Defining and Measuring
High-Quality Work-Based Learning
Lauren Eyster
October 4, 2018

Goals for the Session

- Introduce a systems change framework for defining and measuring high-quality work-based learning

- Better understand how one state – Georgia – built a system that supports high-quality work-based learning

- Consider your state's next steps for defining high-quality work-based learning and measuring progress in changing your system

Systems Change Framework for High-Quality Work-Based Learning

Principles of Systems Change

1. Systems change focuses on changing policy, practice, perceptions, funding, and institutions.

2. Collaboration and relationships are central components to systems change.

3. Systems change initiatives are complex and multilevel.

4. The desired effects are sustained and institutionalized.

Systems Change Logic Model

SYSTEM COMPONENTS

EMPLOYERS, INDUSTRY, AND THE WORKFORCE
Business and trade associations, industry organizations, employers, labor unions, and staffing agencies.

EDUCATION AND TRAINING PROVIDERS
Two-year colleges, four-year colleges and universities, K–12 public school districts, nondegree education and training providers, and adult education providers.

GOVERNMENT AND THE PUBLIC SECTOR
American Job Centers, workforce development boards, public libraries, public social service agencies, economic development agencies, elected officials, and local, state, and federal governments.

NONPROFIT AND COLLABORATIVE ENTITIES AND FUNDERS
Community- and faith-based organizations, foundations and philanthropic organizations, workforce service providers, and workforce intermediaries.

ACTIVITIES

IDENTIFY SYSTEM NEEDS
Identify and highlight challenges and opportunities in a workforce system.

DEVELOP A SYSTEMS CHANGE PLAN
With input from appropriate stakeholders, determine strategies to improve a workforce system.

COORDINATE OR IMPROVE SYSTEM COMPONENTS
Strengthen the capacity of system components, change practices, or build connections.

TRACK SYSTEMS CHANGE PROGRESS AND MAKE CONTINUOUS IMPROVEMENT
Regularly collect and assess data to measure progress towards goals and make adjustments.

SCALE OR REPLICATE STRATEGIES OR SOLUTIONS
Expand and sustain effective programs, policies, or approaches, or replicate strategies in new contexts.

GOALS

SYSTEM-LEVEL GOALS

COLLABORATION
Actors have a shared vision or coordinated approach to serving workers and employers and effectively work together to solve problems and share best practices.

QUALITY AND ACCESSIBILITY
Services are visible and accessible to and meet the needs of those who need them, especially people with disadvantages or barriers to employment.

INDUSTRY ENGAGEMENT
The system is informed by business needs, and employers are invested partners in workforce efforts.

DATA-DRIVEN DECISIONMAKING
Actors collect and use quality data to design and continuously improve programs and services.

SCALE AND SUSTAINABILITY
The system has adequate programs, funding, and policies to reliably meet the needs of individuals and employers over time.

WORKER- AND EMPLOYER-LEVEL GOALS

Employers can hire and retain workers with needed skills. Workers have good jobs and opportunities for advancement.

MEASUREMENT OF OUTPUTS AND OUTCOMES

How do we use the systems change framework to define and measure high-quality work-based learning?

Let's review NGA's framework for high-quality work-based learning

Source: National Governors Association Center for Best Practices

Defining Partnership Agreements

"The program includes a clearly articulated agreement among the employer, participant and education institution or intermediary organization that identifies expectations for each partner and the general structure of the experience"

Sample questions:

- What is the goal of the agreement?
- Who is responsible for developing, coordinating, and execute the partnership agreements?
- What does the agreement contain? How are the expectations (roles/responsibilities) for each party set?

Partnering Agreement Goal – Sample Measures

	Measure 1	**Measure 2**	**Measure 3**
Qualitative	Cross-sector group convened to develop WBL agreement template	Partnering agreement template developed	Technical assistance provided to WBL programs on partnering agreement
Quantitative	No. of partnership agreements initiated	No. of partnership agreements signed	No. of participants who signed an agreement who completed the WBL program

Defining Authentic Work Experience

"The participant engages in an authentic work experience that is supervised and mentored by an industry professional.'

Sample questions:

- What are the components of an "authentic" work experience in your state?

- How does an authentic work experience contribute to the success for workers and employers in your state?

- What is the role of an industry professional in work-based learning that meets your state's definition of authentic work experience?

- How will you determine whether a program meets your definition of authentic work experience?

Authentic Work Experience Goal – Sample Measures

	Measure 1	**Measure 2**	**Measure 3**
Qualitative	Definition or standards developed for authentic work experience	Technical assistance provided to WBL programs on authentic work experiences	Deployment of training for industry representatives on work experience
Quantitative	X number of WBL programs implement the components of an authentic work experience	X number of employers providing authentic work experience	X% of WBL participants who receive authentic work experience find jobs in occupation of training

Structured Learning

"Closely connected to the authentic work experience, the structured learning component is designed to connect theory with practice and workplace skills."

Sample questions:

- How does your state define structured learning?
- What are the key components of structured learning?
- How does structured learning contribute to success for employers and workers in your state?
- How will you determine whether their WBL programs meet the definition of structured learning?

Structured Learning Goal – Sample Measures

	Measure 1	**Measure 2**	**Measure 3**
Qualitative	Definition of structured learning and its components developed	Alignment of WBL curriculum with structure learning components	Technical assistance provided to WBL programs on structured learning components
Quantitative	% WBL programs that include some structured learning components	% WBL programs that include all structured learning components	% WBL participants who enroll/complete programs with structured learning components

Assessment and Recognition of Skills

"The program culminates in an assessment and recognition of skills by a third party to ensure that recognition is aligned with the attainment of a credential or progress along a career pathway. "

Sample questions:

- How is assessment and recognition of skills defined in your state?
- What are the standards your state uses for assessment and credentialing for WBL by third parties?
  Which third parties can provide assessment and credentials for WBL in your state?
- How will assessment and credentials show progress along a career pathway?

Assessment and Recognition of Skills Goal – Sample Measures

	Measure 1	**Measure 2**	**Measure 3**
Qualitative	Development of standards for assessment and recognition of skills (e.g., credential earned)	Alignment of WBL curricula with standards for assessment and recognition of skills	Deployment of standards for assessment and recognition of skills to WBL programs
Quantitative	X% of WBL programs meet standards for assessment and recognition of skills	X% of WBL participants are in programs that meet standards	X number of employers hiring completers from WBL programs that meet standards

Link to System Change Framework for Workforce Development:

https://www.urban.org/research/publication/changing-workforce-systems

Questions?