Having a big idea is not enough to insure impact. There needs to be an impact plan, an aligned understanding of what success looks like, and a definition of what it will take to get there. We’ve developed our Theory of Change (ToC) to guide us in this work. Our ToC allows us to focus on the essential components to scaling and delivering high quality WBL. Students need access to WBL opportunities that will inform and align their interests to a viable career. Schools need access to engaged employers to integrate WBL into their curriculum and programming. Employers need support in executing and sustaining student opportunities that will also align to their business requirements.

Our Theory of Change calls for GPSED to be an intermediary partner to schools, businesses and communities to design, build and execute WBL solutions. Business and employers emerge as an essential component of offering WBL. Providing expertise on WBL is within a talent development strategy. Investment creates a sustainable model for scale that requires consistency in program design, common language, consistent training and education models, and transparent assessment to demonstrate outcomes and impact. The other essential component of this model is identifying and developing students early on so that they are ready to leverage WBL opportunities. Schools and community-based organizations that work with students can benefit from an integrated, scaffolded WBL strategy that aligns student activities with their level of development, connects to their curriculum and provides experiences that inspire and engage them.

### OUR THEORY OF CHANGE: SOLVING EQUITY IN EDUCATION

Traditional education models that separate education (Learn) from experience (Work) lack the ability to support the transition of students from high school to sustainability.

To foster equity in access and underserved students, especially within disadvantaged populations new models that focus on the value of experience as learning require community based partnerships, new ways of thinking about education and training, and clear strategies and support to execute at scale and impact on a system level.

Scalable work-based learning will be an accepted and essential part of the Educational Model for high schools and post-secondary schools, and will bridge the existing gap between education and work that has inhibited student success, especially for disadvantaged students.

Business and industry become active participants, investing in their communities by increasing access to post-secondary attainment and career readiness.

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