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Supporting Work-Based Learning Implementation Self-Assessment of Intermediary Practices



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Supporting Work-Based Learning Implementation

Self-Assessment of Intermediary Practices

Introduction

Across the country, work-based learning (WBL) is increasingly emerging as an effective strategy for providing authentic opportunities for students to learn, develop, and demonstrate crucial career-readiness skills. Building a statewide WBL delivery system, however, can be challenging. Potential issues may include coordinating across state agencies; developing meaningful, reciprocal relationships with industry; and establishing measures to analyze the success of local implementation. Many states rely on [intermediaries](#) to address these challenges. Intermediaries connect and coordinate entities (e.g., employers, schools, postsecondary institutions, individuals) that are essential for creating WBL opportunities for students. Examples of specific roles an intermediary might play include facilitating partnerships between educators and employers, identifying new employer partners, and navigating economic and workforce development priorities. In addition, intermediaries may provide structured career-development support to school staff, employers, and individual students. The *Self-Assessment of Intermediary Practices* tool supports the development, improvement, and operationalization of state, regional, and district efforts to use intermediaries or to implement intermediary strategies that contribute to a comprehensive, high-quality WBL system.



WBL Partners

WBL requires coordination among multiple state agencies, including departments of education, higher education, workforce and economic development, and governors' offices.

Intermediary Strategies

Regardless of how intermediaries are structured or organized, WBL requires that the key strategies of intermediaries be overseen by some individual or entity acting in either an officially designated position or an unofficially assumed role. For example, intermediaries may operate at or be part of state, regional, or local school systems or of institutions of higher education; or they may be individual business or industry representatives. In any case, intermediaries are shaped and organized by the stakeholders they serve. Individual intermediaries often serve as WBL coordinators and help make connections between schools and employers and monitor students' performance. Often, WBL coordinators are housed within districts or individual schools and may be career technical student advisors or full- or part-time classroom instructors.

Some regional and statewide intermediaries are third-party, public, or private organizations that employ individuals to coordinate WBL activities. Intermediary organizations are external to state education agencies (SEAs) and may be existing organizations that are assuming new roles or start-up organizations built to support WBL activities. Intermediary organizations leverage their respective networks to increase WBL opportunities for students and to address the challenges and needs of WBL. Their reach and mission may be statewide, regional, or local; or they may focus on specific business or industry sectors.

About This Resource

To ensure that states have robust intermediary strategies that can support key WBL stakeholders, the College and Career Readiness and Success Center (CCRS Center) developed this *Self-Assessment* to help WBL providers identify strengths and opportunities for growth in planned or current intermediary systems. The *Self-Assessment* is based on a scan of national and state-level resources on intermediary strategies and structures. Once drafted, 10 states participating in the CCRS [State Work-Based Learning Initiative](#) reviewed, piloted, and provided feedback on the resource. The *Self-Assessment* is organized in **five core elements** that are crucial for quality intermediaries. Under each core element are **sub-elements** that users can review to self-assess their progress across **three stages of implementation**.

Five Core Elements

- 1. Infrastructure:** Defines the intermediary delivery system, articulates the roles and responsibilities of the intermediary, and establishes key relationships.
- 2. Capacity Building:** Provides a comprehensive and sustainable system to support stakeholders in implementing WBL based on their specific contexts and needs.
- 3. Stakeholder Engagement and Communication:** Establishes defined and ongoing opportunities to engage, listen to, collaborate with, and communicate across key stakeholders, including districts, educators, industry representatives, employers, workforce investment boards, and postsecondary institutions, on WBL challenges and opportunities.
- 4. Alignment:** Ensures internal and external alignment of policies, initiatives, and funding, as well as coordination and collaboration among key agencies and departments.
- 5. Monitoring and Feedback:** Applies a defined process for collecting, storing, analyzing, and discussing WBL data to ensure that intermediaries are supporting the intended impact and outcomes.

Three Stages of Implementation

The *Self-Assessment* is organized to allow users to rate themselves on strategies within each of the core elements using the following three rubric rating levels:

- 1. Initiating (1 point).** The initiating stage is where the stakeholder begins to explore key concepts related to intermediary structures to support WBL implementation. During this stage, the SEA is focused on building knowledge, exploring existing (internal and external) practices, and making decisions relative to intermediary structures.
- 2. Developing (2 points).** The developing stage begins the implementation of key intermediary structural decisions, facilitation of stakeholder engagement, and alignment of policies and resources into a coherent implementation plan.
- 3. Demonstrating (3 points).** The demonstrating stage includes the implementation of comprehensive decisions and structures; focuses on scaling practices; and supports continuous improvement of activities through evaluation, analysis, and data-driven decision making.

Directions for Using the *Self-Assessment*

The *Self-Assessment* tool may be used by individuals or teams. The tool was originally developed for SEA teams; however, the five core elements are relevant for use by other state (e.g., Department of Labor or Workforce), regional (e.g., Regional Service Center), or local (e.g., school district or individual school) entities in any WBL system.

The *Self-Assessment* tool is divided into four sections. In Section I, users rate themselves in each of the sub-elements by circling the rubric level description that most closely resembles the activities currently being implemented. Users then record the corresponding number of points for that level description in the Element Score column. After scoring the sub-elements within the core element, users add the points from each of the sub-element ratings to calculate a total for the core element. Add the scores for each sub-element to determine the total score for the core element out of the total possible points.

In Section II, users compile the core element scores and identify strengths and areas for growth. In turn, this informs Section III—Action Planning, during which users reflect on the prior steps to plan for improvement. Finally, Section IV offers a list of resources that can support users in developing identified growth areas.

I. The Self-Assessment of Intermediary Practices

CORE ELEMENT 1. Infrastructure. Defines the intermediary delivery system, articulates the roles and responsibilities of the intermediary, and establishes key relationships.

CORE ELEMENT 1: Infrastructure				
Sub-Element	Initiating (1)	Developing (2)	Demonstrating (3)	Element Score
1.1. Define System of Delivery	Existing intermediary models within the state and external to the state are reviewed to identify structures and configurations that are aligned with WBL goals, expectations, and vision for implementation.	The intermediary model is selected, and state policies and infrastructures are reviewed to identify leverage points for implementing the model.	State structures are in place and refined to support and empower intermediaries in promoting WBL	
1.2. Articulate the Roles and Responsibilities for Intermediaries	Roles and responsibilities of the intermediary are clearly defined and communicated in guidance and support documents.	Roles and responsibilities of the intermediary are defined and communicated in alignment with the vision for implementing WBL opportunities.	Roles and responsibilities of intermediaries are communicated and aligned to the vision for WBL implementation, and other key stakeholders are aware of the intermediaries' responsibilities.	
1.3. Establish Key Relationships	School or district staff or organizations and other entities that are currently serving, or that will serve, as intermediaries are identified.	Clear plans and roles that will enable the development of strategic relationships to support the work of intermediaries are defined.	Relationships with other key individuals and organizations—including employers, postsecondary institutions, districts, schools, and WBL coordinators—that support the work of intermediaries are strategically fostered and established.	
Core Element 1: Infrastructure Total Score				___/9

CORE ELEMENT 2: Capacity Building. Provides a comprehensive and sustainable system to support stakeholders in implementing WBL based on their specific contexts and needs.

CORE ELEMENT 2: Capacity Building				
Sub-Element	Initiating (1)	Developing (2)	Demonstrating (3)	Element Score
2.1. Identify WBL Implementation Needs	Common WBL implementation needs are identified and those needs are shared with intermediaries.	An ongoing local needs-assessment that identifies common and differentiated WBL implementation needs has been conducted. The needs-assessment informs the technical assistance materials, resources, and supports provided by intermediaries.	The ongoing needs-assessment process includes information from other stakeholders beyond the district, such as employers and postsecondary institutions. The needs-assessment data is used to inform the technical assistance materials, resources, and supports provided to all stakeholders.	
2.2. Support the Development of Intermediary Competencies	Intermediaries and other stakeholders identify and communicate capacity-building needs.	A process for providing capacity-building support to intermediaries is established and documented.	Intermediaries receive capacity-building support from appropriate stakeholders on an ongoing basis. Capacity building is an iterative process in which the support received by intermediaries is part of a continuous feedback loop with other stakeholders.	
2.3. Offer Multiple Mechanisms for Relevant, High-Quality, Useful Technical Assistance Support	General guidance documents that describe key WBL implementation strategies and materials are posted on a publicly available website or are otherwise communicated to intermediaries and other stakeholders.	Intermediaries and other stakeholders are provided access to resources and supports that can help establish quality WBL opportunities. Materials are developed based on needs and are shared broadly.	Intermediaries support a variety of technical assistance activities including intensive trainings and workshops; universal supports such as guidebooks; and targeted implementation resources such as protocols, job descriptions, and employer feedback forms. Feedback is collected on the relevance and utility of technical assistance supports, and modifications are made on an ongoing basis.	
Core Element 2: Capacity Building Total Score				___/9

CORE ELEMENT 3: Stakeholder Engagement and Communication. Establishes defined and ongoing opportunities to engage, listen to, collaborate with, and communicate across key stakeholders, including districts, educators, industry representatives, employers, workforce investment boards, and postsecondary institutions, on WBL challenges and opportunities.

CORE ELEMENT 3: Stakeholder Engagement and Communication				
Sub-Element	Initiating (1)	Developing (2)	Demonstrating (3)	Element Score
3.1. Engage Key Stakeholders	Key stakeholder groups (including districts, educators, industry representatives, employers, workforce investment boards, and postsecondary institutions) have been identified, and a strategic outreach and communication plan has been developed.	Specific points of contact for each stakeholder group are identified, and outreach efforts have begun to initiate and establish ongoing relationships with those points of contact.	Two-way communication channels are established between stakeholder groups and intermediaries. Stakeholders and intermediaries routinely reach out to one another to share information, collect feedback, and discuss ongoing needs.	
3.2. Implement Strategic Communication Plan	A process for sharing key messages (e.g., purpose and goals of WBL, key terms, FAQs) and updates with intermediaries has been established.	Guidance for intermediaries that includes a strategic communication plan with common messaging (aligned to vision), a set of stakeholders to focus outreach, and guidelines for the frequency of communication has been provided.	Various communications mechanisms (e.g., newsletters, webinars, social media) designed to transmit key messages and information to stakeholders are used. Intermediaries leverage this information to direct communications with their stakeholders.	
3.3. Provide Opportunities for Stakeholder Collaboration	Intermediaries are provided information and facilitate connections among stakeholders so that key stakeholders are broadly aware of one another, including districts, industries, and institutions of higher education.	Intermediaries regularly collaborate with stakeholders (virtually or in person) to develop and facilitate relationships among stakeholder groups. Intermediaries act as the central hub for state and/or local stakeholders.	Stakeholders are provided designated opportunities to share, discuss, and engage with intermediaries. Collaboration focuses on stakeholders sharing problems of practice, lessons learned, and emerging practices with other stakeholders to collaboratively solve problems and address common needs.	
Core Element 3: Stakeholder Engagement and Communication Total Score				___/9

CORE ELEMENT 4: Alignment. Ensures internal and external alignment of policies, initiatives, and funding, as well as coordination and collaboration among key agencies and departments.

CORE ELEMENT 4: Alignment				
Sub-Element	Initiating (1)	Developing (2)	Demonstrating (3)	Element Score
4.1. Identify Funding Streams	Strategies to fund intermediary infrastructure and technical assistance support are established.	Multiple funding sources for developing WBL opportunities, including district funding, local workforce, and economic development regions, are leveraged.	Stakeholders understand how to leverage existing funding sources to support WBL opportunities facilitated by intermediaries. Strategies for braiding and blending funding streams to support WBL are available.	
4.2. Coordinate and Collaborate Across Key Agencies and Departments	Select staff from across offices and departments are aware of and support intermediaries' WBL efforts.	All related state and local agencies (e.g., departments of workforce, labor, and vocational and rehabilitation services) and departments (e.g., postsecondary, special education, career and technical education) are aware of WBL efforts and align those efforts as appropriate. State-level collaboration promotes regional and local collaboration across sectors.	Intentional and meaningful collaboration opportunities are established across agencies and departments. Stakeholders share resources, collaboratively collect and analyze implementation data, and coordinate supports and resources. State-level collaboration facilitates regional and local collaboration across sectors.	
Core Element 4: Alignment Total Score				___/6

CORE ELEMENT 5: Monitoring and Feedback. Applies a defined process for collecting , storing, analyzing, and discussing WBL data to ensure that intermediaries are supporting the intended impact and outcomes.

CORE ELEMENT 5: Monitoring and Feedback				
Sub-Element	Initiating (1)	Developing (2)	Demonstrating (3)	Element Score
5.1. Establish Data Infrastructure	Data on overall goals, impacts, and research agendas (e.g., on WBL participation, technical assistance supports accessed, industry partners, feedback on capacity building efforts) are identified.	A process for collecting intermediary WBL data on overall goals, impacts, and research agendas (e.g., on WBL participation, technical assistance supports accessed, industry partners, feedback on capacity-building efforts) is established.	WBL data is integrated with other key data sets, including K-12 education, postsecondary, and workforce, to assess long-term impacts and outcomes.	
5.2. Implement Comprehensive WBL Evaluation Plan	Goals, desired impacts, and long-term research topics for assessing the impact of WBL implementation efforts are defined, and data to collect, including intermediary data, are identified.	The evaluation plan is implemented and collects both qualitative and quantitative data from intermediaries and other WBL stakeholders.	Evaluation data from intermediaries and other WBL stakeholders is regularly reviewed to determine the impact of supports, resources, and technical assistance. Data are used to make changes to the implementation plan. Evaluation results are communicated to key stakeholders.	
5.3. Discuss Successes, Challenges, and Adjustments With Cross-Agency Stakeholders	WBL evaluation data is shared with cross-agency stakeholders to inform individual planning efforts.	Cross-agency stakeholders are convened to review data, discuss WBL implementation efforts, strategize on expanding areas of success, address challenges, and adjust policy and implementation as needed.	Regional and local intermediaries convene to discuss WBL implementation data, refine plans, and share successful strategies.	
Core Element 5: Monitoring and Feedback Total Score				___/9

II. Pulling It Together

In Step 1, complete the column headed “Your Score” (i.e., total sum of scores for each of the sub-elements). In Step 2, use the table to list evidence that supports the rating, areas of strength, and areas for growth within each of the core elements. This information will inform your strategic planning efforts in Section III—Action Planning. E-mail the CCRS Center at ccrscenter@air.org to request a Word version of Parts II and III of this tool.

STEP 1. Overall Self-Assessment Score

Core Element	Your Score	Total Possible Points	Percentage
1. Infrastructure		9	
2. Capacity Building		9	
3. Stakeholder Engagement		9	
4. Alignment		6	
5. Monitoring and Feedback		9	
TOTAL SELF-ASSESSMENT SCORE			

STEP 2. Rating Evidence

Core Element	(A) Evidence of Rating	(B) Areas of Strength	(C) Areas for Growth
1. Infrastructure			
2. Capacity Building			
3. Stakeholder Engagement			
4. Alignment			
5. Monitoring and Feedback			

III. Action Planning

Review the scores and notes you compiled in Section II—Pulling It Together, above, and complete the Section II table. For core elements identified as areas for growth, use the resources listed in the Supporting Resources section (Section IV) to complete your action planning. Enter action steps in the Section III table below as appropriate.

Action Step 1	
Action Step 2	
Action Step 3	
Action Step 4	
Action Step 5	
Action Step 6	
Action Step 7	
Action Step 8	

IV. Supporting Resources

The following resources can be used to support teams in developing **robust intermediary systems** and WBL implementation action plans. A set of resources that can inform key intermediary decisions is listed for each of the core elements and corresponding sub-elements. Resources denoted as “General” are resources or tools that are not specific to intermediaries or WBL but that are applicable to overall implementation planning.

Core Element 1: Infrastructure	
Sub-Element	Resources
Define System of Delivery	<p>AdvanceCTE. (2016, July). Leveraging intermediaries to expand work-based learning (Connecting the Classroom to Careers Series). Silver Spring, MD: Author. Retrieved from https://careertech.org/resource/leveraging-intermediaries</p> <p>Hague, K. (2018, January). States continue advancing strategies to scale work-based learning (White Paper). Washington, DC: National Governors Association. Retrieved from https://classic.nga.org/files/liv e/sites/NGA/files/pdf/2018/EO/Products/0118_States%20Continue%20Advancing%20Strategies%20to%20Scale%20Work-Based%20Learning.pdf</p> <p>Hauge, K., & Parton, B. (2016, October). State strategies to scale quality work-based learning. Washington, DC: National Governors Association Center for Best Practices. Retrieved from http://natlgovassoc.wpengine.com/wp-content/uploads/2018/07/1610StateStrategiesWorkBasedLearning.pdf</p> <p>Kennedy, F., Poland, M. A., Wilson, R., Cosgrave, T., & Swanson, M. (2017, September). System development guide: A guide for K-12 districts from the work-based learning demonstration project. Boston, MA: Jobs for the Future. Retrieved from https://jfforg-prod-prime.s3.amazonaws.com/media/documents/WBLSysmGuide_091517.pdf</p> <p>Kis, V. (2016, May). Work, train, win: Work-based learning design and management for productivity gains (OECD Education Working Papers No. 135). Paris, France: OECD Publishing. Retrieved from http://www.oecd-ilibrary.org/docserver/download/5jlz6rbns1g1-en.pdf?expires=1498683173&id=id&accname=guest&checksum=3E4371CEA202602AD588895183EDBE0C</p> <p>Showalter, T., & Spiker, K. (2016, October). Promising practices in work-based learning for youth. Washington, DC: National Skills Coalition and National Youth Employment Coalition. Retrieved from https://www.nationalskillscoalition.org/resources/publications/file/10-4-NSC-YouthWorkBasedLearning_v4.pdf</p>
Articulate the SEA's Roles and Responsibilities for Intermediaries	<p>AdvanceCTE, & Council of Chief State School Officers. (2016, October). Connecting the classroom to careers: A comprehensive guide to the state's role in work-based learning. Silver Spring, MD, and Washington, DC: Authors. Retrieved from https://cte.careertech.org/sites/default/files/files/resources/WBL_Guide_2016_0.pdf</p>
Establish Key Relationships	<p>Kashiri, E. (2016). Connected to careers: Expanding employer leadership in career development. Washington, DC: U.S. Chamber of Commerce Foundation. Retrieved from https://www.uschamberfoundation.org/sites/default/files/USCCF_Connected%20to%20Careers_FINAL_0.pdf</p>

Core Element 2: Capacity Building

Sub-Element	Resources
<p>Identify Local WBL Implementation Challenges</p>	<p>Greenfeld, M., & Stevens, K. (2018, June). <i>Promising trends and challenges for work-based learning: A market scan of organizations and tools</i>. Boston, MA: Jobs for the Future. Retrieved from https://www.jff.org/points-of-view/promising-trends-and-challenges-work-based-learning-market-scan-organizations-and-tools/</p> <p>Jobs for the Future, Jobs to Careers Program. (2009, September). <i>The Jobs to Careers work-based learning self assessment tool</i>. Boston, MA: Author. Retrieved from https://jfforg-prod-prime.s3.amazonaws.com/media/documents/J2C_WorkBased_Learning_selfassessment_100509.pdf</p> <p>Taylor, J. C. (1997, April). <i>Learning at work in a work-based welfare system: Opportunities and obstacles</i>. Boston, MA: Jobs for the Future. Retrieved from https://jfforg-prod-prime.s3.amazonaws.com/media/documents/LrngatWork.pdf</p>
<p>Support the Development of Intermediary Competencies</p>	<p>Cahill, C. (2014, June). <i>The role of intermediary organizations in work-based learning</i>. Boston, MA: Jobs for the Future. Retrieved from https://dese.mo.gov/sites/default/files/The%20Role%20of%20Intermediaries%20in%20Work-Based%20Learning.pdf</p> <p>Taylor, S. (2001). <i>Getting employers involved: Improving work-based learning through employer links</i>. London, UK: Learning and Skills Development Agency. Retrieved from http://files.eric.ed.gov/fulltext/ED454414.pdf</p>
<p>Offer Multiple Mechanisms for Relevant, High-Quality, Useful Technical Assistance Support</p>	<p>AdvanceCTE. (2012, September). <i>Illinois: STEM learning exchanges</i> (Webpage). Retrieved from https://careertech.org/resource/illinois-stem-learning-exchanges</p> <p>Tennessee Department of Education. (n.d.). <i>WBL toolbox</i> (Webpage). Retrieved from https://www.tn.gov/education/career-and-technical-education/work-based-learning/wbl-toolbox.html</p>

Core Element 3: Stakeholder Engagement and Communication

Sub-Element	Resources
<p>Engage Key Stakeholders</p>	<p>Cahill, C., & Jackson, S. (2015). <i>Not as hard as you think: Engaging high school students in work-based learning</i> (Pathways to Prosperity Network). Boston, MA: Jobs for the Future. Retrieved from https://files.eric.ed.gov/fulltext/ED561298.pdf</p> <p>Center on Great Teachers and Leaders. (2014, December). <i>Moving toward equity stakeholder engagement guide: Planning for engagement with stakeholders in designing educator equity plans</i>. Washington, DC: American Institutes for Research. Retrieved from http://www.gtlcenter.org/sites/default/files/GTL_Moving_Toward_Equity.pdf</p> <p>College and Career Readiness and Success Center. (2018) <i>Career pathways modules</i> (Webpage). Retrieved from https://ccrcenter.org/implementation-tools/career-pathways-modules</p> <p>Council of Chief State School Officers. (2016). <i>Let's get this conversation started: Strategies, tools, examples and resources to help states engage with stakeholders to develop and implement their ESSA plans</i>. Washington, DC: Author. Retrieved from https://www.ccsso.org/sites/default/files/2017-10/CCSSO%20Stakeholder%20Engagement%20Guide%20FINAL.pdf</p> <p>Reform Support Network. (n.d.). <i>Engaging educators: A Reform Support Network guide for states and districts</i>. Washington, DC: U.S. Department of Education, Implementation and Support Unit, Reform Support Network. Retrieved from https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/engaging-educators.pdf</p>
<p>Develop and Implement Strategic Communication Plan</p>	<p>GENERAL: Community Tool Box. (2018). <i>Section 1: Developing a plan for communication</i> (Webpage). Lawrence, KS: University of Kansas, Center for Community Health and Development. Retrieved from https://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/communication-plan/main</p> <p>Massachusetts Work-Based Learning Plan. (2018). <i>Skills pages website: Massachusetts work-based learning resources</i> (Website). Retrieved from http://skillspages.com/masswbl/</p>
<p>Provide Opportunities for Stakeholder Collaboration</p>	<p>GENERAL: Morris, J., & Baddache, F. (2012, January). <i>Back to basics: How to make stakeholder engagement meaningful for your company</i>. Copenhagen, Denmark: Business for Social Responsibility. Retrieved from https://www.bsr.org/reports/BSR_Five-Step_Guide_to_Stakeholder_Engagement.pdf</p> <p>Tyszko, J. A., Sheets, R. G., & Fuller, J. B. (2014). <i>Managing the talent pipeline: A new approach to closing the skills gap</i>. Washington, DC: U.S. Chamber of Commerce Foundation, Center for Education and Workforce. Retrieved from https://www.uschamberfoundation.org/sites/default/files/media-uploads/Managing%20the%20Talent%20Pipeline_0.pdf</p>

Core Element 4: Alignment	
Sub-Element	Resources
Identify Funding Streams	Cahill, C. (2014, October). <i>Developing work-based learning and convening intermediaries</i> (Pathways to Prosperity Network). Boston, MA: Jobs for the Future. Retrieved from https://ptopnetwork.iff.org/sites/default/files/Developing%20Work-based%20Learning%20and%20Convening%20Intermediaries%20-%20Cahill%20Final.pdf
Coordinate and Collaborate Across Key Agencies and Departments	Hobbs, D., & Whitlock, C. (2016, October). <i>Connecting the classroom to careers: A comprehensive guide to the state's role in work-based learning</i> . Silver Spring, MD, and Washington, DC: AdvanceCTE and Council of Chief State School Officers. Retrieved from https://cte.careertech.org/sites/default/files/files/resources/WBL_Guide_2016_0.pdf

Core Element 5: Monitoring and Feedback	
Sub-Element	Resources
Establish Data Infrastructure	<p>Data Quality Campaign. (2018). <i>Roadmap for cross-agency data governance: Key focus areas to ensure quality implementation</i>. Washington, DC: Author. Retrieved from https://2pido73em67o3eytaq1cp8au-wpengine.netdna-ssl.com/wp-content/uploads/2018/01/DQC-Cross-Agency-Gov-Roadmap-01232018.pdf</p> <p>Eldahaby, A., & Watson, J. (2017). <i>Work-based learning data pilot: Story, results, and ideas</i>. Encinitas, CA: Institute for Evidence-Based Change. Retrieved from http://www.linkedlearning.org/wp-content/uploads/2017/02/Work-Based-Learning-Data-Pilot-Story-Results-and-Ideas.pdf</p> <p>Tennessee Department of Education. (2015, February). <i>Student skills assessment rubric</i>. Nashville, TN: Author. Retrieved from https://www.tn.gov/content/dam/tn/education/ccte/wbl/wbl_student_skills_assessment_rubric.pdf</p> <p>Tennessee Department of Education. (n.d.). <i>Work-based learning: Student placement monitoring visit checklist</i>. Nashville, TN: Author. Retrieved from https://www.tn.gov/content/dam/tn/education/ccte/wbl/wbl_monitoring_visit_checklist.pdf</p>
Develop Comprehensive WBL Evaluation Plan to Analyze and Use Data	<p>GENERAL: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion. (2011). <i>Developing an effective evaluation plan</i>. Atlanta, GA: Author. Retrieved from https://www.cdc.gov/obesity/downloads/cdc-evaluation-workbook-508.pdf</p> <p>Tennessee Department of Education. (n.d.). <i>Work-based learning sample program evaluation framework #2</i>. Nashville, TN: Author. Retrieved from https://www.tn.gov/content/dam/tn/education/ccte/wbl/wbl_program_evaluation_framework_2.pdf</p>
Discuss Successes, Challenges, and Adjustments With Cross-Agency Stakeholders	<p>GENERAL: Koppich, J. E. (2010, June). <i>Meeting the challenges of stakeholder engagement and communication: Lessons from Teacher Incentive Fund grantees</i>. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Center for Educator Compensation Reform. Retrieved from https://files.eric.ed.gov/fulltext/ED533049.pdf</p> <p>Tennessee Department of Education. (n.d.). <i>Fifteen steps: Developing and sustaining advisory boards and program partnerships</i>. Nashville, TN: Author. Retrieved from https://www.tn.gov/content/dam/tn/education/ccte/wbl/wbl_15_steps_dev_sustain_advisory_boards.pdf</p>