New Hampshire Work-Based Learning Quality Measures Project

CCNETWORK
Comprehensive Center Network

REGION 1
Maine
Massachusetts
New Hampshire
Vermont

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⚙️ High-Leverage Problem

New Hampshire has several initiatives underway that support work-based learning (WBL) opportunities for students. However, a recent review of those initiatives indicated that the state uses eight different definitions explaining the characteristics and expectations of a WBL experience. As a result of the lack of a common definition, local education agencies (LEAs) have implemented different measures of WBL quality or are unsure what to assess when developing a new measure.

Because of several state and federal efforts, including the Perkins V plan and SB 276, New Hampshire will require some coordination and common efforts around assessing quality WBL. The New Hampshire Department of Education (NHDOE) has requested support in designing and implementing quality WBL experiences across the state.

🔄 R1CC Approach

R1CC, in collaboration with the Regional Educational Laboratory (REL) Northeast & Islands, supported a cross-departmental team of state education agency and LEA leaders in developing and adopting a common definition of WBL that identifies the characteristics of a quality WBL experience. In addition, the project team developed a WBL quality rubric, collected district WBL measures to develop a sample library for districts to access, and provided WBL data collection recommendations that identify key data characteristics for collection to assess the effectiveness of WBL activities.

Key Partner(s): New Hampshire Department of Education, REL Northeast & Islands

●─◉─◉→ Key Milestones

- Developed a WBL definition and three checklist tools designed to help students, employers, and educators determine if an experience qualifies as WBL.

- Created a rubric on WBL quality aligned to work-based learning definition.

- Conducted an inventory of WBL measures currently used in New Hampshire by reaching out to local career and technical education coordinators, searching public websites, cataloging the measures, and analyzing common elements within the measures.

- Facilitated core group of stakeholders in understanding the WBL measures of student learning and their benefits and challenges, and shared examples with stakeholders.

- Created a memo outlining the core group's decisions for WBL measures of student learning, guidance on implementing the decisions and measures, and links to resources and examples.

- Facilitated a core group of stakeholders in understanding how to collect WBL data.

- Developed a memo outlining core group's decisions on WBL data collection including New Hampshire's goals, the types of data to collect for each goal, and additional resources and examples.

[?] → Outputs

- A WBL definition
- Checklist tools for students, educators, and employers to determine if an experience qualifies as WBL
- A WBL quality rubric aligned to the definition
- An inventory of sample WBL measures of student learning
- Facilitation protocols including slides, discussion prompts and handouts that define different WBL measure types, the benefits and challenges of each measure, examples from other states and New Hampshire districts Guidance materials and resources on district WBL measures
- Memo outlining WBL data collection recommendations

Outcomes

"I've been really impressed. They've taken the time to really make sure that I know my bearings coming in as a new work-based learning coordinator. They've provided resources from different states that are relevant to and scalable for New Hampshire."