

Work-Based Learning (WBL) Program Evaluation Framework

Overview

The WBL Program Evaluation Framework provides the key components for successful program development to ensure WBL is relevant and sustainable. This framework allows stakeholders to evaluate how well their WBL program allows students to obtain skills needed for the future workforce.

WBL Component	Depth	Sustainability	Spread	Shift	Evolution
Structure	- The school culture values WBL. - Teachers are facilitators of student exploration. - Staff clearly understand roles related to WBL.	- Administrators account for long-term program needs. - Teachers and WBL Coordinators formulate plans for future collaboration.	- WBL Coordinators clearly specify roles for all stakeholders. - Employers and staff share responsibilities.	- Staff create a sense of community ownership. - WBL Coordinators provide flexible opportunities based on student interests.	- The Tennessee Department of Education disseminates best practices and models regularly. - Stakeholders conduct regular and ongoing succession planning.
Instruction	- Educators display deep change in practice. - WBL Coordinators integrate WBL into CTE courses. - Students set goals and reflect on learning.	- Administrators allow for variability in personnel. - Stakeholders clearly understand program outcomes.	- Staff incorporate a continuum of WBL experiences across the curriculum. - WBL Coordinators develop tools for adaptation across all partnerships.	- Administrators support educators but empower them to innovate. - Employers provide a forum for sharing innovations.	- WBL Coordinators regularly update routines to align with workforce needs. - Stakeholders pursue funding to support workforce development.
Community Integration	- Stakeholders clearly define external conditions needed for success. - Educators' academic efforts appeal to workforce needs. - Stakeholders create in- and out-of-school opportunities.	- Stakeholders invite community members to participate in planning. - Stakeholders seek mutually beneficial outcomes. - WBL Coordinators seek community participation.	- Stakeholders evaluate new community needs and resources. - WBL Coordinators regularly market the program to new external partners. - Stakeholders use clear and consistent language with the community.	- Community members feel a sense of ownership. - Employers seek out peers for participation. - Stakeholders establish a community of reflective design.	- WBL Coordinators' succession planning supports multiple connections with employers. - WBL Coordinators balance students' interests and aptitudes with workforce needs.
Evaluation	- Stakeholders identify root causes for effectiveness and identify barriers to success. - Staff ensure evidence of student voice and choice in program initiatives.	- WBL Coordinators assess current resources and evaluate success over time. - Stakeholders convene regularly to assess program effectiveness and recommend improvements.	- WBL Coordinators ensure tools can adapt to different community needs. - Employers provide insight into workforce trends from across Tennessee.	- WBL Coordinators conduct routine surveys to assess stakeholder ownership of the WBL program. - Stakeholders seek potential funding sources to improve and expand priorities.	- WBL Coordinators balance innovation with commitment to the program's goals. - Stakeholder evaluations align current needs with future initiatives.