# Work-Based Learning Sample Program Evaluation Framework

The department will use a framework for successful program development to ensure work-based learning is relevant and sustainable with a particular focus on Tennessee Pathways and the belief that a progression of career awareness and skill development leads to student preparedness. Using a tool similar to the one below will enable communities to integrate functions where they fit best into their unique structure and will be based on best practices from the Place-Based Education Evaluation Collaborative (PEEC).

<table>
<thead>
<tr>
<th>WBL Component</th>
<th>Depth</th>
<th>Sustainability</th>
<th>Spread</th>
<th>Shift</th>
<th>Evolution</th>
</tr>
</thead>
</table>
| **Structure** | - Clearly defined roles as functions, not jobs  
- Teachers as facilitators of student exploration  
- Culture values WBL | - Robust design that is flexible across different environments  
- Must account for variability in users and provide adequate tools | - Diffusion of the structure to other locations  
- What roles are required and how can this be flexible based on different resources | - Must create a sense of ownership among other implementers  
- Provide increasingly flexible opportunities based on student interest | - State ownership/ dissemination of best practices, models, and information to other parts of TN  
- Succession planning (teachers and community collaborators) |
| **Instruction** | - Display deep change in practice  
- Address relevant skills  
- Standards-based integration with CTE classes, TN State Standards  
- Students set goals and reflect on learning | - Allow for variability in personnel  
- Clear outcomes are mutually understood by all parties  
- Templates walk teachers/districts through customization | - WBL Continuum of skills is relevant everywhere: urban and rural  
- Tools are developed to allow for adaptation to new locations  
- Provide examples to spark creativity | - Provide teachers with help, but empower them to innovate  
- Give credit for excellence in innovation  
- Provide forum for sharing innovations  
- Mini-grants for innovation | - Routine updating to ensure alignment with workforce needs  
- Mini-grants provide ongoing support and adaptation to local workforce needs |
| **Community Integration** | - Clearly defined external conditions needed for success  
- Appeal to workforce needs  
- Share progress and accountability  
- Opportunities in or out of school | - Communicate clear goals and invite voice of the community  
- Support mutual benefit with community  
- Seek constant feedback  
- Establish multiple points of contact | - Evaluate new community needs and resources  
- Consistent language to appeal to employers everywhere  
- Marketing tools | - Community members feel a sense of ownership  
- Employers help seek out peers for participation  
- “Community of reflective redesign” | - Succession planning supports multiple points of contact with employers  
- Balance of student voice and choice with workforce needs |
| **Evaluation** | - Identify root causes for effectiveness  
- Awareness of potential barriers to success and their frequency in different environments  
- Student voice and choice is clear and students develop self-directed learning | - Assess current resources  
- Evaluate success over time  
- Focus groups with partners to do these steps well  
- How free are students to customize experiences  
- Assess funding needs | - Determine usefulness of tools in various regions and in urban/rural communities  
- Roundtables provide feedback from across Tennessee | - Routine surveys assess ownership over time among all stakeholders  
- Funding Sources? What sources are sustainable | - Avoid scope creep!  
- Balance innovation with consistent commitment to the core of the program  
- Yearly evaluations to align with needs and reassess depth along all years |

Note: Each row includes yearly goals, best practices, and recommendations