Implementing New Indicators of CTE Program Quality: Work-based Learning

**Moderator: Steve Klein, Director, Center for School, Family, and Community, Education Northwest**

February 12, 2019

3:00–4:00
Session Goals

• Clarify terminology
• Identify measurement options
• Assess potential challenges and solutions
**5S3: Participated in Work-based Learning**
The percentage of CTE concentrators graduating from high school having participated in WBL
Considerations

• **Terminology**: How is WBL defined in your state?
• **Qualifying experiences**: What constitutes participation?
• **Instructional connections**: How are WBL experiences integrated into students’ educational program?
• **Fidelity**: How is program quality assured?
• **Measurement**: How are student experiences assessed?
Qualifying Experiences

Grades
K-4  5-8  9-12  13+

Career Preparation

“Career Practicum”

Career Exploration

Career Awareness

Field Trip
Guest Speaker
Company Tour
Career Day
Job Shadow
Student-run Enterprise
Virtual Enterprise
Service Learning
Mentor/Tutor
Project-based Research
Problem or Project-based Internship
Cooperative Education
On the Job Training
Work-study
Apprenticeship
Employment Training
WBL Framework

- WBL coordinators monitor student experiences
- Personalized learning plans
- Demonstrate work readiness skills
- Student portfolios
- Local evaluation and assessment
Table Talk Discussions &

• Does your state plan on using WBL as a quality indicator?
• How will your state document whether a student has participated in WBL?
• What data will be required to calculate this quality measure and what challenges do you face in accessing it?
• What are the strategies your state is using to address these challenges?