

WASHINGTON

Work-Based Learning Programs

Preliminary Performance Assessment Plan

SUMMARY

To assess Washington's work-based learning programs, progress indicators will be monitored in three primary areas: 1) Growth in programs and numbers of students/youth participating and completing, 2) Program Quality, and 3) Participant progress after they have completed a work-based program as they move on to further education or employment.

The fundamental steps in this process are:

- Identify a set of initial indicators for measuring progress in each area that can be revised and expanded over time. These are outlined below.
- Leverage the data that is already being collected by current work-based learning programs in the state.
- Identify gaps in the data needed for performance assessment, based on the results of Washington's environmental scan survey of current work-based learning programs.
- Develop communication strategies to inform and convince providers of the need to collect this key data.
- Negotiate agreements with providers as needed and devise mechanisms for collecting the necessary data.
- Set realistic targets for progress based on analysis of the baseline data.

PROGRESS INDICATORS

1. Tracking growth in programs and numbers of students participating and completing

Programs

- Number of Work-Based Programs by sector
 - Educational institution-based programs
 - K-12
 - Postsecondary
 - Community-based programs
 - K-12
 - Postsecondary

- Basic program type:
 - Credit-bearing or non-credit-bearing
 - Internship, apprenticeship, or other
 - Paid or unpaid
 - Stand-alone or part of a progressive series
 - Career-connected awareness

Participants in each program

- Number of participants enrolled
- Number of participants completing
- Participant population demographics
- Participant has or has not completed (or attained credentials in) previous WBL programs

2. Defining and Tracking Program Quality

Another area of performance measurement will focus on identifying high-quality program components and tracking the numbers of programs that incorporate them. Our initial set of indicators incorporates the high-quality program criteria identified by the National Governors Association cross-state discussion group on performance measurement, augmented with additional criteria developed in the early stages of Washington’s Work-Based Learning Laboratories project. Going forward, as the Learning Laboratory research progresses this set of quality criteria will be further refined.

Number of programs incorporating the following identified high-quality components

Has a clear work-based learning partnership agreement

- Detailed description of terms and expectations of work experience, including duration, compensation, and participant expectations.
- Detailed description of partner expectations and roles, including financial investments, supports provided, and staffing requirements.
- Clear articulation of projected learning outcomes and how/where this learning will occur (at work site, in structured learning component, etc.).
- Identification of career pathway aligned with work experience.

Has an authentic work experience component

- Participant performs job in actual worksite, with relevant performance expectations based on employer’s workforce needs.
- Employer provides support and supervision of participants, including on-the-job mentoring and real-time feedback on performance.

Has a structured learning component

- Participant engages in regular, structured learning aimed at enhancing knowledge, skills and abilities.

- Learning activities are tied to work experience skills and experiences.
- Learning component has clearly articulated outcomes (skills, credentials) associated with successful completion.
- Learning outcomes are aligned with career pathway opportunities.

Has a culminating assessment and recognition of skills component

- Employer partners complete assessments of their experience in the WBL program.
- Participants' skills, learning outcomes, and subjective experiences in the WBL program are assessed.
- Participants' success, as demonstrated through the assessments and any credential attainment, are officially recognized.

Is structured for equitable access

- Program is designed to ensure equal access to all students.
- Program design intentionally addresses barriers to participation and contains intentional features for removing barriers (e.g., case management, wages if appropriate, support services, etc.).

Shows strong industry engagement

- Industry experts and employers are consulted in program and curricular design.
- Provides business, industry, and community organization networking opportunities.
- Participant has opportunities to interact directly with sector-specific professionals and there are clear structures built into the program design for career navigation to learn about in-demand occupations, skills, credentials, and wages.

Part of a continuum of experiences

- Experience can be tied to other related efforts
- Offers participant activities that promote both college and career readiness, not one or the other

Is sustainable and could be implemented at scale

- Program can be sustained over time after the initial investments are expended.
- Partnership demands are realistic and manageable and contribute to the sustainability of the program.
- There is a formalized realistic sustainability plan that includes clearly defined roles and responsibilities for all partners, stable resources, and organizational capacity.

3. Participant Progress

Another key gauge of program quality is what happens to participants after they have completed a particular program or sequence. In order to effectively monitor student progress, key data will be collected for longitudinal tracking of student educational or career advancement, including participant ID numbers and social security numbers. The following metrics have been identified for the first phase of assessment. They will be further refined over time and a strategy mapped out for developing the necessary data capacity.

Educational Progress

- K-12 Programs
 - Progress in postsecondary studies
 - Admission to academic programs
 - Admission to academic programs/majors in a related field
 - Completion of postsecondary courses and programs
 - Completion of postsecondary courses and programs in a related field
- Postsecondary Programs
 - Success in further educational studies
 - Admission to academic programs/majors
 - Admission to academic programs/majors in a related field
 - Completion of postsecondary courses and programs
 - Completion of postsecondary courses and programs in a related field

Career Progress

- Post-program employment
- Post-program employment in a field associated with the program
- Wage improvement

OVERALL STRATEGY FOR BUILDING DATA CAPACITY

- **Leverage the data that is already being collected by current work-based learning programs in the state**

The results of the environmental scan survey will provide a fair amount of information about the kinds and extent of information that programs are currently collecting.
- **Identify gaps in the data needed for performance assessment**

After the environmental scan is completed we will determine the key data that is missing and begin to focus on strategies to ensure that it is collected going forward.

- Focus on communication strategies to inform and convince funders and providers of the need to ask for and collect common key data**

Program funding can be multi-faceted, from either governmental or private sources. Depending on the source, they may have different sets of current data reporting requirements. Where possible, we will work to standardize this data collection to produce the information needed to effectively monitor progress in the system.
- Negotiate agreements with providers and devise mechanisms for collecting the needed data.**

We will establish MOUs with program providers as needed to begin collecting key data that is necessary to effectively monitor program and system effectiveness. Agreements will be established with all sectors that need to provide data to the Education Research and Data Center (ERDC) for performance assessment. The K-12 system, community and technical colleges, public four-year institutions, and private career colleges are already providing data to ERDC. The state’s private nonprofit independent colleges do not currently provide data. This is a key sector in the state that includes ten institutions. A dialogue will be opened with this sector to see if an agreement can be reached.
- Set realistic targets for progress based on analysis of the baseline data.**

We will establish specific future targets for system progress after assessing baseline data gathered from the environmental scan and information garnered through the learning laboratories project. Once this is complete, we will have a better idea of where things stand. At that point we can begin to envision where things can be improved and to which targets we can realistically aim.

Tentative Implementation Timeline:	
Task	Target Date
<i>Draft of preliminary performance measurement plan</i>	<i>10-07-16</i>
Submit Performance Assessment Plan to NGA	10-17-16
NGA Cross-State Meeting in Iowa	10/31/16 – 11/02/16
<i>Review results of initial environmental scan</i>	<i>11-15-16</i>
<i>Identify gaps in data</i>	<i>12-01-16</i>
<i>Begin negotiations with independent colleges for data collection agreement</i>	<i>12-01-16</i>
<i>Complete review of results of the work-based learning laboratories study and incorporate lessons learned in set of quality program criteria</i>	<i>03-15-17</i>
Complete Final Performance Assessment Plan	04-15-17