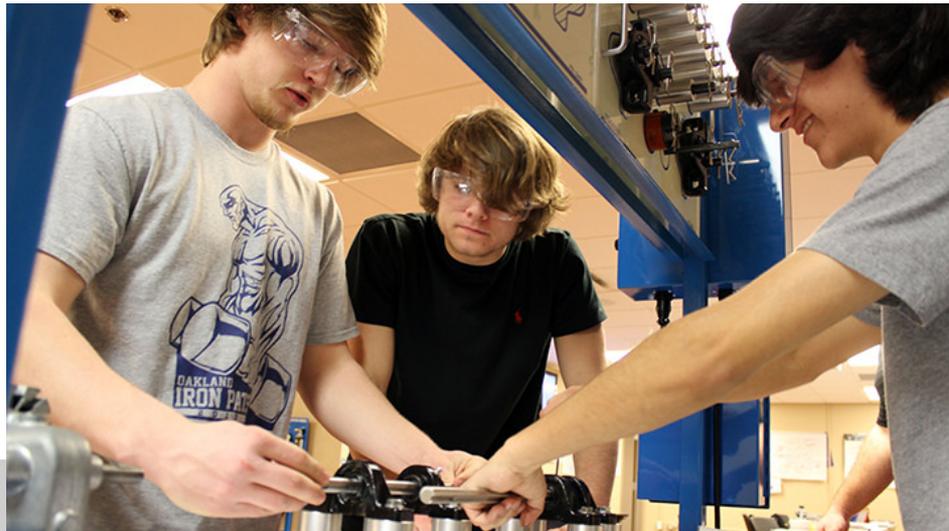
NCTE



What is Work-Based Learning?

WBL experiences allow students to **collaborate with industry** to **explore careers** that interest them and gain valuable **employability skills**.

By working with employers, students apply classroom theories to practical problems, explore career options, and pursue **personal and professional goals**.



Revitalized WBL in Tennessee

Assess and Develop (2013-14)

- Focus Groups
- Surveys
- New Policies
- New Course Standards

Pilot and Revise (2014-15)

- Revised Policies and Course Standards
- WBL Implementation Guide & Toolbox

Implement and Train (2015-16)

- Over 1,000 teachers trained
- 9,093 students in WBL capstone for high school credit

Revitalized WBL in Tennessee

Scale and Expand (2016-17)

- Collaborate with Departments of ECD and Labor to help industry find strong local connections
- Promote promising WBL models at the elementary, middle and high school levels
- Promote materials to address employer concerns

Tennessee's Targeted Employability Skills

Academic & Technical Skills

Career Knowledge & Navigation Skills

21st Century Learning & Innovation Skills

Personal & Social Skills

Employability Skills Checklist



Employability Skills Checklist

The following skills were identified as the most critical employability skills that can be learned through work-based learning. Over 225 stakeholders from all three grand divisions vetted this list through focus groups with the Tennessee Department of Education, including administrators, teachers, WBL coordinators, CTE directors, and postsecondary and industry partners. While all skill areas below were deemed important, the most critical areas were considered "Application of Academic Knowledge and Skills" and "Personal and Social Skills."

Application of Academic and Technical Knowledge and Skills

- LITERACY: Read and comprehend relevant academic and technical texts
- MATH: Select and apply relevant mathematical concepts to solve problems and perform expected tasks
- INDUSTRY-SPECIFIC TECHNICAL SKILLS: Demonstrate industry-specific technical skills
- INDUSTRY-SPECIFIC SAFETY SKILLS: Demonstrate adherence to industry-specific safety regulations

Career Knowledge and Navigation Skills

- UNDERSTANDING CAREER PATHS: Plan and navigate education and career paths aligned with personal goals
- PLANNING: Develop and implement a personalized student learning plan
- REFLECTION: Reflect on experiences through creation of a personal portfolio

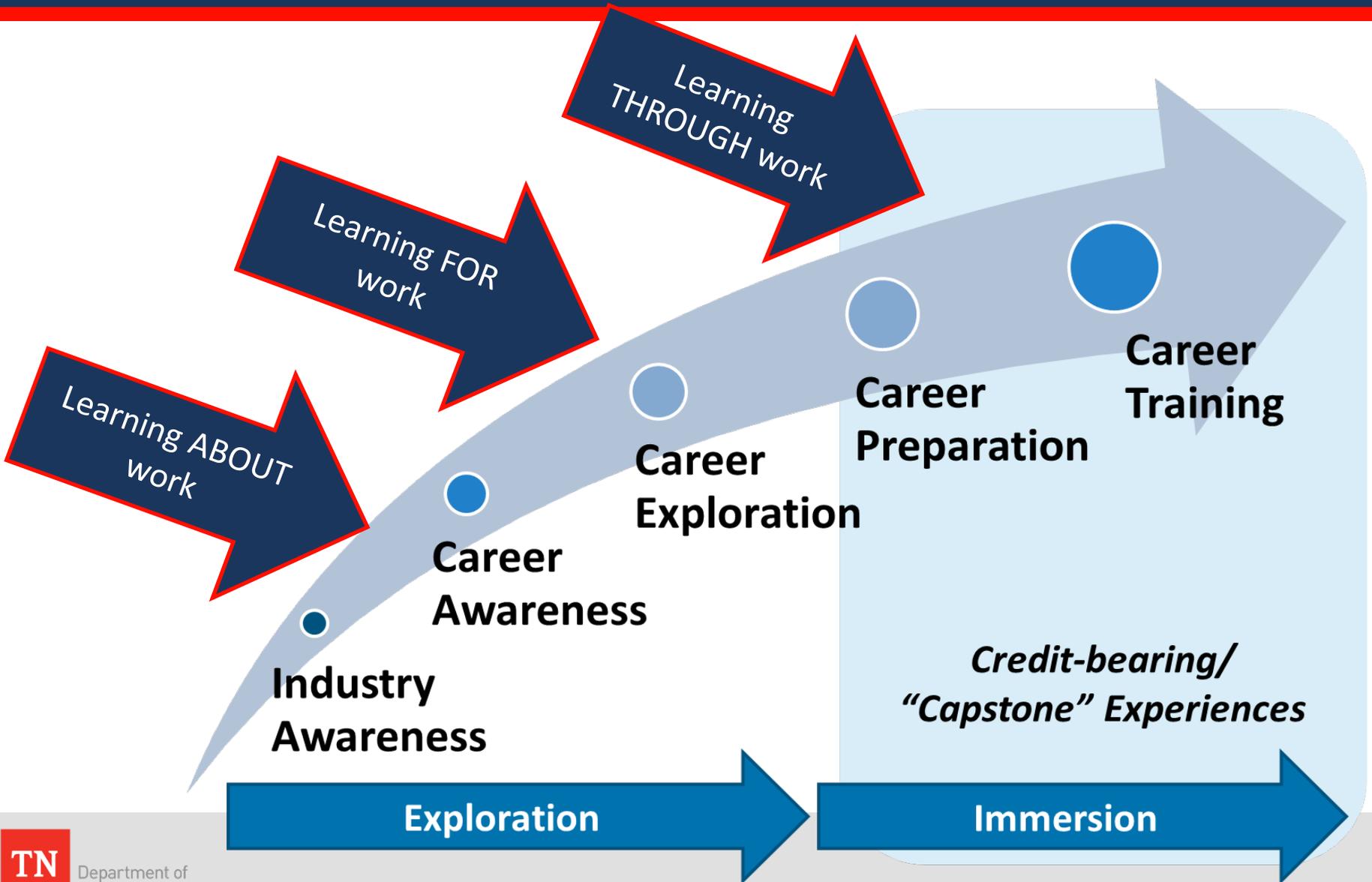
21st Century Learning and Innovation Skills

- CREATIVITY AND INNOVATION: Think creatively, Work creatively with others, Implement innovations
- CRITICAL THINKING & PROBLEM SOLVING: Reason effectively, Make judgments and decisions, Solve problems
- COMMUNICATION: Oral and written communications skills appropriate to the context, Listen effectively
- COLLABORATION: Exercise flexibility and willingness, assume shared responsibility, work with diverse teams
- INFORMATION LITERACY: Access and evaluate information, manage information accurately and ethically
- ICT (Information, Communications & Technology) LITERACY: Use technology effectively and appropriately

Personal and Social Skills

- INITIATIVE: Work independently; demonstrate agency, curiosity, and the ability to learn
- PROFESSIONALISM, ETHICS, AND INTERPERSONAL SKILLS: Demonstrate reliability, integrity,

Career Readiness Starts Early



Career Readiness Starts Early

Career Awareness

Students **learn** about careers, how to interact with professionals, and which careers interest them.

Career Exploration

Students **proactively explore** careers of interest and can take Career & Technical Education classes in high school to gain career-specific skills.

Career Preparation

Students may complete a **capstone** experience to build on their courses and **apply their skills** in the workplace.

What does WBL look like?

Students need authentic engagement:

- Prepared juniors and seniors may participate in “capstone” WBL experiences such as **paid work experience** or **internships** for high school credit through a *Career Practicum* course
- In earlier grades, WBL activities help students explore careers through short-term experiences such as **industry tours, classroom speakers, job shadows** and **industry-led projects** in the classroom

Schools Need Industry Support in all Grades

Awareness

- Industry Speaker in the Classroom
- Career Fair
- Field Trips
- Career videos
- Dress for Success Day
- Mock Interviews
- Career Interest Surveys

Exploration

- Job Shadow
- Informational Interview
- Mentorship
- Career & Technical Student Orgs and competitions
- Service-Learning and Volunteerism
- School store or classroom-run business

Preparation & Training

- Internship*
- Youth Apprenticeship*
- Co-op/Paid Work*
- Virtual Enterprise with mentorship
- Industry Certification
- School-based Enterprise*

** Can be done for high school credit*



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