

# WORLD'S BEST WORKFORCE

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Lakes Country Service Cooperative  
Western Lakes Center of Excellence



# Learning Objective

- Participants will:
  - Begin writing a plan that will address WBWF legislation
  - Understand the WBWF legislation and its five priorities
    1. School readiness
    2. Grade level literacy
    3. Closing the achievement gap
    4. College and career readiness
    5. Graduation rate
  - Understand the difference between a strong and weak “plan”
  - Establish action steps for communication and further development of WBWF plan

# Introductions

- District representative
  - Introduce team members
  - Share the name of one of the plans you brought today

# Strongest Plan

- In your teams, review all plans brought today.
- Identify one that you think represents your strongest plan.
- Considering that plan, answer the following questions on chart paper.

# Our Strongest Plan

- Who wrote the plan?
- What is the purpose of the plan?
- What data was used to inform the writing of the plan?
- Who is the intended audience?
- How is the plan communicated?
- Who oversees implementation of the plan?
- How is it used to impact decisions throughout the year?
- How is this plan being implemented?
- How is the plan evaluated?
- **Other indicators that make this plan strong?**

# Our weakest plan

- Who wrote each plan?
- What is the purpose of each plan?
- What data was used to inform the writing of the plan?
- Who is the intended audience?
- How is the plan communicated?
- Who oversees implementation of the plan?
- How is it used to impact decisions throughout the year?
- How is this plan being implemented?
- How and how often is the plan evaluated for effectiveness?
- **Other indicators that make this plan weak?**

# Commonalities

Strong Plan

Weak Plans

# QUICK WRITE

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What thoughts are you having upon completion of this activity.



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BREAK

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# WBWF LEGISLATION

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# World's Best Workforce Means:

- **Legislation 120B.11**
- Have all students meet school readiness goals
- Have all third-grade students achieve grade-level literacy
- Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers as well as students receiving special education services and those that are not.
- Have all students graduate from high school
- Have all students attain college and career preparedness

# Performance Measures

Success in reaching the World's Best Workforce goals will rest on the following performance measures:

1. Student performance on the National Assessment of Educational Progress (NAEP)
2. Reduction of the academic achievement gap by student group
3. Student performance on the MN Comprehensive Assessments
4. College and career readiness under section 120B.30, subdivision 1
5. Other locally utilized assessment measures

# Advisory Committee

- **School boards will establish an advisory committee that:**
  - Ensures community engagement in the development and review of the plan
  - Reflects the diversity of the district and its school sites (Districts may establish site teams)
  - Makes recommendations to the school board regarding rigorous academic standards, student achievement goals and measures

# Annual Report

- District is to publish a report annually on district plan results (each fall)
- School board will hold an annual public meeting
- Periodically survey constituencies about their connection to schools and level of satisfaction
- School Board must submit an electronic *summary* of the report to the commissioner

# Original District Timeline

- October – December 2013
  - With MDE guidance and assistance, develop a district strategic World's Best Workforce Plan
- January 2014
  - Begin formal development and implementation of WBWF district plan
  - Communicate plan with, and to, stakeholders
- Late Spring – Summer 2014
  - Review of 2013-14 efforts / begin development of new plan
- By October 1, 2014
  - Develop report on the implementation of the previous year's WBWF plan and subsequent student results
  - Submit summary of report to Commissioner's Office
- Fall 2014
  - Update district WBWF plan with new goals and strategies with District Advisory Group based on student achievement results
  - Hold public meetings to share new plan with stakeholders

# More Information

- For updated information on the WBWF legislation and planning guidance:
    - Visit MDE's Superintendents' web page: MDE > Welcome to MDE > Office of the Commissioner > Superintendents,
- or*
- Visit MDE's WBWF webpage: MDE > School Support > World's Best Workforce, or
  - e-mail questions regarding this legislation to:  
[MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us)



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# Defining the Five WBWF Priorities

- School Readiness
- Grade Level Literacy
- Achievement Gap
- College and Career Readiness
- Graduation Rate

# WBWF Planning Template Process

- Look at definition of WBWF priority area
- Highlight areas in your plans that address priority area
- Review planning template
- Complete the template using local information
- Share out

# WBWF Planning Template

<b>WBWF Area 1</b>	<b>Meet school readiness goals.</b>	
Current level of performance using district/school data.	How do our current plans address this area?	What can we do to improve in this area?
<b>This is a planning document only. Use this information as initial steps in an ongoing planning &amp; implementation process.</b>		

# School Readiness

- “The skills, knowledge, behaviors and accomplishments that children should know and be able to do as they enter kindergarten in the following areas of child development:”
  - Physical Development
  - The Arts
  - Personal and Social Development
  - Language and Literacy
  - Mathematical Thinking

Minnesota School Readiness Study: Development Assessment at Kindergarten Entrance  
(Fall 2012)

# Grade-Level Literacy

- Literacy is “the ability to read, write, speak, listen, view, visually represent, and think in order to communicate and contribute to society.”

Minnesota Blueprint for Literacy  
(Draft Version – May 2011)

# Academic Achievement Gap

- "Achievement gap reduction measures the ability of schools to get higher levels of growth from lower-performing subgroups than statewide average growth for higher-performing subgroups." Subgroups defined in relation to WBWF include:
  - Asian/Pacific Islander
  - American Indian
  - Black
  - Hispanic
  - Free and Reduced Price Lunch

Minnesota's New Accountability System Under ESEA Flexibility  
(February 2012)



# College and Career Readiness

- “Career (Workforce) and College Readiness” means that a high school graduate has the knowledge, skills and competencies to successfully embark on a career pathway for an employment position and can successfully pursue postsecondary education opportunity, whether it be a degree, a diploma, a certificate, or industry recognized credential. Students who are career and college ready have the ability to successfully complete credit-bearing coursework at a two-year or four-year college or university without need for remediation.”

Career Pathways and Technical Education Advisory Task Force in their report to the Minnesota Legislature on February 15, 2014

# Graduation Rate

“The graduation rate measures schools by their ability to meet statewide targets for graduation rates. Graduation in Minnesota is aligned to college and career ready expectations and graduation rates are a reflection of students meeting college and career ready standards.”

ESEA Flexibility Request (February 2012)

# District Work Time

- Look at definition of WBWF priority area
  - Highlight areas in your plans that address priority area
  - Complete planning template using local information
  - Move on to next priority area
  - Regroup at 2:15
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- Take break as needed

# Next Steps Planning

- How are we going to complete the work we have started?
- Do we have in place a District Advisory Committee that represents the diversity of our district?
- What other data do we need to obtain?
- Is there recent survey data available? If not, what is your plan to complete?
- Who is missing from the table? What is our plan to get them there?
- What is our timeline?
- To whom are we communicating the plan, and in what order?
- How are we going to communicate the plan?
- What are our immediate needs or concerns?
- Other...

# WBWF Planning Template

## Next Step Planning

Next Step Planning					
	<u>Guiding Questions</u>	<u>Answer</u>	<u>Deadline</u>	<u>Support/Resources Needed for Success</u>	<u>Person Responsible</u>
2	How are we going to complete the work we have started?				
3	Do we have in place a District Advisory Committee that represents the diversity of our district?				
4	What other data do we need to obtain?				
5	Is there recent survey data available, if not, what is our plan to complete?				
6	Who is missing from the table & what is our plan to get them there?				
7	What is our timeline for completion?				
8	To whom are we communicating the plan, and in what order?				
9	How are we going to communicate the plan?				
0	What are our immediate needs or concerns?				
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# LCSC Contact Information

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