Identifying Meaningful Work-based Learning Metrics
Tennessee’s New WBL Model

Chelsea Parker
Executive Director for WBL and the TN Council for CTE

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Imagine:
Your school/district has a world-class WBL program.

What words come to mind that describe it?
TENNESSEE’S WBL MODEL
Tennessee’s Revitalized WBL Model:

Progressive Exposure and Learning

“K to J”

Career Awareness

Industry Awareness

Career Exploration

Career Preparation

Career Training

Credit-bearing/ “Capstone” Experiences

Exploration

Immersion
We Must Measure:

- Pathways TN Approach
- Implementation with Fidelity
- Rigorous Skill Development

Regional Alignment
- Postsecondary Programs
- Local HR Directors
- Regional Employers
- Local Workforce Investment Agencies

Coordination and Planning
- District Leadership
- Community Members and Leaders
- WBL Coordinator
- Intermediaries
- Advisory Board Members
- School Principals

Student Learning
- Local and Regional Chambers
- Postsecondary Programs
- WBL Coordinator
- Intermediaries
- Advisories Board Members
- School Principals

Student
- Parents and Guardians
- Employer
- Classroom Teachers
- Counselors
DETERMINING MEANINGFUL METRICS
Data-Driven Decision-Making in WBL

WBL allows students to develop the academic, technical and soft skills necessary for college and career readiness.
Meaningful Metrics:

- WBL must be student centered:
  - Produces a portfolio of evidence of employability skills
  - Aligns to the student's selected area of elective focus
  - Supports student's long-term goals and interests
  - Accessible to all students

Metrics:

- Portfolio quality
- Personalized learning plans reflect placement alignment with student’s area of elective focus
- WBL course standard/21st Century Skill attainment
- Students participate in WBL from all 16 CTE career clusters
- Demographics, attendance, and discipline data
Meaningful Metrics:

• WBL must be educator supported:
  – Requires regularly facilitated reflection time to supplement work experience to meet course standards
  – Improves continuously through professional development, networking, and district support

Metrics:

• Certification of WBL coordinators by district
• Engagement of WBL coordinators in PLCs by district
• WBL coordinator survey data to assess regional trends
• Teacher TEAM evaluation data to assess strength of facilitation and instructional practices
Meaningful Metrics:

• WBL must be community aligned:
  – Provides access to high-demand, high-wage careers
  – Reflects state and regional workforce needs and trends
  – Encourages community ownership and collaboration

Metrics:

• WBL placements (by Pathways TN regions and district) reflect TN labor and workforce data
• WBL placements are reflective of program of study enrollment
• District surveys reflect quality program indicators (CTE directors, WBL coordinators)
• WBL program assessments are implemented locally
Outcomes to Assess:

The Tennessee Department of Education is committed to preparing students with the skills they need in postsecondary education and careers:

• ACT data for students who completed a WBL capstone/practicum
• Industry credential attainment for students who complete a WBL capstone/practicum
• Student placement in postsecondary and careers for students who complete a WBL capstone/practicum
• 21st Century/Employability Skill attainment/growth of students who complete a WBL capstone/practicum
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