



## **WORK-BASED LEARNING STANDARDS 1-24 RUBRICS**

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STANDARD 24:	PROGRAM ASSESSMENT

**Standard 1-Integrating CRE into CTAE Programs and Participants' Responsibilities:** A wide array of Career Related Education (CRE) activities are integrated into all CTAE classes to support WBL placements and help students become college and career ready.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p><b>Include all criteria from "meets expectations" plus the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CTAE instructors collaborate with middle school and elementary instructors about CRE activities that support college and career readiness.</li> <li><input type="checkbox"/> The school's CTAE department has a mission statement that supports CRE activities.</li> <li><input type="checkbox"/> There is a comprehensive guidance program in place to ensure that all CTAE students are aware of career opportunities.</li> <li><input type="checkbox"/> A wide range of pathway options exist to meet the needs of students.</li> <li><input type="checkbox"/> Instruction is provided which correlates academic, career technical education and employability skills.</li> <li><input type="checkbox"/> Many, if not most, students enrolled in CTAE classes participate in CRE activities.</li> <li><input type="checkbox"/> A school-based enterprise exists which is properly linked to the Georgia Performance Standards.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructors in CTAE programs use the WBL Resource Manual in planning career awareness, career exploration, instructional related or connecting activities.</li> <li><input type="checkbox"/> There is a guidance program in place to introduce career opportunities to the students.</li> <li><input type="checkbox"/> An adequate number of CTAE programs are offered to meet the needs of students.</li> <li><input type="checkbox"/> Most CTAE programs offer students enrolled in CTAE classes the opportunity to participate in job shadowing or other CRE activities.</li> <li><input type="checkbox"/> Students participate in school-based enterprises which are properly linked to Georgia Performance Standards.</li> <li><input type="checkbox"/> CTAE programs and pathways are available to meet the needs of students in the school.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Limited information or opportunities are available to the students about career awareness, career exploration, instructional related or connecting activities.</li> <li><input type="checkbox"/> There is limited guidance available to the students about career opportunities.</li> <li><input type="checkbox"/> Few students enrolled in CTAE classes participate in job shadowing or other CRE activities.</li> <li><input type="checkbox"/> There is little or no difference in school-based enterprises and fundraisers.</li> </ul>	<ol style="list-style-type: none"> <li>1. List of career awareness, career exploration, instructional related and connecting activities conducted in the CTAE curricula.</li> <li>2. Lesson plans that include CRE activities.</li> <li>3. Use of the WBL manual by CTAE instructors.</li> <li>4. Documented guidance program that relates to the WBL student.</li> <li>5. Evidence of activities which are clearly linked to the Georgia Performance Standards.</li> <li>6. Documentation of the process for conducting job shadowing.</li> <li>7. CTAE programs and curricula offered.</li> </ol>			

**Standard 2-Career Awareness Activities:** Age-appropriate Career Awareness activities in the Career Technical and Agricultural Education class are designed to make students aware of career choices and promote college and career readiness. (Including virtual)

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p><b>Include all criteria from "meets expectations" plus the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A comprehensive program of age-appropriate career awareness opportunities is incorporated into career pathway classes with comprehensive, systematic, and sequential approach.</li> <li><input type="checkbox"/> There are a significant number of business and community representatives involved with career awareness activities.</li> <li><input type="checkbox"/> Practically every CTAE class offered at the school includes some career awareness activities.</li> <li><input type="checkbox"/> School leaders encourage awareness activities and monitor lesson plans for inclusion.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Most CTAE programs provide career awareness activities and collaborate with feeder schools and business/industry.</li> <li><input type="checkbox"/> Students include evidence of career awareness activities in their portfolios and/or documents and artifacts related to their pathway.</li> <li><input type="checkbox"/> Many artifacts of career awareness activities are displayed or found in CTAE labs.</li> <li><input type="checkbox"/> Most teachers, even if not on extended day, meet the WBL standards for the extended day POW.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Limited information, programs or activities are available to the students about career awareness.</li> <li><input type="checkbox"/> There is limited guidance available to the students about career pathways.</li> <li><input type="checkbox"/> Most CTAE classes and/or some grade levels do not include career awareness activities in the curriculum.</li> <li><input type="checkbox"/> Very few teachers meet the extended day standard for WBL.</li> <li><input type="checkbox"/> Counselors do not engage in the career awareness activities conducted school wide.</li> </ul>	<ol style="list-style-type: none"> <li>1. CTAE teacher lesson plans.</li> <li>2. List of Career Awareness activities conducted with students in CTAE classes.</li> <li>3. Documentation of the ongoing and sequential nature of WBL activities.</li> <li>4. Extended day program of work for CTAE.</li> <li>5. WBL Coordinator lessons/presentations.</li> <li>6. Brochures, documents, etc. from career days/fairs.</li> <li>7. System documentation of field trips.</li> <li>8. Career awareness media on display or available in classrooms/labs.</li> </ol>			

**Standard 3-Career Exploration Activities:** Age-appropriate Career Exploration Activities in the Career Technical and Agricultural Education classes are conducted with individuals or small groups of students to explore career options. (Including virtual)

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p><b>Include all criteria from "meets expectations" plus the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All students have an opportunity to use internet career planning tools.</li> <li><input type="checkbox"/> Practically every CTAE class offered at the school includes some career exploration activities in the curriculum.</li> <li><input type="checkbox"/> Guidance and counseling focused on career exploration is provided by CTAE instructors as well as the Career Guidance staff.</li> <li><input type="checkbox"/> Many businesses and community leaders are involved in exploration activities such as job shadowing and mock interviews.</li> <li><input type="checkbox"/> Evidence of student success in CTSO activities related to career exploration is abundant.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> An organized plan exists for providing students an opportunity to use technology for exploring career options.</li> <li><input type="checkbox"/> School leadership encourages career exploration and monitors lesson plans to ensure inclusion.</li> <li><input type="checkbox"/> Many CTAE classes offered at the school include some career exploration related activities in the curriculum.</li> <li><input type="checkbox"/> Students include evidence of Career Exploration related activities in their portfolios and/or individual career plans.</li> <li><input type="checkbox"/> Some students participate in CTSO activities related to Career Exploration.</li> <li><input type="checkbox"/> Students receive guidance about career options.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Very few students are involved in CTSO activities linked to career exploration or very few CTSO opportunities exist.</li> <li><input type="checkbox"/> Limited information, programs or activities are available to the students about career exploration.</li> <li><input type="checkbox"/> There is limited guidance available to the students about career exploration and career pathways.</li> <li><input type="checkbox"/> Very few instructors meet the extended day standard for WBL.</li> </ul>	<ol style="list-style-type: none"> <li>1. CTAE instructor lesson plans.</li> <li>2. List of career exploration activities conducted with students in CTAE classes.</li> <li>3. WBL Coordinator lessons/presentations.</li> <li>4. Extended day program of work for CTAE instructors.</li> <li>5. Documents used to conduct job shadowing (i.e. student packets)</li> <li>6. Student portfolios.</li> <li>7. Internet access available in CTAE classes.</li> <li>8. Student presentations.</li> <li>9. CTSO records and documentation.</li> <li>10. Availability of internet career planning tools.</li> </ol>			

**Standard 4-Instructional Related Activities:** Instructional Related Activities in The Career, Technical, and Agricultural Education class promote an understanding of the business and work environment and help students develop employability skills.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p><b>Include all criteria from "meets expectations" plus the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student entrepreneurship projects are a high priority.</li> <li><input type="checkbox"/> Numerous exemplary business plans for student entrepreneurship projects exist.</li> <li><input type="checkbox"/> A healthcare program exists with clinical experiences for students.</li> <li><input type="checkbox"/> School-based enterprises teach a comprehensive business model and are operated as outlined in the curricula of the Georgia Performance Standards.</li> <li><input type="checkbox"/> Non-traditional delivery models for employability skills training exists and exposes practically all CTAE students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some instructional related activities are present in the curriculum.</li> <li><input type="checkbox"/> Students include evidence of instructional related activities in their portfolios and/or individual career plan.</li> <li><input type="checkbox"/> Business plans are required for student entrepreneurship projects.</li> <li><input type="checkbox"/> School-based enterprises are operated as outlined in the curricula of the Georgia Performance Standards.</li> <li><input type="checkbox"/> Many CTAE instructors incorporate employability skills into their program and WBL Coordinators assist in the delivery of employability skill training.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Limited opportunities, programs or instructional related activities are available to students.</li> <li><input type="checkbox"/> No school-based enterprises exist.</li> <li><input type="checkbox"/> A Marketing program exists without a school store.</li> <li><input type="checkbox"/> Student entrepreneurship enterprises are rare or absent.</li> <li><input type="checkbox"/> School-based enterprises are confused with fundraising events.</li> <li><input type="checkbox"/> Teaching employability skills is not a priority of CTAE instructors.</li> </ul>	<ol style="list-style-type: none"> <li>1. CTAE instructor lesson plans.</li> <li>2. Extended day program of work for CTAE.</li> <li>3. Business plans from student entrepreneurship activities.</li> <li>4. Operation of School-Based Enterprises.</li> <li>5. Schedules of clinical rotations and lists of students involved.</li> <li>6. Lessons/presentations on employability skills.</li> <li>7. Delivery plan for employability skills.</li> </ol>			

**Standard 5-Connecting Activities:** Work-Based Learning Coordinator is actively involved in planning, coordinating, and implementing connecting activities between the school and business community.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p><b>Include all criteria from "meets expectations" plus the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Connecting activities involve a comprehensive, systematic, and sequential approach that is supported by the school administration.</li> <li><input type="checkbox"/> WBL Coordinators have an extensive network of business contacts.</li> <li><input type="checkbox"/> A high percentage of WBL student placements exist where the CTAE instructor and WBL Coordinator work together in a proactive manner.</li> <li><input type="checkbox"/> WBL Coordinator is actively involved in either a CTAE advisory committee or a WBL specific advisory committee.</li> <li><input type="checkbox"/> A very high percentage of YAP students complete their post-secondary training and/or earn an industry recognized credential.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WBL Coordinator conducts some connecting activities.</li> <li><input type="checkbox"/> WBL Coordinator actively involved in CTAE advisory committee/WBL specific advisory committee.</li> <li><input type="checkbox"/> Instructors include evidence of connecting activities in their records and reports.</li> <li><input type="checkbox"/> WBL Coordinator collaborates with CTAE teachers as needed to secure students' placements.</li> <li><input type="checkbox"/> Students are aware of articulation agreements and dual enrollment options.</li> <li><input type="checkbox"/> The WBL Coordinator has developed an extensive network of connections in the business and industry of the community.</li> <li><input type="checkbox"/> Evidence exists of a systematic process to locate and contact local businesses about participation in the WBL program.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Limited evidence of connecting activities.</li> <li><input type="checkbox"/> Limited collaboration between WBL Coordinator and CTAE teachers. The WBL Coordinator is not involved in CTAE advisory committee/WBL specific advisory committee. WBL students are not aware of articulated courses and matriculation processes.</li> <li><input type="checkbox"/> WBL students are not aware of their dual enrollment options.</li> <li><input type="checkbox"/> The WBL Coordinator has not attempted to create a working relationship with most of the local businesses.</li> </ul>	<ol style="list-style-type: none"> <li>1. Membership roster of advisory committees.</li> <li>2. List of formal business partnerships.</li> <li>3. Documents used in orienting or training business mentors.</li> <li>4. Advisory committee minutes.</li> <li>5. Number of WBL placements arranged in collaboration with CTAE teachers.</li> <li>6. Community meetings (i.e.: Chamber of Commerce, Rotary, workforce development groups, etc.) attended by the WBL coordinator.</li> <li>7. The representation of CTAE areas offered in the employer database. WBL student employers and the CTAE areas offered in the school.</li> </ol>			



**Standard 6-WBL Placements:** Work-Based Learning placements are appropriate and accurately identified as Employability Skill Development (ESD), Cooperative Education (Co-op), Internship, Youth Apprenticeship (YAP), or Great Promise Partnership (GPP).

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p><b>Include all criteria from "meets expectations" plus the following:</b></p> <p>WBL placements are available to and equitably represented by all college and career ready students.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A low percentage of placements are identified as ESD, and such students are moved to another placement category as soon as possible.</li> <li><input type="checkbox"/> Unique partnerships are developed to create new WBL placements.</li> <li><input type="checkbox"/> A high percentage of WBL placements are YAP.</li> <li><input type="checkbox"/> A high percentage of YAP students enrolled each year are tracked to completion of the program.</li> <li><input type="checkbox"/> Many YAP placements are matched to the US Department of Labor's list of Officially Recognized Apprenticeships.</li> <li><input type="checkbox"/> All student placements match the three interlocking components of WBL: Career Goal, Related Pathway Courses, and Work Experience. *</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students in all college and career ready pathways have availability to Youth Apprenticeship, Cooperative Education, Internships, and Employability Skill Development as appropriate.</li> <li><input type="checkbox"/> There is a defined connection between school based and WBL instruction.</li> <li><input type="checkbox"/> WBL placements are based on developed business partnerships and coordinated by the WBL Coordinator.</li> <li><input type="checkbox"/> ESD placements consist of no larger than 25% of the total number of WBL student placed.</li> <li><input type="checkbox"/> WBL students are required to complete a student portfolio that documents application of employability skills. *</li> <li><input type="checkbox"/> Student placements are congruent with student career goals and pathway course(s). *</li> <li><input type="checkbox"/> CTI student placements adhere to state standards with appropriate accommodations.</li> <li><input type="checkbox"/> All WBL students have a "placement criteria checklist" on file to verify the appropriateness of the placement.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WBL placements not available to students in all college and career ready pathways.</li> <li><input type="checkbox"/> Placements are not based on partnerships with the local community.</li> <li><input type="checkbox"/> Students are in inappropriate placements or have their placement type inaccurately identified.</li> <li><input type="checkbox"/> ESD placements consist of more than 25% of the total number of WBL students placed.</li> <li><input type="checkbox"/> Standards of the WBL Manual are not followed for CTI student placements (excluding accommodations).</li> <li><input type="checkbox"/> Student placements not congruent with student career goals and pathway course(s).</li> <li><input type="checkbox"/> WBL students do not complete student portfolios.</li> <li><input type="checkbox"/> Students are admitted into the program based on having a job and the WBL Coordinator has minor contact with the employer for approving the site or job experience.</li> </ul>		<ol style="list-style-type: none"> <li>1. WBL placement records.</li> <li>2. List of employer-partners.</li> <li>3. List of placements broken down by student pathways offered.</li> <li>4. Plan for overseeing the development, design, implementation, and administration of a variety of WBL placements.</li> <li>5. Written guidelines for worksite visitations.</li> <li>6. Written grading procedures.</li> <li>7. Proportion of YAP, Co-op, Internship, ESD and GPP students.</li> <li>8. YAP completer percentage.</li> <li>9. Student records in C-NET.</li> <li>10. Student folders containing a check-off sheet for WBL criteria that must be met.</li> <li>11. Application and selection process.</li> </ol>		

**Standard 7-WBL Delivery Model:** The local school system supports equitable Work-Based Learning opportunities by providing a school-wide WBL Coordinator, adequate resources, and a manageable workload.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p><b>Include all criteria from "meets expectations" plus the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A realistic, manageable workload, following DOE recommended class size is in place, which promotes student safety and program effectiveness.</li> <li><input type="checkbox"/> One or more full-time WBL Coordinator positions exist.</li> <li><input type="checkbox"/> The facilities are current and of sufficient size and quality to effectively meet instructional needs of the students.</li> <li><input type="checkbox"/> The instructor/coordinator has storage facilities and a private office with telephone.</li> <li><input type="checkbox"/> The WBL Coordinators has access to appropriate technology and internet connected devices.</li> <li><input type="checkbox"/> The WBL program has a generous budget for travel, equipment, and supplies. Said budget for the current fiscal year is on file, available to and controlled by the instructor/ coordinator.</li> <li><input type="checkbox"/> The WBL program is an integral part of the local plan for career education and is considered equal but of separate instructional design.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A consolidated WBL Coordinator position exists, working toward a fulltime WBL funded position.</li> <li><input type="checkbox"/> Students in <b>all</b> CTAE classes have equal opportunity to participate in WBL placements.</li> <li><input type="checkbox"/> Student enrollment in WBL placements follows class size limitations striving toward recommended workload for WBL programs.</li> <li><input type="checkbox"/> The WBL Coordinator is unencumbered and available for supervision during all periods that students are released from school to report to worksites.</li> <li><input type="checkbox"/> The facilities are adequate to effectively meet the instructional needs of the students.</li> <li><input type="checkbox"/> There is a classroom, storage facilities, and access to an office and telephone for WBL Coordinators.</li> <li><input type="checkbox"/> There is an adequate budget for travel, equipment, supplies, and operation of the WBL budget is controlled by the local administrator.</li> <li><input type="checkbox"/> The WBL program is a part of the local plan for career education.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student enrollment in WBL placements exceed the state class size limitations and recommended workload for WBL programs, jeopardizing student safety and program effectiveness.</li> <li><input type="checkbox"/> Multiple part-time WBL Coordinator positions exist rather than a consolidated school wide WBL coordinator model.</li> <li><input type="checkbox"/> Students in all CTAE program areas do not have equitable opportunity to participate in WBL placements.</li> <li><input type="checkbox"/> The facilities are not adequate to effectively meet the instructional needs of the students.</li> <li><input type="checkbox"/> There is no office and telephone for the WBL Coordinator.</li> <li><input type="checkbox"/> There is an inadequate budget available for salary, travel, equipment and supplies, and the instructor/coordinator does not have access to the operating budget for the program.</li> <li><input type="checkbox"/> The WBL program is not a vital part of the local plan for career education.</li> </ul>	<ol style="list-style-type: none"> <li>1. Class rosters.</li> <li>2. WBL Coordinator job description.</li> <li>3. WBL Coordinator's daily assignments.</li> <li>4. Copy of the WBL budget, including travel, equipment and supply allocations, and expenses.</li> <li>5. WBL Coordinator's inventory.</li> <li>6. WBL Coordinator's office.</li> </ol>			



**Standard 8-Certification and Training for WBL Coordinators:** Instructors/coordinators who supervise students on job placements are trained to provide quality programs at the local level. (including virtual)

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p><b>Include all criteria from "meets expectations" plus the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WBL Coordinators meet appropriate state requirements for their positions.</li> <li><input type="checkbox"/> WBL Coordinators participate in occupational updating in the career focus area of WBL related courses.</li> <li><input type="checkbox"/> WBL Coordinators participate in state-sponsored professional learning programs to update professional and occupational knowledge and skills relative to the WBL program.</li> <li><input type="checkbox"/> The local administrator has assigned one WBL Coordinator to oversee all aspects of the WBL program.</li> <li><input type="checkbox"/> The YAP Coordinator is active in professional activities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WBL Coordinators meet appropriate state requirements for their positions.</li> <li><input type="checkbox"/> WBL Coordinators participate in selected business/industry and community organizations and related professional organizations.</li> <li><input type="checkbox"/> WBL Coordinators participate in occupational updating and professional learning programs.</li> <li><input type="checkbox"/> There is sufficient participation in professional learning opportunities by the WBL Coordinator.</li> <li><input type="checkbox"/> Responsibility for coordinating the WBL programs is assigned by the local administration.</li> <li><input type="checkbox"/> The YAP Coordinator attends all region YAP meetings.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WBL Coordinators do not meet appropriate state requirements for their positions.</li> <li><input type="checkbox"/> WBL Coordinators do not participate in business/industry and community organizations.</li> <li><input type="checkbox"/> WBL Coordinators are not members of their related professional organizations.</li> <li><input type="checkbox"/> There is little occupational updating in career focus areas of WBL programs.</li> <li><input type="checkbox"/> There is little participation in professional learning opportunities related to WBL.</li> <li><input type="checkbox"/> Responsibility for coordinating WBL programs is not assigned by the local administration.</li> <li><input type="checkbox"/> The YAP Coordinator does not regularly attend region meetings.</li> </ul>	<ol style="list-style-type: none"> <li>1. WBL credentials on file.</li> <li>2. Records of WBL Coordinator's participation in business/industry and community organizations.</li> <li>3. Records of membership in professional organizations</li> <li>4. Professional learning plans of WBL Coordinator.</li> <li>5. Written guidelines outlining responsibilities of WBL Coordinator.</li> <li>6. Compliance with YAP grant system assurances.</li> </ol>			

**Standard 9-The WBL Advisory Committee:** An active advisory committee assists with the design, development, implementation, administration, and evaluation of the program. (Including virtual)

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p><b>Include all criteria from "meets expectations" plus the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The advisory committee meets more than twice per year.</li> <li><input type="checkbox"/> The advisory committee assists with regular evaluation of the WBL program, as well as all CTAE programs offered by the system.</li> <li><input type="checkbox"/> Committee members provide assistance with Career Related activities in pathway classes.</li> <li><input type="checkbox"/> Advisory committee minutes provide evidence that the committee meets regularly, and plans are based on appropriate and timely information from demographic studies of employment community, labor market projections, student interests, student placement records, and student enrollment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There is an active advisory committee composed primarily of individuals in the career focus area, parents/guardians, administrators, counselors, secondary and post-secondary educators, WBL personnel, and business/industry partners.</li> <li><input type="checkbox"/> There is evidence of planning by the advisory committee that is based on several community factors.</li> <li><input type="checkbox"/> The advisory committee meets twice each year.</li> <li><input type="checkbox"/> The advisory committee has a role in the evaluation of the WBL program.</li> <li><input type="checkbox"/> WBL Coordinator meets one of the following options:               <ul style="list-style-type: none"> <li>o (1) maintains an independent WBL advisory committee or</li> <li>o (2) attends the program specific CTAE advisory committees for all areas where WBL students are enrolled and ensure that an agenda item is specific to WBL at each meeting.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There is no advisory committee, or the committee is not active or has an inadequate number of members.</li> <li><input type="checkbox"/> The membership of the advisory committee does not represent each membership category as stated in "Meets Expectations."</li> <li><input type="checkbox"/> There is no evidence of planning done by the advisory committee.</li> <li><input type="checkbox"/> The advisory committee does not meet at least twice yearly.</li> <li><input type="checkbox"/> The advisory committee has no role in evaluation of the WBL Program.</li> </ul>	<ol style="list-style-type: none"> <li>1. List of advisory committee members with their area of expertise and background applicable to WBL.</li> <li>2. Advisory committee minutes from the last two years.</li> <li>3. Documentation of Career Related activities that the advisory committee has assisted in creating/developing.</li> <li>4. Evidence of advisory committee participation in regular evaluation of the WBL Program.</li> </ol>			

**Standard 10-Teaching Employability Skills:** A plan exists and is implemented to teach employability skills prior to the WBL placement.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p><b>Include all criteria from "meets expectations" plus the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student achievement on employability skill competencies is used as a factor for acceptance into the WBL program.</li> <li><input type="checkbox"/> Software resources are available in the school and a plan exists to ensure all students utilize the software.</li> <li><input type="checkbox"/> School leadership uses strategies to ensure that employability skills are included in teacher lesson plans.</li> <li><input type="checkbox"/> WBL student assessments conducted by employers are analyzed to reveal patterns for needed improvement in teaching employability skills across the CTAE curriculum.</li> <li><input type="checkbox"/> The full-time WBL Coordinator spends more than 30% of their time teaching employability skills.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school wide WBL Coordinator plans lessons and schedules presentations in pathway classrooms to teach employability skills.</li> <li><input type="checkbox"/> Most CTAE instructors include activities related to employability skills in their lesson plans.</li> <li><input type="checkbox"/> A variety of instructional methods are used.</li> <li><input type="checkbox"/> Software and resources for teaching employability skills are available and used by most CTAE instructors.</li> <li><input type="checkbox"/> All WBL students are required to document applications of employability skills in their portfolios.</li> <li><input type="checkbox"/> Collaboration between the WBL Coordinator and pathway instructors is evident.</li> <li><input type="checkbox"/> The WBL Coordinator monitors employability skill instruction in related pathway classes and assists where appropriate.</li> <li><input type="checkbox"/> Student assessments conducted by employers reveal student employability skills at an adequate level.</li> <li><input type="checkbox"/> The full-time WBL Coordinator spends 30% of their time teaching employability skills.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school wide WBL Coordinator does not go into classrooms and present lessons on employability skills.</li> <li><input type="checkbox"/> Instructors of pathway subjects do not include employability skills training in written lesson plans</li> <li><input type="checkbox"/> Little variety of instructional methods is used.</li> <li><input type="checkbox"/> Software and resources for teaching employability skills are not available to students.</li> <li><input type="checkbox"/> Student portfolios are NOT used to document applications of employability skills.</li> <li><input type="checkbox"/> The WBL Coordinator and instructors of pathway subjects do not work collaboratively to orchestrate teaching of job skills.</li> <li><input type="checkbox"/> Little attention is paid to WBL student assessments conducted by employers.</li> <li><input type="checkbox"/> There is a weak connection between classroom instruction and on-the-job instruction.</li> </ul>	<ol style="list-style-type: none"> <li>1. Employability skills are taught by the WBL Coordinator in the pathway classes. *</li> <li>2. Written daily lesson plans.</li> <li>3. Evidence of a variety of instructional methods used.</li> <li>4. Software, media and resources are used for teaching employability skills.</li> <li>5. Student portfolios.</li> <li>6. Working relationship between the WBL Coordinator and instructors of related pathway subjects.</li> <li>7. Employability skills assessments conducted by employers for WBL students.</li> </ol>			

**Standard 11-Individual Graduation Plans and Pathways for WBL Students:** Students involved in Work-Based Learning have a comprehensive individual graduation plan on file that integrates academic, college and career ready pathway courses.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p><b>Include all criteria from "meets expectations" plus the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students are placed in appropriate work sites which are approved by the WBL Coordinator.</li> <li><input type="checkbox"/> Evidence exists that employers are aware of the student's Individual Graduation Plan.</li> <li><input type="checkbox"/> The school counselor is involved in the student's transcript review.</li> <li><input type="checkbox"/> Evidence exists that a multitude of resources were involved in the development of graduation plans.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Each student has a written Individual Graduation Plan pertaining to their career focus.</li> <li><input type="checkbox"/> The plan includes a sequence of both academic and occupational experiences.</li> <li><input type="checkbox"/> There is evidence that other individuals or groups of individuals had input into the Individual Graduation Plan.</li> <li><input type="checkbox"/> The plan includes up-to-date knowledge, skills, and aptitudes needed for the career focus area.</li> <li><input type="checkbox"/> The WBL Coordinator reviews the student's transcript to make sure the program of study aligns with academic and career/technical courses, in order that the Individual Graduation Plan and work site placement are congruent.</li> <li><input type="checkbox"/> The WBL students are active members of the relevant CTSO.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students do not have individual graduation plans.</li> <li><input type="checkbox"/> The Individual Graduation Plan is not complete or based on the knowledge, skills, and abilities required for attainment of academic and career/technical skill proficiencies.</li> <li><input type="checkbox"/> The Individual Graduation Plan was developed without collaboration from stakeholders.</li> <li><input type="checkbox"/> The work sites approved by the WBL Coordinator are not appropriate to the career plan of the student.</li> </ul>	<ol style="list-style-type: none"> <li>1. Written copy of each student's individual graduation plan.</li> <li>2. Lists of employers and other individuals or groups of individuals that have skills in and substantial knowledge of the career focus area.</li> <li>3. List of skills and aptitudes necessary for competencies required for the career focus area.</li> <li>4. Records of placement of students in relation to their career goals.</li> <li>5. Interview with guidance personnel.</li> <li>6. CTSO rosters.</li> <li>7. Utilization of computer assisted occupational guidance websites, in-field specialists, teachers, counselors, and administrators.</li> </ol>			

**Standard 12-Building Business Partnerships and Creating Worksite Placements:** Community resources are analyzed and partnerships are formed to create Work-Based Learning placement options.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p><b>Include all criteria from "meets expectations" plus the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Most student placements are created by the WBL Coordinator</li> <li><input type="checkbox"/> The majority of WBL students are categorized as YAP. Students are educated on the workforce needs of the community.</li> <li><input type="checkbox"/> All school system personnel, such as teachers, guidance counselors, and support staff provide information to help in the full development of the WBL student.</li> <li><input type="checkbox"/> Most students are in high skill, high wage, high demand jobs</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Community resources such as the Chamber of Commerce, local government agencies, Civic groups, are utilized.</li> <li><input type="checkbox"/> Job placement opportunities are created by the WBL Coordinator.</li> <li><input type="checkbox"/> Well-defined application and placement policies exist.</li> <li><input type="checkbox"/> Businesses where the employer understands their role as a trainer and extension of the school lab environment are selected for WBL sites. Selected businesses understand their role as mentor</li> <li><input type="checkbox"/> The employers involved with the WBL program are a representative cross-section of the available businesses in the community. Variety of business partnerships are established</li> <li><input type="checkbox"/> Potential WBL sites are visited by the WBL Coordinator</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Very little is done to ensure the use of the local community as a resource.</li> <li><input type="checkbox"/> No formal interaction takes place to ensure that potential work sites in the community are used for job training as well as educational resources for students.</li> <li><input type="checkbox"/> Most students in the WBL program have obtained their own job.</li> <li><input type="checkbox"/> Many students are working in fast food service or other low wage, low skill jobs.</li> <li><input type="checkbox"/> The WBL Coordinator visits very few prospective employers during the year to create new placement opportunities.</li> </ul>		<ol style="list-style-type: none"> <li>1. Lists of community resources are available.</li> <li>2. Records of prospective employer contacts by the WBL Coordinator.</li> <li>3. An up-to-date occupational file of potential employers.</li> <li>4. Georgia Department of Labor data is available.</li> <li>5. Number of students placed by WBL Coordinator</li> <li>6. Students who obtained their own job.</li> <li>7. Number of jobs that meet the high-skill, high-wage, high-demand requirement of Perkins Legislation.</li> <li>8. Number of students whose job and pathway correlate.</li> </ol>

**Standard 13-Recruitment, Student Application, and Admission Procedures:** Clearly defined admission policies and procedures for recruiting, identifying, and enrolling students into the Work-Based Learning Program are established and implemented. A comprehensive orientation is provided to the Work-Based Learning students and parents/guardians prior to enrollment. (Including virtual)

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p><b>Include all criteria from "meets expectations" plus the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Guidance counselors work cooperatively with WBL Coordinators and students to ensure flexible scheduling for students.</li> <li><input type="checkbox"/> The selection of students is based on grades, attendance, discipline, teacher recommendations, and other criteria as established by the local system.</li> <li><input type="checkbox"/> The WBL Coordinator personally interviews each student prior to admission into the WBL Program.</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> An application process exists and is followed.</li> <li><input type="checkbox"/> Written documentation of selection criteria is on file.</li> <li><input type="checkbox"/> Students have completed or are enrolled in pre-requisite courses before entry into the program.</li> <li><input type="checkbox"/> Students are aware of how to meet the requirements of the program before applying.</li> <li><input type="checkbox"/> There is a written policy outlining the minimum criteria for selection and admission into the WBL Program.</li> <li><input type="checkbox"/> Prior to enrollment, interested students, and their parent/guardians are required to attend an orientation that presents a comprehensive overview of the school's WBL Program.</li> <li><input type="checkbox"/> Counselors are aware of the application process and admission procedures for the WBL Program.</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> The admission process begins each semester.</li> <li><input type="checkbox"/> No documentation of selection criteria on file.</li> <li><input type="checkbox"/> Students have not completed pre-requisite courses before entering into the program.</li> <li><input type="checkbox"/> Student awareness of program requirements is low or non-existent.</li> <li><input type="checkbox"/> There is no written policy outlining the minimum criteria for selection and admission into the WBL program.</li> <li><input type="checkbox"/> No orientation is given for the WBL students.</li> <li><input type="checkbox"/> Students are enrolled into the program without being selected by the WBL Coordinator.</li> </ul>		<ol style="list-style-type: none"> <li>1. Outline of the process for admission into the WBL Program.</li> <li>2. List of the selection committee members.</li> <li>3. Documentation of completion of all pre-requisites on the application of each student.</li> <li>4. Written policy for admission into the WBL Program.</li> <li>5. WBL student schedules.</li> <li>6. Copy of agenda for the orientation for WBL students.</li> <li>7. Copy of materials handed out at the orientation.</li> <li>8. Copy of sign-in sheets for students and parents/guardians at orientation.</li> </ol>



**Standard 14-Student Mentors:** Work-Based Learning sites, that provide occupational growth opportunities consistent with students' occupational interests, and learning objectives, are selected, and mentors at the site are trained by the Work-Based Learning Coordinator. Integrated instruction is provided to the Work-Based Learning student at the work site. (Including virtual)

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p><b>Include all criteria from "meets expectations" plus the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The WBL Coordinator has the primary responsibility of locating prospective WBL work sites and placing students with the employer.</li> <li><input type="checkbox"/> The WBL Coordinator utilizes the local Chamber of Commerce or business/industry council to keep informed about new and potential work sites.</li> <li><input type="checkbox"/> The WBL Coordinator confers with employers before a commitment is made as a work site.</li> <li><input type="checkbox"/> Instruction for the student is provided at the WBL work site.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Potential WBL work sites are carefully evaluated to determine if they meet the specific criteria established by the program before placement is made.</li> <li><input type="checkbox"/> WBL Coordinator locates prospective WBL work sites.</li> <li><input type="checkbox"/> The business community is used by the WBL Coordinator to find appropriate work sites.</li> <li><input type="checkbox"/> The WBL Coordinator maintains a database of current and potential work sites.</li> <li><input type="checkbox"/> The WBL Coordinator or the student arranges the interview.</li> <li><input type="checkbox"/> The WBL work site provides instruction that pertains to the needs of the student.</li> <li><input type="checkbox"/> The WBL work site offers some opportunities beyond the immediate job of the student.</li> <li><input type="checkbox"/> The WBL Coordinator provides training for work site mentors.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Little evaluation of work sites is done to determine if they meet the specific criteria of the program.</li> <li><input type="checkbox"/> Students find their own jobs.</li> <li><input type="checkbox"/> The WBL Coordinator does not use the local Chamber of Commerce or business/industry council to keep informed of potential job sites.</li> <li><input type="checkbox"/> The students must arrange their own interviews.</li> <li><input type="checkbox"/> The WBL Coordinator has little interaction with the work site.</li> <li><input type="checkbox"/> No formal instruction other than the immediate job is provided to the students at the WBL work sites.</li> <li><input type="checkbox"/> No formal training provided for work site mentors.</li> </ul>		<ol style="list-style-type: none"> <li>1. Records of regular and ongoing evaluation of work sites.</li> <li>2. Evidence of WBL Coordinators' responsibility of locating prospective WBL work sites.</li> <li>3. Records of meetings or contacts with local Chamber of Commerce or business/industry council.</li> <li>4. Database of potential WBL work sites.</li> <li>5. Records of employer/mentor/WBL Coordinator conferences.</li> <li>6. Copies of training materials used by the WBL work site.</li> <li>7. Student training plans with identified skills taught at the work site.</li> <li>8. Samples of mentor training materials.</li> </ol>		

**Standard 15-Policy, Legal and Labor Issues:** Work-Based Learning sites are in compliance with federal/state labor laws and local policies.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p><b>Include all criteria from "meets expectations" plus the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The WBL Coordinator makes presentations to all stakeholders concerning labor laws, rules, and regulations</li> <li><input type="checkbox"/> Speakers from business and industry are scheduled to speak to CTAE classes and WBL students concerning labor laws and regulations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The WBL Coordinator makes sure that copies of federal and state laws, rules, regulations, and information pamphlets concerning employment and safety training made available to students and employers.</li> <li><input type="checkbox"/> The WBL Coordinator makes certain the work site is safe, and employers are in compliance with regulations.</li> <li><input type="checkbox"/> The WBL Coordinator discusses safety issues with employers.</li> <li><input type="checkbox"/> Students are never placed at unsafe job sites.</li> <li><input type="checkbox"/> Students' work hours are in compliance with labor laws.</li> <li><input type="checkbox"/> The WBL Coordinator monitors the worksite for safety and compliance with laws and regulations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The WBL Coordinator is not aware of all the local, state, and federal labor regulations.</li> <li><input type="checkbox"/> The WBL Coordinator does not discuss safety issues with students or employers.</li> <li><input type="checkbox"/> Students are placed at unsafe job sites.</li> <li><input type="checkbox"/> Students' work hours are not in compliance with labor laws.</li> </ul>	<ol style="list-style-type: none"> <li>1. Student time sheets.</li> <li>2. Student job placements.</li> <li>3. Copies of federal and state laws, rules, regulations, and information pamphlets concerning employment and safety made available to students and employers.</li> <li>4. Copies of WBL Coordinator and CTAE instructor's lesson plans covering safety issues and labor laws.</li> </ol>			

**Standard 16-Training Agreement:** The WBL Coordinator has an individual Educational Training Agreement with all required signatures on file for each WBL student.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p><b>Include all criteria from "meets expectations" plus the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The following is also included in each educational training agreement:               <ul style="list-style-type: none"> <li>✓ Career goal of student</li> <li>✓ A plan for transition into post-secondary education</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The training agreement form has been reviewed and accepted by the school administration.</li> <li><input type="checkbox"/> A signed educational training agreement is on file for each student outlining responsibilities of each party.</li> <li><input type="checkbox"/> A copy of the training agreement is on file with the employer.</li> <li><input type="checkbox"/> The following is included in each educational training agreement:               <ul style="list-style-type: none"> <li>✓ Purpose of training agreement</li> <li>✓ Duration of training period</li> <li>✓ Minimum and maximum number of hours to work</li> <li>✓ Academic credit to be earned</li> <li>✓ Employer responsibilities</li> <li>✓ Educational institution and WBL Coordinator responsibilities</li> <li>✓ Parent/guardian responsibilities</li> <li>✓ Student responsibilities</li> <li>✓ Wage agreement and process for progressive wage scale for all YAP placements</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Educational training agreements are incomplete for students in the WBL program.</li> <li><input type="checkbox"/> The Educational Training agreements are unsigned and/or do not include the outlined responsibilities of each party.</li> <li><input type="checkbox"/> The Educational Training Agreement does not include the necessary elements for the student to be successful in the WBL program.</li> <li><input type="checkbox"/> The training agreement has not been reviewed and accepted by the school administration.</li> </ul>	<ol style="list-style-type: none"> <li>1. WBL Coordinator files.</li> <li>2. Copies of all WBL students' training agreements signed by the student, parent(s)/ guardian(s), the WBL Coordinator and the employer.</li> <li>3. The training agreement form adopted by the local system.</li> </ol>			

**Standard 17-Training Plans:** Each student has an educational training plan that specifies a planned sequence of learning experiences and work tasks correlated with the student's career pathway.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p><b>Include all criteria from "meets expectations" plus the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The written training plan includes:               <ul style="list-style-type: none"> <li>✓ the learning objectives relevant to the student's career pathway</li> <li>✓ activities and work tasks in which students will engage to achieve the objectives</li> <li>✓ technical skills that go far beyond employability skills</li> </ul> </li> <li><input type="checkbox"/> The educational training plan correlates with related learning in the student's individual graduation plan.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All training plans are developed in C-NET and all students entered into C-NET are indicated as having a training plan.</li> <li><input type="checkbox"/> The WBL Coordinator, the worksite supervisor, and the student cooperatively develop the educational training plan.</li> <li><input type="checkbox"/> CTAE teachers of related pathways are involved in training plan development where appropriate.</li> <li><input type="checkbox"/> The educational training plan details on-the-job activities that relate to the student's pathway.</li> <li><input type="checkbox"/> Training plans are based on the O*NET job titles and duties.</li> <li><input type="checkbox"/> Mastery of the tasks listed on the training plan are an integral part of the student assessment process.</li> <li><input type="checkbox"/> A copy of the training plan signed by all parties is present in the student's file.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Training plans are not developed in C-NET.</li> <li><input type="checkbox"/> Some student entries in C-NET are lacking their training plan.</li> <li><input type="checkbox"/> Students do not have completed educational training plans.</li> <li><input type="checkbox"/> The educational training plan does not include the necessary elements for the student to be successful in the WBL program.</li> <li><input type="checkbox"/> Training plans are not based on the O*NET job titles and duties.</li> <li><input type="checkbox"/> The employer and teachers of related pathways are not involved in the development of the training plan.</li> </ul>		<ol style="list-style-type: none"> <li>1. Copies of all WBL students' educational training plans.</li> <li>2. Evidence that the employers, parents, students, the teachers of related pathways, and the WBL Coordinator have all participated in the development of the educational training plan.</li> <li>3. C-NET Records.</li> <li>4. Evidence of the training plan being used for student evaluation.</li> </ol>		

**Standard 18-Student Evaluation Procedures:** Each Work-Based Learning student is evaluated on a regular basis by the work site supervisor/mentor to assess progress toward goals established in the student's Educational Training Plan.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p><b>Include all criteria from "meets expectations" plus the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The WBL Coordinator meets regularly with the work site supervisor/mentor, along with the WBL student, to discuss student performance and make adjustments to the student's Educational Training Plan.</li> <li><input type="checkbox"/> Parents and work site mentors are oriented about assessment and student expectations.</li> <li><input type="checkbox"/> Other assessment methods, such as journals and portfolios, are used in the grading process.</li> <li><input type="checkbox"/> Two Employability Skills Assessments and one Job Skills assessment based on the Training Plan are conducted per semester.</li> <li><input type="checkbox"/> Extensive information is given to the student to assist them in becoming successful on the job site.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students are given a packet which clearly defines expectations and the assessment procedures.</li> <li><input type="checkbox"/> A written evaluation of the student's employability skills is completed by the work site supervisor/mentor on the performance of the WBL student at least twice per semester.</li> <li><input type="checkbox"/> An assessment of the Job Skills attainment is conducted at least once per semester by review of the Training Plan.</li> <li><input type="checkbox"/> A conference is held by the WBL Coordinator with the student to give feedback on the student's accomplishments and areas for improvement.</li> <li><input type="checkbox"/> At a minimum, the student's semester grade includes evaluation of employability skills, assessment of technical skills listed on the training plan, and school-based requirements of the WBL Coordinator.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Written evaluations are not regularly completed by the work site supervisor/mentor.</li> <li><input type="checkbox"/> No conference is held with the student to give feedback on the student's accomplishments and areas for improvement.</li> <li><input type="checkbox"/> The work site evaluation is not an integral part of the student's overall grade.</li> <li><input type="checkbox"/> The method for determining student grades is ambiguous.</li> <li><input type="checkbox"/> Student expectations are not clearly defined and communicated in advance.</li> </ul>	<ol style="list-style-type: none"> <li>1. Written grading procedures.</li> <li>2. Documentation of work site evaluation.</li> <li>3. Records of conferences held with students about employer evaluations</li> <li>4. Student enrollment packet/materials.</li> <li>5. Evidence of parent and/or mentor training.</li> <li>6. C-NET records.</li> <li>7. Student journals and/or portfolios.</li> </ol>			

**Standard 19-Course Credit and Student Records:** Work-Based Learning students are enrolled in State approved courses, and complete and accurate records and documentation for enrollment, assessment, and awarding of credit are kept on file for each Work-Based Learning student.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p><b>Include all criteria from "meets expectations" plus the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Extensive records exist for Mentor training and involvement of the employer in student evaluations.</li> <li><input type="checkbox"/> Guidance counselors and the WBL Coordinator work in a collaborative model to enroll students and award credit.</li> <li><input type="checkbox"/> Reports from C-NET are used in a variety of ways to implement a more effective program.</li> <li><input type="checkbox"/> Records are constantly monitored by the local school leadership.</li> <li><input type="checkbox"/> All school personnel have an appreciation for inclusion of WBL in each career concentration.</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>An individual student file exists for each student on a WBL placement which contains the following records:</b> completed WBL application packet with references, student individual graduation plan (IGP), employment verification documents, signed copies of the training agreement, training plan, and employer evaluations.</li> <li><input type="checkbox"/> <b>The following data is complete and up to date in the C-NET online database:</b> Student and parent demographic and contact information, employer data, worksite visit documentation, work/wage (earnings) records, employer evaluations/student assessment (grading) records, training plans, training agreements.</li> <li><input type="checkbox"/> Student credit is awarded for WBL placements in accordance with state board policies using approved course numbers.</li> <li><input type="checkbox"/> A plan exists for maintaining records and tracking graduates in the YAP program to completer status.</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Very few records are kept on file for the WBL student.</li> <li><input type="checkbox"/> C-NET is not used.</li> <li><input type="checkbox"/> C-NET is used but not complete and up-to date.</li> <li><input type="checkbox"/> The master schedule indicates incorrect course numbers being used for awarding of credit.</li> <li><input type="checkbox"/> Student grades are established by very subjective methods.</li> <li><input type="checkbox"/> Program of Study information given to students does not indicate WBL credit as part of the course sequences students may enroll in.</li> <li><input type="checkbox"/> Hours students are required to work are not consistent with contact hours required for credit.</li> </ul>		<ol style="list-style-type: none"> <li>1. Accurate and up-to-date student records and files on C-NET, the online database available via the CTAE Resource Network.</li> <li>2. Site visitation and work/wage information for each student.</li> <li>3. Student transcripts.</li> <li>4. Master schedule of students enrolled in WBL placements.</li> <li>5. Assessment and grading policy and rubrics.</li> <li>6. WBL credits included in course sequences that make up career concentrations and pathway sequences.</li> <li>7. YAP completer data.</li> <li>8. Employment verification documents include but not limited to time sheets, signed training agreements and training plans.</li> </ol>



**Standard 20-Work Site Visitation:** Work-Based Learning personnel are available for supervision of students during periods that students are placed on Work-Based Learning sites and make regular supervisory visits. (Including virtual)

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p><b>Include all criteria from "meets expectations" plus the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supervisory visits exceed the required twice per grading period.</li> <li><input type="checkbox"/> Some visits are used to coordinate the individual student's job activities with the school-based related instruction.</li> <li><input type="checkbox"/> The WBL Coordinator takes the training plan and other individual student records to the WBL site during most visits for reference and evaluation purposes.</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor is available to visit work sites during all periods that students are being released from school or at placed work sites.</li> <li><input type="checkbox"/> Supervisory visits are scheduled on a regular basis, two or more times each semester.</li> <li><input type="checkbox"/> Some drop-in visits are made to the work site.</li> <li><input type="checkbox"/> A written report, indicating the work site visited and the purpose for each visit, is completed and serves as documentation of WBL coordination visits.</li> <li><input type="checkbox"/> The WBL Coordinator keeps written records of work site visits to ensure no student goes unsupervised.</li> <li><input type="checkbox"/> All C-NET records are up to date and accurate.</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Regular supervisory visits are not made by the WBL Coordinator.</li> <li><input type="checkbox"/> Visits are not completed more than once per semester.</li> <li><input type="checkbox"/> No written visitation report exists to serve as a record of each visit and the purpose of the visit.</li> <li><input type="checkbox"/> C-NET Records are not up-to-date and/or accurate.</li> <li><input type="checkbox"/> Students are released from school or on a WBL placement during a block or class period that the WBL Coordinator is encumbered with other duties or classes and is not available to visit the work site.</li> </ul>		<ol style="list-style-type: none"> <li>1. Records of supervisory visits recorded in C-NET.</li> <li>2. Supervisory visitation reports completed in C-NET for each visit.</li> <li>3. C-NET records.</li> <li>4. Instructor's schedule.</li> <li>5. Schedule of student enrollments.</li> </ol>

**Standard 21-Post-Secondary Opportunities:** Work-Based Learning Coordinators assist students with post-secondary transition opportunities.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p><b>Include all criteria from "meets expectations" plus the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The WBL Coordinator works closely with counselors to provide information about postsecondary credit opportunities to students, parents, educators, and community partners.</li> <li><input type="checkbox"/> The WBL Coordinator works with postsecondary institutions to understand post-secondary opportunities for students.</li> <li><input type="checkbox"/> The appropriate sequence of courses in the individual career plan is aligned over a six-year period (four years secondary and two years postsecondary).</li> <li><input type="checkbox"/> The student file of all WBL students includes an individual career plan complete with advisement and post-secondary options.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Most YAP students complete the post-secondary or industry credential required to become a YAP completer.</li> <li><input type="checkbox"/> The WBL Coordinator makes presentations to CTAE classes concerning post-secondary opportunities.</li> <li><input type="checkbox"/> The WBL Coordinator assists WBL students with post-secondary opportunities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A low percentage of YAP students are not YAP completers.</li> <li><input type="checkbox"/> The WBL Coordinator does not present information to CTAE classes concerning post-secondary opportunities.</li> <li><input type="checkbox"/> The WBL Coordinator has no process in place to assist students with post-secondary opportunities.</li> </ul>			<ol style="list-style-type: none"> <li>1. Records of YAP completers.</li> <li>2. Participation in dual enrollment activities.</li> <li>3. Documentation of Career Pathway Completers.</li> <li>4. Documentation of post-secondary campus tours.</li> <li>5. Documentation of industry tours.</li> </ol>	

**Standard 22-Public Relations and Program Promotion:** A public relations and marketing plan is integrated into the goals and objectives of the Work-Based Learning program and is reactive to the changing needs of the students and the business/industry community.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p><b>Include all criteria from "meets expectations" plus the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A comprehensive marketing plan is designed and implemented throughout the school and community with the assistance of guidance staff, administration, students, parents/guardians, and employers and is maintained throughout the year.</li> <li><input type="checkbox"/> The WBL Coordinator appears at several community functions and uses multiple media resources to promote WBL and CTAE programs.</li> <li><input type="checkbox"/> A program-wide employer appreciation event is held involving participation from all available CTAE instructors.</li> <li><input type="checkbox"/> 21st century technology such as tablets, wireless technology, websites, webinars, internet resources, remote meeting software, etc. is incorporated to promote the program.</li> <li><input type="checkbox"/> WBL Coordinator utilizes the <b>www.gawbl.org</b> website in promoting the WBL program.</li> <li><input type="checkbox"/> Social Media is used to promote the WBL program.</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> A marketing plan is designed and implemented for the WBL students and program.</li> <li><input type="checkbox"/> Marketing and promotion efforts are focused on the needs, interests, and career goals of students and the business/industry community.</li> <li><input type="checkbox"/> The marketing plan includes:               <ul style="list-style-type: none"> <li>✓ Publicizing and interpreting the program's mission and objectives.</li> <li>✓ A realistic plan for communicating successes of the program to all stakeholders.</li> <li>✓ Effective methods of communication.</li> </ul> </li> <li><input type="checkbox"/> Enrolling those students whose interests and capabilities can be enhanced by the career focus area of the WBL program.</li> <li><input type="checkbox"/> Evidence of the WBL Coordinator appearing at a community function.</li> <li><input type="checkbox"/> Evidence of multiple media used to promote CTAE programs.</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> There is little or no emphasis placed on marketing the WBL program or students.</li> <li><input type="checkbox"/> There is no formal marketing plan in place.</li> <li><input type="checkbox"/> No evidence of the WBL Coordinator appearing at community functions.</li> <li><input type="checkbox"/> No evidence of multiple media used to promote CTAE programs.</li> </ul>	<ol style="list-style-type: none"> <li>1. Copy of the WBL program's marketing plan.</li> <li>2. Evidence that the marketing plan was implemented.</li> <li>3. A list reflecting the variety of media included in the plan.</li> <li>4. Documentation of an employee-employer appreciation function.</li> <li>5. An agenda or program from a PTA, open house, or other community functions at which the WBL Coordinator spoke.</li> <li>6. Artifacts used for marketing and public relations.</li> <li>7. Samples of brochures, pictures, articles, or other artifacts that promote the program.</li> <li>8. Evidence that WBL program utilizes www.gawbl.org website.</li> <li>9. Evidence of social media accounts and posts.</li> </ol>	

**Standard 23-WBL Special Populations Students, At Risk, or with Special Needs:** A plan has been established and implemented to provide Work-Based Learning opportunities for Special Population Students, At-Risk Students and Students with Disabilities.

Exemplary	3 Meets Expectation	2 Does Not Meet Expectation	1 Evidence
<p><b>Include all criteria from "meets expectations" plus the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students with disabilities are represented on the local advisory committee.</li> <li><input type="checkbox"/> Students with disabilities in WBL matriculate into a post-secondary program with articulated credits.</li> <li><input type="checkbox"/> Students with disabilities enrolled in CTAE participate in job shadowing, clinical experiences, and entrepreneurship projects.</li> <li><input type="checkbox"/> CTAE instructors collaborate with middle school and/or elementary school teachers regarding CRE activities that support the school-to-career transition for students with disabilities.</li> <li><input type="checkbox"/> Evidence of success of students with disabilities in regular CTSO activities (not CTI) related to career exploration exist.</li> <li><input type="checkbox"/> A strong partnership exists between multiple business &amp; industry partners, GPP and the school system which involves the WBL coordinator in all aspects of program implementation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> For students that are served under an individualized Education Plan (IEP), eligibility and placement into the WBL program is an IEP committee decision in which the student, parent, WBL Coordinator, special education case manager, and CTI Coordinator (if applicable) all play an active role in.</li> <li><input type="checkbox"/> The WBL Coordinator and the CTI Coordinator (if applicable) and/or the special education case manager work collaboratively to ensure that students with disabilities are served.</li> <li><input type="checkbox"/> The Criteria for Placement of Students with Disabilities is understood by all stakeholders.</li> <li><input type="checkbox"/> A plan exists to recruit students with disabilities into the WBL program.</li> <li><input type="checkbox"/> Students with disabilities have equal opportunity to participate in the WBL program and are served in the regular education WBL program.</li> <li><input type="checkbox"/> The worksite supervisor and/or mentor understand the students' strengths, interests and abilities.</li> <li><input type="checkbox"/> The WBL Coordinator consistently implements IEP accommodations to students with disabilities and collaborates with the CTI Coordinator and/or special education caseload teacher.</li> <li><input type="checkbox"/> The system has an option for serving at risk students (which may include participation in GPP)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There are no provisions made for students with disabilities to be in the WBL program.</li> <li><input type="checkbox"/> There are no students with disabilities on WBL placements</li> <li><input type="checkbox"/> Students are placed into WBL settings without due consideration of the <i>Criteria for Placement of Students with Disabilities</i>.</li> <li><input type="checkbox"/> The WBL Coordinator and the CTI Coordinator and/or special education case manager do not collaborate in serving students with disabilities in the WBL program.</li> <li><input type="checkbox"/> The WBL Coordinator does not attend the WBL student's IEP meeting.</li> <li><input type="checkbox"/> The WBL Coordinator does not play an active role in the potential WBL student's IEP meeting by serving as an active member of the IEP committee in deciding WBL eligibility.</li> <li><input type="checkbox"/> The system does not identify and serve at risk students.</li> </ul>	<ol style="list-style-type: none"> <li>1. List of students with disabilities and at-risk students in the WBL program.</li> <li>2. List of advisory committee members which includes representatives for students with disabilities</li> <li>3. Copy of written plan to include at risk students and students with disabilities in the WBL program</li> <li>4. Training Plans, Training Agreements and visitation records that reflect supervision by the WBL Coordinator of any student in a WBL placement that is served by an IEP.</li> <li>5. Copy of accommodations / modification for each student served by an IEP is in the WBL Coordinator's confidential files to facilitate implementation (but not referenced in C-NET).</li> <li>6. Partnership with Great Promise Partnership (GPP).</li> <li>7. GPP entries in C-NET with the "35" prefix.</li> </ol>

**Standard 24-Program Assessment:** A comprehensive evaluation of the program is conducted annually, including an assessment of solicited responses follow-up of former students and active employers to determine the success of the WBL program and compliance with State standards.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p><b>Include all criteria from "meets expectations" plus the following:</b></p> <ol style="list-style-type: none"> <li>The findings from evaluation, follow-up, and surveys are available and used by the teacher-coordinator, administration, and advisory council in updating and improving the program.</li> <li>The <b>Annual WBL Program Self-Assessment</b>, reflecting program improvements completed and on file with local CTAE system director.</li> <li>An improvement plan based on the <b>Annual WBL Program Self-Assessment</b> and the <b>Annual WBL Data Report</b> is used by school administrators and considered when establishing the school-wide improvement plan.</li> </ol>	3	<ol style="list-style-type: none"> <li>Employer surveys are conducted annually concerning the relevance of the WBL program.</li> <li>Student follow-up surveys are conducted annually.</li> <li>Results of these surveys are used for program improvement.</li> <li>The rubric provided in the <b>Annual WBL Program Self-Assessment</b> is completed and on file with local CTAE system director.</li> <li>The local advisory committee is actively involved in the evaluation of the WBL program.</li> <li>Program improvements are planned annually based on the results of the <b>Annual WBL Program Self-Assessment</b>.</li> <li>The <b>Annual WBL Data Report</b> and <b>Annual YAP Data Report</b> are used to plan program improvement.</li> <li>Follow up is conducted on graduates who were previously enrolled in WBL.</li> </ol>	2	<ol style="list-style-type: none"> <li>Employer surveys are not conducted.</li> <li>Student follow-up surveys are not conducted.</li> <li>There is little or no follow up of graduates who were in the WBL program.</li> <li>Results of these surveys are not used for program improvement.</li> <li>There are no records of the <b>Annual WBL Program Self-Assessment</b>, using the rubric provided being conducted.</li> <li>The <b>Annual WBL Data Report</b> and <b>Annual YAP Assessment</b> are not used to plan program improvement.</li> </ol>	1	<ol style="list-style-type: none"> <li>Copies of the results of employer surveys.</li> <li>Copies of student follow-up surveys.</li> <li>Evidence of participation in these surveys.</li> <li>Evidence that results from these surveys are shared with the stakeholders and are used for program improvement.</li> <li>Copies of the annual WBL Program Self-Assessment instrument found in the section of the manual.</li> <li>Copies of the completed Annual WBL Data Report, provided by the GADOE CTAE department.</li> <li>Copies of the completed Annual YAP Assessment, provided by the GADOE CTAE department.</li> <li>Results of the five year compliance reviews.</li> </ol>