Defining & Measuring Quality in Work-Based Learning

February 12th, 3:00PM EDT
Today’s Agenda

1. Housekeeping and Introductions
2. Defining & Measuring High-Quality Work-Based Learning: A Presentation by The Urban Institute
3. State Example: Georgia
4. Q&A
5. Wrap-up and Next Steps
Housekeeping

• This webinar is being recorded
• Audio: either use your telephone to connect, or your microphone and speakers on your computer.
• Muted on Entry:
  • If calling through your computer, “raise your hand” and we will unmute you.
  • You may also type your questions by clicking the “?” icon in the toolbar.
  • If calling through your phone, dial *6 and make sure your phone is not on mute, and you can speak.
• Questions? E-mail Kristin Baddour at kbaddour@nga.org
Introductions
Defining and Measuring High-Quality Work-Based Learning

February 12, 2019
Topic for today: defining and measuring high-quality work-based learning

Source: National Governors Association Center for Best Practices
Discussion Question #1

How is your state defining high-quality work-based learning? What was your process for developing the definition? What resources have you drawn from?
Georgia WBL Delivery Model

Examples of Pathways Available in the School

- Construction
- Engineering/Technology
- Business Management
- Marketing
- Culinary
- Health Care
- Public Safety

School-Wide Work-Based Learning Coordinator

WBL Placement Opportunities:
- YAP
- Internship
- Coop
- ESD

Employers/Placement Sites
Career Related Education Model

Work-Based Learning
- Youth Apprenticeship
- Internship
- Cooperative Education
- Employability Skill Development

Career Awareness
- Guest Speakers
- Career Fairs
- Field Trips

Career Exploration
- Mock Interviews
- Job Shadowing
- Student Portfolios

Connecting Activities
- Advisory Committees
- Post-Secondary Connections
- Articulation

Instructional Related Activities
- Technical Skill Attainment
- School Based Enterprises
- Employability Skills
WBL Criteria

The Three Interlocking Components of Work-Based Learning

- Student’s Career Goal
- Related Coursework
- Structured Work Experience
Discussion Question #2

What do you think are some important measures for whether your state is making progress toward scaling high-quality work-based learning? For each of the components of high-quality work-based learning: partnering agreements, authentic work experience, structured learning, and assessment and recognition of skills?
# Authentic Work Experience Goal – Sample Measures

<table>
<thead>
<tr>
<th></th>
<th>Measure 1</th>
<th>Measure 2</th>
<th>Measure 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative</td>
<td>Definition or standards developed for authentic work experience</td>
<td>Technical assistance provided to WBL programs on authentic work experiences</td>
<td>Deployment of training for industry representatives on work experience</td>
</tr>
<tr>
<td>Quantitative</td>
<td>X number of WBL programs implement the components of an authentic work experience</td>
<td>X number of employers providing authentic work experience</td>
<td>X% of WBL participants who receive authentic work experience find jobs in occupation of training</td>
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## Structured Learning Goal – Sample Measures

<table>
<thead>
<tr>
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<th>Measure 2</th>
<th>Measure 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative</td>
<td>Definition of structured learning and its components developed</td>
<td>Alignment of WBL curriculum with structure learning components</td>
<td>Technical assistance provided to WBL programs on structured learning components</td>
</tr>
<tr>
<td>Quantitative</td>
<td>% WBL programs that include some structured learning components</td>
<td>% WBL programs that include all structured learning components</td>
<td>% WBL participants who enroll/complete programs with structured learning components</td>
</tr>
</tbody>
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## Partnering Agreement Goal – Sample Measures

<table>
<thead>
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<th>Measure 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative</td>
<td>Cross-sector group convened to develop WBL agreement template</td>
<td>Partnering agreement template developed</td>
</tr>
<tr>
<td>Quantitative</td>
<td>No. of partnership agreements initiated</td>
<td>No. of partnership agreements signed</td>
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</table>
# Assessment and Recognition of Skills

## Goal – Sample Measures

<table>
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<th>Measure 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualitative</strong></td>
<td>Development of standards for assessment and recognition of skills (e.g., credential earned)</td>
<td>Alignment of WBL curricula with standards for assessment and recognition of skills</td>
<td>Deployment of standards for assessment and recognition of skills to WBL programs</td>
</tr>
<tr>
<td><strong>Quantitative</strong></td>
<td>X% of WBL programs meet standards for assessment and recognition of skills</td>
<td>X% of WBL participants are in programs that meet standards</td>
<td>X number of employers hiring completers from WBL programs that meet standards</td>
</tr>
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Discussion Question #3

What resources or activities would be helpful for supporting this work? How do you plan to continue your team’s work on defining and measuring high-quality work-based learning beyond the Policy Academy?
Thank you for joining today!
Next Steps

• Upcoming webinars:
  • Braiding & Leveraging Funding Streams to Support WBL: Thursday, February 28, 3 pm ET
  • Communications & Branding for WBL Initiatives and Programs: Wednesday, March 20, 3 pm ET

• Planning site visits with Policy Academy and Leader States

• Save the Date: National Institute on Scaling WBL, April 8-10 (more information coming soon!)