

## Promising Practice Capture Sheet

**School:** Coffee Central High School  Rural  Suburban  Urban  
**District:** Coffee County **Region:** South Central  
**Practice:** Advanced Manufacturing WBL Capstone at VIAM  
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### Connection to Strategic Plan:

<b>Goals:</b>	Top Half of States on NAEP – 4th and 8th Grade Math and ELA		State Average of 21 Composite ACT	55% of the class of 2020 obtains postsecondary credential	
<b>How best practice addresses:</b>				Students who engage in work-based learning (WBL) will enter postsecondary with greater focus and persist to obtain credentials aligned to their long-term goals.	
<b>Priority Areas:</b>	Early Foundations	Empower Districts	Support Educators	High School Bridge to Postsecondary	All Means All
<b>How best practice applies:</b>				Students complete meaningful work experience aligned to their program of study to clarify their career and postsecondary goals. They are more motivated to maintain good attendance and grades during their senior year, which positively affects school culture and performance in courses. Students also are more motivated to pursue postsecondary.	

### Practices:

- Culture       Instructional       Training/PD  
 Accountability       Programmatic       Policy Change  
 Funding       Other:

### Project Specific Indicators:

- Sr. Year Attendance       Employability Skill Growth

### Results:

- Increased student achievement results  
     ACT  TNReady/EOC/TVAAS  NIC  EPS  
 Decreased remediation and/or subgroup gaps  
 Increased student readiness results (non-academic)  
 Increased partnerships / alignment  
 Increased participation / program growth

**The Challenge:**

To expose students who have a high likelihood of success and aligned interests to high-growth, high-demand careers in advanced manufacturing. To secure work experience and employability skill development for students in advanced manufacturing, which is attested and valued by industry professionals.

**The Vision:**

To create one of the state's first advanced manufacturing WBL programs where students work in the manufacturing environment alongside industry professionals. To create a viable workforce pipeline from high school into high-growth, high-wage careers in advanced manufacturing. To secure a lasting partnership that will support an advanced manufacturing program of study that couples high school experience with work experience, promotes students into relevant postsecondary, and ultimately leads to high-wage employment for students.

**Summary of To-Do's:**

1. Share your vision (see above) with employer who has respect and positive rapport in the community. Identify common ground/shared priorities. Clearly define what you want to accomplish together.
2. Demonstrate that WBL is possible in the manufacturing environment and set clear and shared expectations for the following:
  - Student qualifications/pre-requisites/selection process
  - Number of students to start with (start small and strong)
  - Expectations for maintaining quality employment
3. Create application process (attachment) that requires students to put forth proper effort to gain the experience. Present the experience as a privilege, not a right. Set clear expectations for student performance.
4. Identify students who have a strong fit for the experience and have face-to face conversations with them. Impress upon them the seriousness of their role as an ambassador, which will determine future opportunities with the partner.
5. Host an orientation meeting for students and parents at the company so expectations and commitments can be clarified for all stakeholders.
6. Consider an incentive pay bonus for good attendance. We set expectations that students must come to school to go to work. When they attend 90 days straight without any missed time, students get \$1.00 bonus per hour for every hour worked during that period.

**Lessons Learned: *Include advice on start-up and sustainability***

1. Companies have processes to measure employee performance and provide routine feedback on employee performance. Be up front with them about wanting to collect regular feedback on student performance based on their expectations. Allow companies with robust feedback and evaluation tools to use their existing processes and share them for feedback and ongoing coaching.
2. Companies measure productivity and efficiency extensively. Ask up front how they will measure success of the program from their perspective. Ask to receive these measures on a regular basis.
3. Companies are unused to working with minors. Let them know that the WBL coordinator will be an active and engaged part of the process to support strong performance. Set the expectation up front that the company and coordinator are partners in supporting the students and providing the coaching and support needed to help the students be successful in their workplace.
4. Be flexible and find strong connections for students. While this started as an Advanced Manufacturing experience, this has opened doors for students in STEM and automotive programs as well. Student are placed in roles at VIAM such as engineering, machining, and quality control.

**Communications:**

Recognize up front that districts and companies communicate in different ways and have different expectations and address this during early meetings. Companies expect that communications are timely and early, meetings are focused and purposeful, and follow-up actions are clear and addressed quickly. It is important to let the company know that you have a dedicated staff who will work to ensure that those expectations are met. Additionally, it is also important to let the company know that school environments are more subject to needs that arise unexpectedly. It is important to let them know that unexpected disruptions may occur, such as fire drills or snow days. Ask them to be flexible, but let them know that they will get a prompt phone call to let them know when needs arise. Reaching a shared understanding ensures that planning and ongoing communications can proceed smoothly and effectively. Companies should identify a primary point of contact who is accountable for maintaining communications with students and WBL coordinator as a part of his or her job responsibilities.

**Stakeholder Management:**

Student opportunities stem from a shared understanding and vision between school district and companies. Extensive planning up front to address shared expectations, non-negotiables, and processes will ensure all parties are comfortable. Districts must see and communicate with companies as equal partners in the student’s learning experience. The WBL coordinator or CTE director who serves as the point person during the planning process must have the capacity and motivation to respond in a timely and proactive manner. He or she must also have the ability to put significant time and energy into the planning process for communications to be effective and to achieve intended results. Additionally, shared expectations are critical. Unlike other employees, these students are minors; therefore, parents are a necessary stakeholder that must be included on any type of change in schedule or expectations.

**Metrics & Measurements:**

Baseline Data	Progress to Date	Goals
<ul style="list-style-type: none"> <li>• Student attendance in the previous year/term</li> <li>• Student plan of study/postsecondary plan</li> <li>• Students’ learning goals as articulated in the Personalized Learning Plan Packet</li> <li>• Students’ behavior and engagement in other classes</li> <li>• Initial performance reviews from employers and identified areas for growth</li> <li>• Initial enrollment in the program</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance rates show improvement and engagement of students in other courses has been attested by other teachers in the building.</li> <li>• Students adjust or clarify their postsecondary plans based on their experience at VIAM.</li> <li>• Improvements in students’ SMART goals: become more focused and reflect experience.</li> <li>• Feedback and performance reviews from employers demonstrate skill growth.</li> <li>• Maintaining enrollment: students do not “drop out” and demonstrate persistence through the term.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will maintain 90% or higher attendance through the duration of the senior year.</li> <li>• Students aspire to postsecondary attainment and clearly define next steps.</li> <li>• Students attest that their work experience has clarified their own aspirations and next steps and feel that the relationships they have developed are valuable for pursuing their long-term goals.</li> <li>• Employer relationship is positive and results in increased placements, while maintaining high rate of retention during the term.</li> </ul>

**Resources:**

- [WBL Application – Coffee County](#)
- [Myths vs. Facts for Industry](#)
- [Manchester Magazine Article – Head of the Class](#)
- [Performance review from employer to show student progress](#)