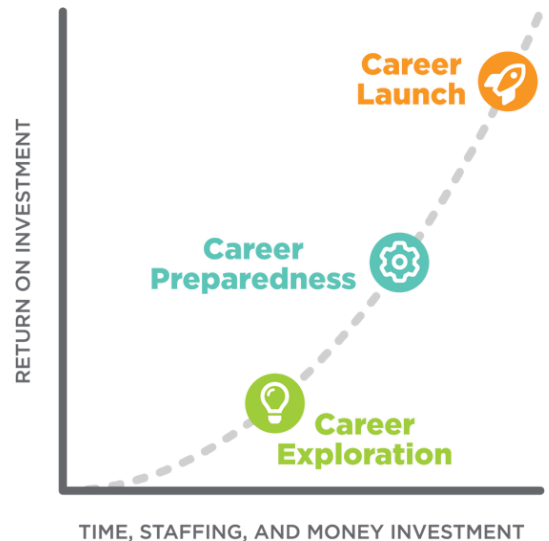


High-Quality Work-Based Learning Rubric

The High-Quality Work-Based Learning (WBL) Rubric provides a comprehensive understanding of the essential elements of high-quality WBL activities and programs. This rubric can serve as a tool to help agencies effectively support and assess the quality of new and existing WBL programs and activities. Please review the [Work-Based Learning Framework](#) for a greater understanding of these opportunities and the [Glossary of Work-Based Learning Terms](#) for commonly used definitions of work-based learning.

This document provides a detailed view of the essential qualities of **each WBL pillar** (Career Exploration, Career Preparedness, and Career Launch). Links to examples or actionable tools are throughout the document, and partners will add more over time. To see an overview of the essential qualities of all work-based learning broadly, please use [this overview](#).



CAREER EXPLORATION

EXAMPLES:

[Guest speaker](#), [job shadowing](#), field trip, [company tour](#), & [career fair](#).

1. Alignment to Good Jobs and [Employability Skills](#)

The Career Exploration activity provides students with the necessary employability skills that will prepare them for Good Jobs in the following ways:

- ✓ The activity clearly explains the local job market and highlights jobs aligned to Good Jobs in DC.
- ✓ The activity exposes students to what is and is not a Good Job, why, and related career planning and job searching.
- ✓ The activity provides students with information and/or access to industry-specific training and professional development opportunities.
- ✓ Students understand the jobs associated with the sector, including the associated postsecondary opportunities.

Evidence of Exemplary Activities:

- ✓ Data on participants successfully securing employment in their field of study and Good Jobs.
- ✓ Demonstration of employability skills via assessment.
- ✓ Participant feedback re: skills gained and gaps.

- ✓ Employer feedback re: skills gained and gaps.

EXEMPLARY	EFFECTIVE	DEVELOPMENT
<ul style="list-style-type: none"> □ The activity aligns with and provides exposure to Good Jobs in DC. (Definition of Good Jobs here; related resources here and here.) □ The activity includes an activity or tools for student career exploration. □ The activity has integrated employability skills into the lesson or activity. □ The activity includes information about training and postsecondary education necessary for the related jobs. 	<ul style="list-style-type: none"> □ The activity introduces students to Good Jobs in DC, but the information needs to be more specific and aligned. □ The activity includes an activity or tools for student career exploration. □ The activity integrates employability skills into the activity, but not in an aligned or intentional way. □ The activity includes information about industry-specific training necessary for related jobs, but not in an aligned or intentional way. 	<ul style="list-style-type: none"> □ The activity does not yet introduce students to Good Jobs in DC. □ The activity does not yet include an activity or tools for student career exploration. □ The activity does not yet have an intentional integration of employability skill-building. □ The activity does not yet contain information about industry-specific training necessary for the related jobs.

2. Employer Partnerships & Engagement

The Career Exploration activity includes collaboration with a variety of employer partners with diverse backgrounds and features in the following ways:

- ✓ The activity was designed and implemented in partnership with employer partners, host employers, and/or hiring employers to ensure alignment with relevant careers and skills. This collaboration should be done in coordination with centralized support teams such as OSSE's Industry Engagement Team.
- ✓ The activity includes post-activity feedback from employer partners on program design, return on investment, and perception of the overall quality of the work-based learning activity.

Evidence of Exemplary Activities:

- ✓ Employer satisfaction with engagement.
- ✓ Employer perception of return on investment.
- ✓ Participant satisfaction with and completion of WBL activities or programs.
- ✓ Demonstration of employability skills via assessment.

EXEMPLARY	EFFECTIVE	DEVELOPMENT
<ul style="list-style-type: none"> □ The activity was designed and implemented in partnership with employer partner (Guest Speaker, Company Tour, Job Shadow, & Career Fair resources) □ The employer partner was given the opportunity to provide feedback on the activity. 	<ul style="list-style-type: none"> □ The activity was designed and implemented in partnership with employer partners, but there could be more robust communication or planning. □ The employer partner could provide feedback on the activity, but the feedback collection needed to be thoroughly planned and documented. 	<ul style="list-style-type: none"> □ The activity was not designed and implemented in partnership with employer partners. □ The employer partner was not given the opportunity to provide feedback on the activity.

3. Curricular Integration

The Career Exploration activity is aligned with a career education curriculum in the the following ways:

- ✓ The experience was developed, in partnership with the CTE educator (if applicable), to align with curriculum standards and the additional skills and knowledge needed for the specific career field.
- ✓ There is incorporation of career-related topics and information into the activity, which includes job search strategies, resume building, and interview skills.

- ✓ The experience incorporates hands-on, real-world, industry-relevant examples, projects, and/or case studies.

Evidence of Exemplary Activities:

- ✓ Standards mastery through test scores, projects, and other assignments.
- ✓ Demonstration of employability skills via assessment.
- ✓ Participant feedback re: satisfaction and relevancy.

EXEMPLARY	EFFECTIVE	DEVELOPMENT
<ul style="list-style-type: none"> □ The experience was developed with a CTE educator (if applicable) and aligns with curriculum standards, skills, and knowledge needed for the specific career field. □ The experience includes career-related topics and information in the activity, including job search strategies, resume building and interview skills. □ The experience incorporates hands-on, real-world, industry-relevant examples, projects, and/or case studies. 	<ul style="list-style-type: none"> □ The experience may or may have been developed in partnership with a CTE educator (if applicable) and somewhat aligns with curriculum standards in addition to the skills and knowledge needed for the specific career field. □ The experience includes career-related topics and information in the activity, which includes job search strategies, resume building, and interview skills, but they are not aligned or relevant. □ The experience incorporates hands-on, real-world, industry examples, projects, and/or case studies, but they are not aligned or relevant. 	<ul style="list-style-type: none"> □ The experience may or may not have been developed in partnership with a CTE educator (if applicable) and yet to align with curriculum standards in addition to the skills and knowledge needed for the specific career field. □ The experience does not yet include career-related topics and information into the activity, which includes job search strategies, resume building, and interview skills. □ The experience does not yet incorporate hands-on, real-world, industry-relevant examples, projects, and/or case studies.

4. Student Support

The Career Exploration activity provides student support in the following ways:

- ✓ The experience was coordinated by a staff member dedicated to WBL programs (e.g. a WBL coordinator, workforce program director, CTE educator).
- ✓ The experience provides wrap-around student support, which includes student preparation (pre-activity discussion, preparation of questions, expectations of students, etc.), and student follow up (debrief of student experience and student learning.)

Evidence of Exemplary Activities:

- ✓ Staff member retention.
- ✓ Staff member feedback re: satisfaction.
- ✓ Participant feedback re: satisfaction with support provided.

EXEMPLARY	EFFECTIVE	DEVELOPMENT
<ul style="list-style-type: none"> □ The activity was coordinated by a staff member dedicated to WBL programs. □ The activity provided adequate holistic student support, including student preparation and student follow up. 	<ul style="list-style-type: none"> □ The organization providing the student experience does not yet have a staff member dedicated to coordinating WBL programs. □ The activity provides some but not all adequate wrap-around student support. 	<ul style="list-style-type: none"> □ The organization providing the student experience does not yet have a staff member dedicated to coordinating WBL programs. □ The activity was not intentionally designed to include wrap-around support.

5. Student Voice & Choice

The Career Exploration activity provides a space for students to explore their own interests and passions in the following ways:

- ✓ Students are regularly given opportunities to provide input on what types of career exploration they would like to see.
- ✓ Students are regularly given opportunities to provide input on the experiences.
- ✓ Students are able to pursue their own interests and passions within the experience (if applicable).

Evidence of Exemplary Activities:

- ✓ Participant feedback re: satisfaction and learning.
- ✓ Participant feedback re: feelings of belonging and inclusion.
- ✓ Participant feedback re: career interest and program ideas.

EXEMPLARY	EFFECTIVE	DEVELOPMENT
<ul style="list-style-type: none"> □ The activity includes an opportunity for student feedback. □ Students are able to pursue their own interests and passions within the activity (if applicable). 	<ul style="list-style-type: none"> □ The activity includes student feedback, but the feedback collection was not thoroughly planned or documented. □ Students were not provided a clear opportunity to pursue their own interests and passions in the experience (if applicable). 	<ul style="list-style-type: none"> □ The activity does not yet include an opportunity for student feedback. □ Students are able to pursue their own interests and passions in the activity (if applicable).

6. Equity-Focused Data Collection & Continuous Improvement

The Career Exploration activity prioritizes equity and will adhere to data and reporting in the following ways:

- ✓ The staff supporting the activity [track student-level participation and demographic information](#), as well as feedback information from students and industry partners to ensure [equitable access and continuous improvement](#).

EXEMPLARY	EFFECTIVE	DEVELOPMENT
<ul style="list-style-type: none"> □ The staff supporting the activity track student-level participation and demographic information. 	<ul style="list-style-type: none"> □ The staff supporting the activity track student-level participation and demographic information, but it's not intentionally planned or documented. 	<ul style="list-style-type: none"> □ The staff supporting the activity do not yet track student-level participation and demographic information.



CAREER PREPAREDNESS

EXAMPLES:

[Internships](#), [pre-apprenticeships](#).

1. Alignment to Good Jobs and [Employability Skills](#)

The Career Preparedness program or opportunity provides students and participants with the necessary employability skills that will prepare them for Good Jobs in the following ways:

[Contact us](#) with questions or feedback.

- ✓ The program/opportunity provides a clear understanding of the local job market and highlights jobs that are aligned to Good Jobs in DC.
- ✓ The program/opportunity exposes participants to what makes a Good Job and why, and related career planning and job searching.
- ✓ The program/opportunity provides participants with information and/or access to industry-specific training and professional development opportunities.
- ✓ As data are available, the program/opportunity tracks and reports on the success of participants or graduates in securing high-wage, in-demand jobs.

Evidence of Exemplary Activities:

- ✓ Data on participants successfully securing employment in their field of study and Good Jobs
- ✓ Demonstration of employability skills via assessment
- ✓ Participant feedback re: skills gained and gaps
- ✓ Employer feedback re: skills gained and gaps

EXEMPLARY	EFFECTIVE	DEVELOPMENT
<ul style="list-style-type: none"> □ The program/opportunity aligns with and provides exposure to Good Jobs in DC. (Definition of Good Jobs here; related resources here and here.) □ The program/opportunity includes tools for participant career exploration. □ The activity has integrated employability skills in the lesson or activity. □ The activity includes information about training and postsecondary education necessary for the related jobs. □ The program/opportunity includes tracking and reporting on former participants. 	<ul style="list-style-type: none"> □ The program/opportunity introduces participants to Good Jobs in DC but information is vague or not aligned. □ The program/opportunity includes tools for participant career exploration. □ The program/opportunity integrates employability skills into the program, but not in an aligned, intentional way. □ The program/opportunity includes information about industry-specific training necessary for related jobs, but not in an aligned or intentional way. □ The program/opportunity includes partial tracking and reporting on former participants. 	<ul style="list-style-type: none"> □ The program/opportunity does not yet introduce participants or participants to Good Jobs in DC. □ The program/opportunity includes tools for participant career exploration. □ The program/opportunity does not yet include an intentional integration of employability skill-building. □ The program/opportunity does not yet include information about industry-specific training necessary for the related jobs. □ The program/opportunity does not include tracking and reporting on former participants.

2. Employer Partnerships & Engagement

The Career Preparedness program or opportunity engages with industry professionals in the following ways:

- ✓ The program/opportunity was designed and implemented in partnership with employer partners, host employers, and/or hiring employers, to [ensure alignment to relevant careers and skills](#). When possible, this should be done in coordination with centralized support teams such as OSSE's Industry Engagement Team.
- ✓ The program/opportunity has formal agreement between educators/intermediaries and employer partners. The agreement includes roles, responsibilities, payment details, and expected outcomes with each partner.
- ✓ The program/opportunity includes feedback from employer partners on program design, return on investment, and perception of overall quality of the work-based learning activity.
- ✓ The educators/intermediary organization has a dedicated staff member responsible for building and maintaining employer partnerships.

Evidence of Exemplary Activities:

- ✓ Employer satisfaction with engagement.
- ✓ Employer perception of return on investment.
- ✓ Participant satisfaction with and completion of WBL activities or programs.
- ✓ Demonstration of employability skills via assessment.

EXEMPLARY	EFFECTIVE	DEVELOPMENT
<ul style="list-style-type: none"> □ The employer partner was given the opportunity to provide feedback on the program/opportunity, and the participants. □ The educators/intermediary organization has a dedicated staff member responsible for building and maintaining employer partnerships. The program/opportunity was designed and implemented in partnership with host employers. □ The program/opportunity has a formal agreement between educators/intermediaries and employer partners. 	<ul style="list-style-type: none"> □ The program/opportunity was somewhat designed and implemented in partnership with employer partners, but there could be stronger communication or planning. □ The program/opportunity does not yet have a formal agreement between educators/intermediaries and employer partners, but the development of an agreement is underway. □ The employer partner was given the opportunity to provide feedback on the program/opportunity and the participants, but the feedback collection was not thoroughly planned or documented. □ The educators/intermediary organization has a staff member responsible for building and maintaining employer partnerships, but it's not their full-time role. 	<ul style="list-style-type: none"> □ The program/opportunity was not designed and implemented in partnership with employer partners. □ The program/opportunity does not yet have a formal agreement between educators/intermediaries and employer partners. □ The program/opportunity partner was not given the opportunity to provide feedback on the program or participants. □ The educators/intermediary organization does not yet have a dedicated staff member responsible for building and maintaining employer partnerships.

3. Curricular Integration

The Career Preparedness program/opportunity aligns with a career education curriculum in the the following ways:

- ✓ The program/opportunity was developed, in partnership with the CTE educator (if applicable), to align with curriculum standards in addition to the skills and knowledge needed for the specific career field.
- ✓ There is incorporation of career-related topics and information into the program/opportunity which includes job search strategies, resume building, and interview skills.
- ✓ The program incorporates real-world, industry-relevant examples, projects, and/or case studies.
- ✓ If applicable, the program/opportunity incorporates performance-based assessment to evaluate students' skills and abilities and how they align to the career fields.

Evidence of Exemplary Activities:

- ✓ Standards mastery through test scores, projects, and other assignments.
- ✓ Demonstration of employability skills via assessment.
- ✓ Participant feedback re: satisfaction and relevancy.

EXEMPLARY	EFFECTIVE	DEVELOPMENT
<ul style="list-style-type: none"> □ The program/opportunity was developed in partnership with a CTE educator (if applicable), and aligns with curriculum standards in addition to the skills and knowledge needed for the specific career field. □ The program/opportunity includes career-related topics and information into the activity, which includes job search strategies, resume building, and interview skills. □ The program/opportunity incorporates real-world, industry-relevant examples, projects, and/or case studies. 	<ul style="list-style-type: none"> □ The program/opportunity may or may not have been developed in partnership with a CTE educator (if applicable), and is somewhat aligned to curriculum standards in addition to the skills and knowledge needed for the specific career field. □ The program/opportunity includes career-related topics and information into the activity, which includes job search strategies, resume building, and interview skills, but they are not aligned or relevant. 	<ul style="list-style-type: none"> □ The program/opportunity may or may not have been developed in partnership with a CTE educator (if applicable), and is not yet aligned to curriculum standards in addition to the skills and knowledge needed for the specific career field. □ The program/opportunity does not yet include career-related topics and information into the activity, which includes job search strategies, resume building, and interview skills. □ The program/opportunity does not yet incorporate real-world, industry-relevant examples, projects, and/or case studies.

<ul style="list-style-type: none"> □ If applicable, the program/opportunity incorporates performance-based assessment to evaluate students' skills and abilities and how they align to the career fields. 	<ul style="list-style-type: none"> □ The program/opportunity incorporates real-world, industry examples, projects, and/or case studies, but they are not aligned or relevant. □ The program/opportunity incorporates performance-based assessment, but it's not provided in a thoughtful or intentional way. 	<ul style="list-style-type: none"> □ The program/opportunity does not yet incorporate performance-based assessment to evaluate students' skills and abilities.
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4. Student or Participant Support

The Career Exploration program/opportunity provides student or participant support in the following ways:

- ✓ The program/opportunity was coordinated by a staff member dedicated to WBL programs (e.g. a WBL coordinator, workforce program director, CTE educator). See an example of a job description for this role here.
- ✓ The program/opportunity provides wrap-around support, which includes participant preparation (pre-program discussion, preparation of questions, expectations of students, etc.), on-going support for the duration of the program, and follow up (debrief of program and participant learning.)

Evidence of Exemplary Activities:

- ✓ Staff member retention.
- ✓ Staff member feedback re: satisfaction.
- ✓ Participant feedback re: satisfaction with support provided.

EXEMPLARY	EFFECTIVE	DEVELOPMENT
<ul style="list-style-type: none"> □ The program/opportunity was coordinated by a staff member dedicated to WBL programs. □ The program/opportunity provided adequate wrap-around support, including preparation and follow up. 	<ul style="list-style-type: none"> □ The program/opportunity does not yet have a staff member dedicated to coordinating WBL programs. □ The program/opportunity provided some but not all adequate wrap-around support. 	<ul style="list-style-type: none"> □ The program/opportunity does not yet have a staff member dedicated to coordinating WBL programs. □ The program/opportunity was not intentionally designed to include wrap-around support.

5. Participant Voice & Choice

The Career Exploration program/opportunity provides a space for participants to explore their own interests and passions in the following ways:

- ✓ Participants are regularly given opportunities to provide input and feedback on the program/opportunity.
- ✓ Participants are able to pursue their own interests and passions within the program/opportunity (if applicable).
- ✓ The program/opportunity has a diversity and inclusion plan in place, including an enrollment plan that targets underserved groups.
- ✓ The staff supporting the program/opportunity have a system in place for addressing equity issues that arise.

EXEMPLARY	EFFECTIVE	DEVELOPMENT
<ul style="list-style-type: none"> □ The program/opportunity includes an opportunity for participant feedback. □ Participants are able to pursue their own interests and passions within the program/opportunity (if applicable). 	<ul style="list-style-type: none"> □ The program/opportunity includes participant feedback, but the feedback collection was not thoroughly planned or documented. □ Participants were not provided a clear opportunity to pursue their own interests 	<ul style="list-style-type: none"> □ The program/opportunity does not yet include an opportunity for participant feedback. □ Participants are able to pursue their own interests and passions within the program/opportunity (if applicable).

<ul style="list-style-type: none"> □ The program/opportunity intentionally recruits and targets underserved participant groups. □ The staff supporting the program/opportunity have a system in place for addressing equity issues that arise. 	<p>and passions within the program/opportunity (if applicable).</p> <ul style="list-style-type: none"> □ The staff supporting the program/opportunity have a system in place for addressing equity issues that arise, but it's not fully-developed or intentional. 	<ul style="list-style-type: none"> □ The program/opportunity does not yet recruit or target underserved participant groups. □ The staff supporting the program/opportunity do not yet have a system in place for addressing equity issues that arise.
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6. Equity-Focused Data Collection & Continuous Improvement

The Career Preparedness program/opportunity aligns with a career education curriculum in the following ways:

- ✓ The program/opportunity tracks and disaggregates participant-level participation and demographic information ([sample report](#)).
- ✓ The program/opportunity has a dedicated staff member responsible for collecting and analyzing relevant data.
- ✓ The program/opportunity has an external reporting structure for feedback and accountability.
- ✓ The program/opportunity has an integrated cycle of [equity-focused data analysis and improvement planning](#).

EXEMPLARY	EFFECTIVE	DEVELOPMENT
<ul style="list-style-type: none"> □ The program/opportunity tracks and disaggregates participant-level participation, outcomes, and demographic information. □ The program/opportunity has a dedicated staff member responsible for collecting and analyzing relevant programmatic and outcome data. □ The program/opportunity publicly reports data to external sources, e.g., government agency or Board, for transparency, continuous improvement, and accountability. □ The program/opportunity includes an intentional cycle of goal setting, data analysis, and program improvement. 	<ul style="list-style-type: none"> □ The program/opportunity tracks participant-level participation and demographic information but is not intentionally planned or documented. □ The program/opportunity has a dedicated staff member responsible for data analysis, but it's not intentionally designed or documented. □ The program/opportunity has an external reporting structure for feedback and accountability, but it's not intentionally designed or documented. □ The program/opportunity has an integrated cycle of data analysis and improvement planning, but it's not intentionally designed or documented. 	<ul style="list-style-type: none"> □ The program/opportunity does not yet track participant-level participation and demographic information. □ The program/opportunity does not yet have a dedicated staff member responsible for data analysis. □ The program/opportunity does not yet have an external reporting structure for feedback and accountability. □ The program/opportunity does not yet have an integrated cycle of data analysis and improvement planning.



CAREER LAUNCH

EXAMPLES:

Apprenticeships, Training to Job programs

1. Alignment to Good Jobs and [Employability Skills](#)

The Career Launch program provides students and participants with the necessary employability skills that will prepare them for Good Jobs in the following ways:

- ✓ The program provides a clear understanding of the local job market and highlights jobs that are aligned to Good Jobs in DC.
- ✓ The program exposes participants to what is and is not a Good Job and why, and related career planning and job searching.
- ✓ The program provides participants with information and/or access to industry-specific training and professional development opportunities.
- ✓ As data are available, the program tracks and reports on the success of participants or graduates in securing high-wage, in-demand jobs.

Evidence of Exemplary Activities:

- ✓ Data on participants successfully securing employment in their field of study and Good Jobs
- ✓ Demonstration of employability skills via assessment
- ✓ Participant feedback re: skills gained and gaps
- ✓ Employer feedback re: skills gained and gaps

EXEMPLARY	EFFECTIVE	DEVELOPMENT
<ul style="list-style-type: none"> □ The program aligns with and provides exposure to Good Jobs in DC. (Definition of Good Jobs here; related resources here and here.) □ The program includes tools for participant career exploration. □ The activity integrates employability skills into the lesson or activity. □ The activity includes information about training and postsecondary education necessary for the related jobs. □ The program includes tracking and reporting on participants or graduates. 	<ul style="list-style-type: none"> □ The program introduces participants to Good Jobs in DC but information is vague or not aligned. □ The program includes tools for participant career exploration. □ The program integrates employability skills into the program, but not in an aligned or intentional way. □ The program includes information about industry-specific training necessary for related jobs, but not in an aligned or intentional way. □ The program includes partial tracking and reporting on participants or graduates. 	<ul style="list-style-type: none"> □ The program does not yet introduce participants or participants to Good Jobs in DC. □ The program includes tools for participant career exploration. □ The program does not yet include an intentional integration of employability skill-building. □ The program does not yet include information about industry- specific training necessary for the related jobs. □ The program does not include tracking and reporting on participants or graduates.

2. Employer Partnerships & Community Engagement

The Career Launch program engages with industry professionals in the following ways:

- ✓ The program was designed and implemented in partnership with employer partners, host employers, and/or hiring employers, to ensure alignment to relevant careers and skills. When possible, this should be done in coordination with centralized support teams.
- ✓ The program has formal agreement between educators/intermediaries and employer partners. The agreement includes roles, responsibilities, and expected outcomes with each partner.
- ✓ The program includes feedback from employer partners on program design, return on investment, and perception of overall quality of the work-based learning activity.
- ✓ The educators/intermediary organization has a dedicated staff member responsible for building and maintaining employer partnerships.

Evidence of Exemplary Activities:

- ✓ Employer satisfaction with engagement.
- ✓ Employer perception of return on investment.
- ✓ Participant satisfaction with and completion of WBL activities or programs.
- ✓ Demonstration of employability skills via assessment.

EXEMPLARY	EFFECTIVE	DEVELOPMENT
<ul style="list-style-type: none"> □ The program was designed and implemented in partnership with employer partners, host employers, and/or hiring employers. □ The program has a formal agreement between educators/intermediaries and employer partners. □ The employer partner was given the opportunity to provide feedback on the program and the participants □ The educators/intermediary organization has a dedicated staff member responsible for building and maintaining employer partnerships. 	<ul style="list-style-type: none"> □ The program was somewhat designed and implemented in partnership with employer partners, but there could be stronger communication or planning. □ The program does not yet have a formal agreement between educators/intermediaries and employer partners, but the development of an agreement is underway. □ The employer partner was given the opportunity to provide feedback on the program and the participants, but the feedback collection was not thoroughly planned or documented. □ The educators/intermediary organization has a staff member responsible for building and maintaining employer partnerships, but it's not their full-time role. 	<ul style="list-style-type: none"> □ The program was not designed and implemented in partnership with employer partners. □ The program does not yet have a formal agreement between educators/intermediaries and employer partners. □ The employer partner was not given the opportunity to provide feedback on the program or the participants □ The educators/intermediary organization does not yet have a dedicated staff member responsible for building and maintaining employer partnerships.

3. Curricular Integration

The Career Launch program aligns with a career education curriculum in the the following ways:

- ✓ The program was developed to align with curriculum standards in addition to the skills and knowledge needed for the specific career field.
- ✓ There is incorporation of career-related topics and information into the program which includes job search strategies, resume building, and interview skills.
- ✓ The program incorporates real-world, industry-relevant examples, projects, and/or case studies.
- ✓ The program incorporates performance-based assessment to evaluate students' skills and abilities and how they align to the career fields.
- ✓ The experience culminates in an industry-recognized credential and/or postsecondary credits.

Evidence of Exemplary Activities:

- ✓ Standards mastery through test scores, projects, and other assignments.
- ✓ Demonstration of employability skills via assessment.
- ✓ Participant feedback re: satisfaction and relevancy.

EXEMPLARY	EFFECTIVE	DEVELOPMENT
<ul style="list-style-type: none"> □ The program aligns with curriculum standards in addition to the skills and knowledge needed for the specific career field. □ The program includes career-related topics and information into the activity, which includes job search strategies, resume building, and interview skills. □ The program incorporates real-world, industry-relevant examples, projects, and/or case studies. □ The program incorporates performance-based assessment to 	<ul style="list-style-type: none"> □ The program is somewhat aligned to curriculum standards in addition to the skills and knowledge needed for the specific career field. □ The program includes career-related topics and information into the activity, which includes job search strategies, resume building, and interview skills, but they are not aligned or relevant. □ The program incorporates real-world, industry examples, projects, and/or case studies, but they are not aligned or relevant. 	<ul style="list-style-type: none"> □ The program is not yet aligned to curriculum standards in addition to the skills and knowledge needed for the specific career field. □ The program does not yet include career-related topics and information into the activity, which includes job search strategies, resume building, and interview skills. □ The program does not yet incorporate real-world, industry-relevant examples, projects, and/or case studies.

<p>evaluate students' skills and abilities and how they align to the career fields.</p> <ul style="list-style-type: none"> □ The experience culminates in an industry-recognized credential and/or postsecondary credits. 	<ul style="list-style-type: none"> □ The program incorporates performance-based assessment, but it's not provided in a thoughtful or intentional way. □ The experience may culminate in an industry-recognized credential and/or postsecondary credits, but not in an aligned or intentional way. 	<ul style="list-style-type: none"> □ The program does not yet incorporate performance-based assessment to evaluate students' skills and abilities. □ The experience does not yet culminate in an industry-recognized credential and/or postsecondary credits.
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4. Student or Participant Support

The Career Launch program provides student or participant support in the following ways:

- ✓ The program provides a dedicated staff member responsible for coordinating WBL experiences and providing support to students.
- ✓ The program provides wrap-around support, which includes participant preparation (pre-program discussion, preparation of questions, expectations of students, etc.), on-going support for the duration of the program, and follow up (debrief of program and participant learning.)

EXEMPLARY	EFFECTIVE	DEVELOPMENT
<ul style="list-style-type: none"> □ The program provides a dedicated staff member responsible for coordinating WBL experiences and providing support to students. □ The program provides adequate wrap-around support, including preparation and follow up. 	<ul style="list-style-type: none"> □ The program provides a dedicated staff member responsible for coordinating WBL experiences and providing support to students, but it's not their full-time role. □ The program provides some but not all adequate wrap-around support. 	<ul style="list-style-type: none"> □ The program does not yet provide a dedicated staff member responsible for coordinating WBL experiences and providing support to students. □ The program is not intentionally designed to include wrap-around support.

5. Participant Voice & Choice

The Career Launch program prioritizes equity and provides a space for participants to explore their own interests and passions in the following ways:

- ✓ Participants are regularly given opportunities to provide input and feedback on the program.
- ✓ Participants are able to pursue their own interests and passions within the program.
- ✓ The program has a diversity and inclusion plan in place, including an enrollment plan that targets underserved groups.
- ✓ The staff supporting the program have a system in place for addressing equity issues that arise.
- ✓ The staff supporting the program track participant-level demographic information.

EXEMPLARY	EFFECTIVE	DEVELOPMENT
<ul style="list-style-type: none"> □ The program includes an opportunity for participant feedback. □ Participants are able to pursue their own interests and passions within the program (if applicable). □ The program intentionally recruits and targets underserved participant groups. □ The staff supporting the program have a system in place for addressing equity issues that arise. 	<ul style="list-style-type: none"> □ The program includes participant feedback, but the feedback collection is not thoroughly planned or documented. □ Participants are not provided a clear opportunity to pursue their own interests and passions within the program (if applicable). □ The staff supporting the program have a system in place for addressing equity issues that arise, but it's not fully-developed or intentional. 	<ul style="list-style-type: none"> □ The program does not yet include an opportunity for participant feedback. □ Participants are able to pursue their own interests and passions within the program (if applicable). □ The program does not yet recruit or target underserved participant groups. □ The staff supporting the program do not yet have a system in place for addressing equity issues that arise.

<ul style="list-style-type: none"> □ The staff supporting the program track participant-level demographic information. 	<ul style="list-style-type: none"> □ The staff supporting the program track participant-level demographic information, but it's not intentionally planned or documented. 	<ul style="list-style-type: none"> □ The staff supporting the program do not yet track participant-level demographic information.
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6. Equity-Focused Data Collection & Continuous Improvement

The Career Launch program prioritizes equity and adheres to data and reporting in the following ways:

- ✓ The program/opportunity tracks and disaggregates participant-level participation and demographic information.
- ✓ The program/opportunity has a dedicated staff member responsible for collecting and analyzing relevant data.
- ✓ The program/opportunity has an external reporting structure for feedback and accountability.
- ✓ The program/opportunity has an integrated cycle of [equity-focused data analysis and improvement planning](#).

EXEMPLARY	EFFECTIVE	DEVELOPMENT
<ul style="list-style-type: none"> □ The program/opportunity tracks and disaggregates participant-level participation, outcomes and demographic information. □ The program/opportunity has a dedicated staff member responsible for collecting and analyzing relevant programmatic and outcome data. □ The program/opportunity publicly reports data to external sources, e.g. government agency or Board, for transparency, continuous improvement, and accountability. □ The program/opportunity includes an intentional cycle of goal setting, data analysis, and program improvement. 	<ul style="list-style-type: none"> □ The program tracks participant-level participation and demographic information, but it's not intentionally planned or documented. □ The program has a dedicated staff member responsible for data analysis, but it's not their full-time role. □ The program has an external reporting structure for feedback and accountability, but it's not intentionally designed or documented. □ The program has an integrated cycle of data analysis and improvement planning, but it's not intentionally designed or documented. 	<ul style="list-style-type: none"> □ The program does not yet track participant-level participation and demographic information. □ The program does not yet have a dedicated staff member responsible for data analysis. □ The program does not yet have an external reporting structure for feedback and accountability. □ The program does not yet have an integrated cycle of data analysis and improvement planning.