



WORK-BASED
LEARNING



SYSTEM DEVELOPMENT **ASSESSMENT TOOL**

A Tool for K-12 Districts from the
Work-Based Learning Demonstration Project

September 2017



JOBS FOR THE FUTURE

Work-Based Learning System Assessment Tool

The Work-Based Learning System Assessment Tool measures the capacity of school districts and their partners to scale the delivery of work-based learning. It aims to help establish a baseline of readiness for offering a continuum of WBL experiences to students across a district or region. By completing this tool, districts and their partners will have a better understanding of their assets and gaps as they strive to provide high-quality WBL for all students.

This tool is designed to assess the capacity of three key stakeholder groups typically involved in high-quality, fully scaled WBL systems:

- **Section A:** School District Capacity focuses on system components at the district and school site levels
- **Section B:** Intermediary Partner Capacity focuses on non-district entities capable of organizing and coordinating WBL elements
- **Section C:** Business Partner Capacity focuses on employer partners who provide WBL opportunities and support

Each of these three sections is further organized into seven dimensions that seek to capture a comprehensive picture of WBL components:

1. WBL Vision and Goals
2. WBL Governance and Decision Making
3. WBL Systems and Personnel
4. WBL Curriculum and Experiences
5. WBL Funding and Sustainability
6. WBL Communication and Engagement
7. WBL Metrics and Reporting

For each of these dimensions, three levels of development are described—initiating, developing, and demonstrating.

DIRECTIONS:

This tool is intended to serve as a springboard for meaningful discussions among district leaders and community stakeholders. As such, it is strongly recommended that the tool is reviewed, discussed, and completed by a **robust team of stakeholders engaged in the district's WBL efforts**—not by a single representative or WBL Coordinator working alone.

For each of the seven dimensions, highlight the statements that correspond to the district's level of development, and then assign an overall rating to the dimension based on the preponderance of evidence. Finally, note that Guiding Questions are listed to help teams focus their work, and a space for optional comments is provided as well.

1. WBL VISION AND GOALS

District **vision and goals for WBL** feature the following:

INITIATING

- Long-term plans for WBL system development are in discussion stage only
- WBL goals are nonexistent or vague
- WBL is viewed as an activity for some, not all
- Goals may not yet have school board or stakeholder input or approval
- Goals reflect little or no alignment to a career pathway model
- WBL is viewed as an extracurricular activity rather than curricular by most

DEVELOPING

- Firm short-term goals are in place to build the district WBL system
- Goals include some specific mention of WBL, but may not be defined or measurable
- Goals refer to some aspects of student outcomes or skills
- WBL seen as good for all types of students, and goals may include specific language about "all students"
- WBL goals have Board approval, but may not have been vetted by or communicated to stakeholders
- WBL goals are somewhat aligned to a career pathway model and promising WBL practices
- WBL is viewed as a curricular activity by some but not all district staff

DEMONSTRATING

- Explicit long-term vision and plans for continual development of the WBL system to scale WBL across the district are in place
- Clear, measurable goals that are specific to WBL
- Goals include student learning outcomes and transferable 21st-century skills, and are cross-walked with student graduate profile
- District explicitly aspires to provide WBL for all students, regardless of background or prior academic achievement
- WBL goals have school board approval and were co-created with and endorsed by stakeholders
- WBL goals align with best practices in career pathway development and leading WBL practices nationwide
- WBL is considered a core curricular activity for all students

A

SCHOOL DISTRICT CAPACITY

REVIEW

Artifacts

- Long-term vision statement documents District WBL goal statements
- List of stakeholders who reviewed district WBL goals
- Process documentation such as school board meeting minutes
- Marketing materials for WBL that highlight goals
- Student graduate profile

Our level for this dimension

___ Initiating

___ Developing

___ Demonstrating

GUIDING QUESTIONS

- How are district WBL goals developed, approved, and shared?
- What is the district's vision for WBL? What WBL goals have been developed?
- What is the district's vision for scaling WBL across the district?
- Which students does the district's WBL system serve?
- How do the district's WBL goals align with leading WBL practices nationwide?
- If you asked three random district staff (principals, teachers, counselors, etc.) would they consider WBL activities as curricular or extracurricular?

2. WBL GOVERNANCE AND DECISION MAKING

District **WBL governance and decision making** feature the following:

INITIATING

- WBL system development efforts are somewhat stilted by unclear lines of authority and oversight
- Governance does not yet represent district stakeholders (administrators, WBL coordinators, teachers, etc.)
- Governance is limited to district representation
- Little or no organized WBL oversight or governance system in place yet
- No plans for growth or turnover

DEVELOPING

- Authority and accountability defined; most stakeholders know who does what and where decisions are made
- Governance somewhat represents district stakeholders
- Governance has representation from some but not all WBL system partners
- Some form of governance in place; governance structures work fine for most situations, but may not be documented
- Governance and decision-making structures are prepared for growth, although succession plans not yet in place for turnover

DEMONSTRATING

- Clear lines of authority and accountability between partners (businesses, intermediaries, other organizations), district, sites, pathways, teachers, and students
- Governance fully represents all district stakeholders
- Governance has representation from all WBL system partners including business, intermediary, regional partners, and other non-district organizations
- Efficient and effective structures that promote a timely and productive workflow are documented and in place
- Plans for program growth as well as for turnover and transition

REVIEW**Artifacts**

- District leadership hierarchy diagram, annotated to describe WBL oversight and decision making process
- Written job description of district/site WBL staff
- Board or site council minutes from meetings pertaining to WBL
- Documents describing governance and oversight of pathways and WBL system

Our level for this dimension

___ Initiating

___ Developing

___ Demonstrating

GUIDING QUESTIONS

- What is your district's WBL governance and leadership structure? Where do authority and accountability lie? Who is included and why?
- How are decisions regarding WBL typically made in the district? How does the district collaborate with partners in decision making?
- How well is your WBL governance system working? How do you know?

3. WBL SYSTEMS AND PERSONNEL

District **WBL systems and personnel** feature the following:

INITIATING

- No dedicated WBL personnel yet—pathway teachers organize WBL opportunities as they find time
- WBL is only prioritized by a few key staff
- No documentation of WBL process
- Formal connections to WBL intermediary and/or business partners are weak or nonexistent
- WBL implementation tools are beginning to be developed and collected
- WBL-specific professional development sessions have not yet been provided

DEVELOPING

- WBL personnel in place at district or site level—but not both
- WBL is prioritized by a growing number of staff across the district
- Some documentation of some stages of the WBL process is available
- Connections and lines of communication are developing with WBL intermediary and business partners
- Growing use of WBL implementation tools and sharing of best practices across sites
- Some teachers and partners have attended WBL-specific professional development sessions

DEMONSTRATING

- Sufficient WBL personnel at the district *and* site levels
- WBL is prioritized across the district from the administrative to teacher level
- All WBL processes are fully documented, from finding opportunities, to designing experiences, matching with students, implementing, and follow-up
- Strong and clearly defined partnerships with WBL intermediary and business partners are in place
- WBL implementation tools such as student and employer handbooks, insurance certificates, forms, and assessments are used and shared across the district
- Regular professional development on WBL is provided for all stakeholders

REVIEW**Artifacts**

- Job descriptions of site and district WBL staff
- Organizational charts
- Copies of WBL implementation tools, handouts, handbooks, certificates, forms, etc.
- Documentation of WBL-related professional development and training for district staff
- Documentation of WBL process and who is responsible for various parts

Our level for this dimension

___ Initiating

___ Developing

___ Demonstrating

GUIDING QUESTIONS

- What is the current level of WBL staffing in the district and at sites? What level of staffing will be needed to take WBL to scale?
- How has the district ensured that WBL staffing will remain consistent or grow to meet needs?
- What information about WBL does the district/site/pathway collect and how does it manage, analyze, and share this information?
- What WBL implementation tools such as handbooks, insurance certificates, and forms have been developed and deployed to date?
- How does the district provide WBL-related professional development to staff and partners?

4. WBL CURRICULUM AND EXPERIENCES

District **WBL curriculum and experiences** feature the following:

INITIATING

- Most district pathways are only beginning to plan and implement their WBL programs
- Weak or nonexistent alignment between WBL experiences and pathway curriculum is the norm
- Logistical challenges such as scheduling, transportation, compensation, and liability still limit the implementation of WBL in many pathways
- Technical coursework in most pathways is in need of revising to better reflect current industry practice
- WBL experiences are designed without input from industry partners

DEVELOPING

- Some district pathways have implemented a WBL continuum, while others are only starting to design their WBL offerings
- Partial alignment between some WBL experiences and pathway curriculum
- Logistical challenges are beginning to be solved in many pathways
- Technical coursework in most pathways is relatively current; plans to refresh courses are in place
- Some industry partners provide input and feedback on WBL experiences

DEMONSTRATING

- A well-planned and personalized continuum of WBL experiences exists in each pathway, increasing in depth and complexity from career awareness to exploration, preparation, and training
- Tight alignment and close integration between WBL experiences and pathway curriculum is the norm
- Innovative solutions help overcome logistical challenges such as scheduling, transportation, compensation, and liability
- All technical coursework is regularly updated (with employer partner help) to ensure the latest industry practices are included
- Many industry partners co-design WBL experiences and provide feedback on students and the system

REVIEW**Artifacts**

- Documents outlining the WBL continuum offered in each pathway
- Examples of lesson plans that show WBL integration into course content
- Syllabi from career and technical education courses
- Documented policies for managing WBL logistics and internship compensation
- Examples of experiences co-designed with industry partners
- Post-experience surveys and/or other forms of feedback from industry partners
- Memorandum of understanding agreements with employers, intermediaries and/or other WBL partners covering WBL responsibilities

Our level for this dimension

___ Initiating

___ Developing

___ Demonstrating

GUIDING QUESTIONS

- What does the continuum of WBL that students in each pathway experience look like? How are WBL activities customized to meet student needs?
- What is the quality of WBL experiences across the continuum? How is WBL quality defined and assessed?
- How are WBL experiences integrated into classroom instruction? What are some examples along the continuum for each pathway?
- How has the district solved WBL logistical challenges such as scheduling, transportation, and student compensation?
- How frequently is career and technical education coursework refreshed? What role do employer partners play in this effort?
- How are industry partners involved in the design of WBL experiences? Do they give feedback on both student performance and the WBL experience system and process?

5. WBL FUNDING AND SUSTAINABILITY

District **WBL funding and sustainability** feature the following:

INITIATING

- Groundwork is being laid to secure commitments from WBL partners
- District is starting to collect data regarding student and employer partner participation rates in WBL
- Annual funding for WBL staff positions is tenuous—positions may be entirely funded by grants
- WBL program and staffing entirely funded by district
- Commitment to WBL shared by only some district staff and some pathway teachers
- Succession planning for key WBL staff has not been addressed; new district staff such as pathway teachers are not oriented to WBL as part of their responsibilities

DEVELOPING

- Written commitments from 1-2 key WBL partners
- Student and employer partner participation rates in WBL show multi-year growth
- Some WBL staff positions are built into regular budgets; others may be grant funded
- Funding for WBL comes from at least 1-2 sources in addition to the district
- Commitment to WBL is shared across district staff, administration, and teachers, and growing to outside partners
- Succession planning for key WBL staff has been discussed but not formalized; new district staff such as pathway teachers are inconsistently oriented to WBL as part of their responsibilities

DEMONSTRATING

- Written commitments have been secured from several key WBL partners such as postsecondary institutions, civic organizations, employers, nonprofit organizations, intermediaries, workforce boards, etc.
- Tangible success metrics that reflect high student and employer partner participation rates in WBL
- Ongoing funding for WBL staffing is built into regular operating budgets at the district and site levels
- Diversified funding streams for WBL from sources beyond the district, such as foundations, business partners, intermediary organizations, and fee-for-service providers
- Commitment to WBL is shared by multiple partners outside of district, in addition to the entire district at all levels
- Succession planning for key WBL staff has been formalized; new district staff such as pathway teachers are consistently oriented to WBL as part of their responsibilities

REVIEW**Artifacts**

- Copies of memorandums of understanding with external partners
- Budget documents pertaining to WBL
- Documentation showing outside funding sources
- Documentation of WBL-related professional development and training for district staff

Our level for this dimension

___ Initiating

___ Developing

___ Demonstrating

GUIDING QUESTIONS

- What are the roles played by external partners?
- What commitments have been secured with external partners around WBL work?
- How has WBL been built into operating budgets at the site and district levels?
- What efforts have you made to increase partner engagement? How effective have they been?
- What non-district funding sources for WBL have been secured?
- How are you planning on sustaining your WBL program? Are there sustainability and/or succession plans in place?

6. WBL COMMUNICATION AND ENGAGEMENT

District **communication and engagement with stakeholders** regarding WBL features:

INITIATING

- Students have few options in their WBL experiences; activities are mostly pre-planned by pathways
- The district WBL program is largely unknown in the community, but plans for engagement are under way
- Community involvement in WBL is limited and by invitation only
- The district is getting to know its business partners; recognition events are being considered
- No plan or goals yet for student, family, and community engagement; communication tools are mostly generic, and feedback is rare
- No formal or regular mechanism exists yet for sharing WBL practices and results

DEVELOPING

- Many students have some choice in their WBL experiences, but customized plans are rare
- Some families and community members are aware of the district's WBL program—and this awareness is spreading
- A few community members know how they can get involved in WBL efforts; a few different options exist
- The district knows the priorities of a few business partners and occasionally recognizes them for their participation in WBL
- Student, family, and community engagement plans are in development; some tech tools are used for general WBL communication, but feedback somewhat limited
- Sharing of WBL practices and results has taken place with a few stakeholders

DEMONSTRATING

- Most students in each pathway have a customized WBL growth plan that culminates with an internship
- Many families, community members, and organizations are aware of the district's WBL program and its benefits for students
- Many community members and organizations know how they can get personally involved in WBL efforts across the district; many on-ramps exist
- The district knows the needs and priorities of business partners, and regularly recognizes and celebrates their participation in WBL
- Technology tools are used for targeted two-way communications that foster student, family, and community engagement in WBL
- Effective tools and protocols for regularly sharing WBL practices and results with multiple stakeholders (teachers, community members, parents, partners, other districts)

REVIEW**Artifacts**

- Student WBL plans
- WBL participation data
- Internship completion data
- Documents showing community engagement efforts, including surveys or protocols, if used
- Differentiated WBL communication tools
- Plan or set of goals for student, family, and community engagement

Our level for this dimension

___ Initiating

___ Developing

___ Demonstrating

GUIDING QUESTIONS

- What are the results of WBL efforts to date? What are participation rates for students? Employers?
- How many students know what WBL is? How many have customized WBL growth plans? How many students complete internships?
- How are parents and families involved in WBL?
- What community organizations or public service agencies are part of the district's WBL system? What are their roles?
- What do community members know about WBL? How have they been engaged in this effort?
- What do you know about your business partners and their needs and priorities? How are they recognized for supporting WBL?
- What on-ramps are available for partners interested in getting involved in WBL efforts?
- What specific stakeholder groups have been identified and how are targeted communications with these groups managed?

7. WBL METRICS AND REPORTING

District **WBL metrics and reporting** feature the following:

INITIATING

- Little or no WBL-related data is collected by the district, and data collection by pathways is inconsistent
- District is working on clarifying which data to capture, analyze, and share
- No key staff responsible for data collection, analysis, reporting
- Data about WBL practices is collected in a few pathways but not consistently across the district; no centralized database for capturing WBL-related data exists
- Metrics do not include employer return on investment (ROI) measurements

DEVELOPING

- Some WBL-related data is collected and shared, but data submissions are inconsistent from pathway to pathway
- Current measurements of WBL mostly focus on student participation; work is under way to expand the depth and breadth of WBL data and reporting
- Staff identified and developing capacity for data collection, analysis, and reporting
- Some data about WBL opportunities and outcomes is collected at the site or district level; district may be developing a database for tracking WBL
- At least some anecdotal employer ROI information is tracked, formal metrics under development

DEMONSTRATING

- Data points for WBL are clearly defined, consistently collected, thoroughly analyzed, and widely reported
- Measurements for WBL include student outcomes, student feedback, community engagement, employer engagement, student evaluation by employer, 21st-century skill development, and program sustainability
- Key staff successfully conduct data collection, analysis, and reporting
- Effective tools for collecting and analyzing data, including a centralized database, exist for WBL opportunities and outcomes on multiple levels (school, pathway, student)
- Metrics include employer ROI measurements such as improving employee satisfaction, increasing opportunities for professional development for employees, or direct positive impact on business

REVIEW**Artifacts**

- List of the WBL data that is collected and tracked
- Data related to WBL participation rates, results, etc.
- Examples of internal and external WBL data reports
- Student evaluations by business
- Reports from WBL database

Our level for this dimension

___ Initiating

___ Developing

___ Demonstrating

GUIDING QUESTIONS

- What WBL data do pathways collect? What WBL data does the district collect? What tools are used for data collection?
- Who analyzes WBL data? What tools or processes are used? Who is the analysis shared with?
- How are data used to assess and improve WBL programs and processes?
- How does the district measure WBL student outcomes, community engagement in WBL, and WBL program sustainability?
- What are the district's plans for data collection, analysis, and reporting? How will it be shared with stakeholders?
- What system or database is used for capturing WBL-related data?

1. WBL VISION AND GOALS

Intermediary **vision and goals for WBL** feature the following:

INITIATING

- WBL goals are nonexistent or vague and do not yet call out WBL explicitly
- Vision and goals for WBL are not yet aligned across partnering organizations
- Intermediary and district not yet aware of each other's WBL vision and goals
- Intermediary not involved in building understanding and support for system goals and vision

DEVELOPING

- Goals include some specific mention of WBL, but may not be defined or measurable
- Vision and goals for WBL are shared with at least one other partnering organization
- Intermediary and district have shared their WBL vision and goals with each other

DEMONSTRATING

- Clear, measurable goals that are specific to WBL
- All partners share common vision and goals for WBL: education, workforce, business, etc.
- Intermediary helped the district craft their WBL vision and goals
- Intermediary directly involving in building and sustaining common goals and vision

REVIEW**Artifacts**

- WBL vision statement and goal documents that show alignment
- Marketing materials for WBL that highlight vision/goals
- Notes from meetings held with district officials to discuss WBL vision and goals

Our level for this dimension

___ Initiating

___ Developing

___ Demonstrating

GUIDING QUESTIONS

- What is the organization's vision for WBL? What WBL goals have been developed?
- What is the organization's vision for scaling WBL across the district and region?
- Describe how WBL goals were developed, approved, and shared.
- How has this organization worked with the district to inform their WBL vision and goals?
- How has this organization worked to build understanding and support for WBL goals and vision across partners?

2. WBL GOVERNANCE AND DECISION MAKING

Intermediary **WBL governance and decision making** feature the following:

INITIATING

- Each WBL stakeholder organization makes decisions independently, with no role for the intermediary
- No formal governance structure or mechanisms for accountability in place

DEVELOPING

- Some steps have been taken to coordinate joint decision making between WBL stakeholder organizations, with minimal or intermittent intermediary role

DEMONSTRATING

- Intermediary plays a key role in an established process for making joint decisions between education, employers, and workforce systems
- Fully formed governance structure in place with rules and guidance for membership roles and decision-making process
- Intermediary is widely recognized and utilized as a trusted and effective neutral broker

B

INTERMEDIARY PARTNER CAPACITY

REVIEW

Artifacts

- Documents showing joint decision-making processes
- Minutes of joint meetings involving WBL stakeholder organizations

Our level for this dimension

___ Initiating

___ Developing

___ Demonstrating

GUIDING QUESTIONS

- Describe how decisions are made regarding WBL issues that cut across different stakeholder organizations. Who is included and why?
- How is your organization involved in WBL decisions made by the school district?
- How well is WBL governance working between your organization and the school district(s)?
- What steps have you taken to build trust and collaboration among stakeholders?

3. WBL SYSTEMS AND PERSONNEL

Intermediary **WBL systems and personnel** feature the following:

INITIATING

- Intermediary staff wear multiple hats; no staff are solely focused on WBL
- Intermediary is not yet involved directly in broader district WBL efforts but may fulfill individual requests for WBL from business or education partners
- Labor market information is not used in WBL efforts
- Intermediary focus is on a single pathway or school

DEVELOPING

- Intermediary has at least one staff member specifically dedicated to WBL efforts
- Intermediary role in the district WBL system is growing—intermediary is responsible for coordinating or leading at least some of the business engagement efforts and management of WBL opportunities
- Intermediary is beginning to use labor market information to develop WBL opportunities
- Intermediary is building its capacity to bring WBL to scale across the district and region

DEMONSTRATING

- Intermediary has dedicated staff, including defined roles such as WBL director, project manager, job developers, career specialists, and/or school-employer liaisons
- Intermediary is a key part of the district or regional WBL system, orchestrating development and management of business relationships, design of WBL experiences, “matchmaking” between students and opportunities, and logistics
- Intermediary understands and uses labor market information on high-growth, high-demand sectors to guide development of WBL opportunities
- Intermediary has strong, demonstrated capacity to scale WBL delivery system

REVIEW**Artifacts**

- Job descriptions of intermediary WBL staff
- Copies of WBL implementation tools, handouts, handbooks, certificates, forms, etc.

Our level for this dimension

___ Initiating

___ Developing

___ Demonstrating

GUIDING QUESTIONS

- What role does the organization play in WBL in this district or region? How has this role changed over time?
- What is the current level of WBL staffing in the organization? What level of staffing will be needed to take WBL to scale?
- How is local labor market information used to guide WBL development?
- How is business partner input used to guide WBL development?
- What is the intermediary responsible for in terms of delivering WBL to students in the district?

4. WBL CURRICULUM AND EXPERIENCES

Intermediary **WBL curriculum and experiences** feature the following:

INITIATING

- Intermediary has yet to support specific WBL opportunities
- The work of aligning WBL opportunities to pathway curriculum is left up to teachers
- Intermediary has little or no involvement in addressing common logistical challenges for WBL experiences
- Intermediary lacks comprehensive information on current WBL programs, services, and structures

DEVELOPING

- Intermediary supports a few WBL opportunities that are available to students across the district, but not in a sustained sequence or continuum of experiences
- Intermediary has a growing relationship with pathways and teachers; some alignment of WBL experiences to curriculum may have been discussed
- Intermediary is beginning to play a key role in addressing logistical challenges for WBL
- Intermediary beginning to map WBL programs, services, and structures

DEMONSTRATING

- Intermediary supports a variety of WBL opportunities across the WBL continuum throughout the district
- Intermediary has fully mapped WBL programs, services, and structures
- Intermediary brokers and aggregates opportunities for sequenced WBL
- Intermediary regularly collaborates with teachers to ensure that WBL experiences align with and support pathway curriculum
- Intermediary plays key role in developing innovative solutions to help overcome logistical challenges such as scheduling, transportation, and internship compensation
- Intermediary applies best-practice models to assist successful WBL implementation

B

INTERMEDIARY PARTNER CAPACITY

REVIEW

Artifacts

- Documents outlining the WBL continuum supported by the intermediary
- Curriculum maps showing how WBL experiences align to pathway content

Our level for this dimension

___ Initiating

___ Developing

___ Demonstrating

GUIDING QUESTIONS

- Describe the continuum of WBL that the organization supports.
- Describe the nature and frequency of articulation work with pathway teachers.
- How are WBL experiences integrated into classroom instruction?
- How are common logistical challenges for WBL addressed?
- How would your organization rate the quality of these WBL experiences?

5. WBL FUNDING AND SUSTAINABILITY

The intermediary's **WBL funding and sustainability** feature the following:

INITIATING

- Resources to support WBL are currently in development
- Intermediary support of WBL is year-to-year and is likely to change based on availability of funds
- Intermediary is not currently working with stakeholders on issues of WBL funding
- WBL support to district is time-limited by contract or specific grant
- Funder not fully informed of strategy underlying WBL effort

DEVELOPING

- Resources are in place to support growing WBL in one targeted district
- Planned funding stream may support intermediary's WBL services for multiple years
- Intermediary helps stakeholders develop resources in support of WBL
- WBL support to district is planned for multiple years and involves multiple levels of intermediary staff
- Intermediary beginning to develop strategic partnerships to ensure sustainability and inform funders of strategy

DEMONSTRATING

- Resources are in place to support the scaling of WBL across multiple districts in a region
- Dedicated funding stream with multiple resources will allow intermediary to support and expand WBL services for multiple years
- Intermediary assists other WBL stakeholders (especially the school district) in leveraging funds for WBL growth
- Intermediary has established strategic partnerships to ensure sustainability
- Intermediary actively advocating and marketing WBL results to partners, stakeholders, and funders
- WBL support to district is ongoing and core to intermediary mission from leadership to frontline staff
- Funders understand long-term strategy underlying WBL system

B

INTERMEDIARY PARTNER CAPACITY

REVIEW

Artifacts

- Budget documents pertaining to WBL
- Documentation showing commitments to or work with stakeholders on WBL funding development

Our level for this dimension

___ Initiating

___ Developing

___ Demonstrating

GUIDING QUESTIONS

- How has WBL been built into operating budgets of the organization?
- What is the outlook for ongoing funding streams to support WBL scaling?
- How has this intermediary worked with other stakeholder organizations on leveraging or developing funding for WBL?
- How has this intermediary contributed to planning for sustainability?
- How does the WBL support provided to the district relate to the intermediary's vision and mission?

6. WBL COMMUNICATION AND ENGAGEMENT

Intermediary **communication and engagement with stakeholders** feature the following:

INITIATING

- Intermediary strategy for engaging stakeholders in WBL is in developmental stages only
- Intermediary uses similar language to describe and market WBL to students, educators, workforce system, and business partners
- Intermediary is making a plan to build relationships and connect employers to the school district
- Intermediary has little or no engagement yet with public workforce system or other local workforce service providers
- Intermediary not engaged in sharing tools or technical assistance with district and other stakeholders

DEVELOPING

- Intermediary has engaged some stakeholders in WBL and is developing a strategy based on these experiences
- Intermediary is developing more nuanced communication strategies for students, educators, workforce system, and business partners
- Some connections have been made, and the intermediary is cultivating additional relationships with employer partners in hopes of meeting more WBL needs
- Intermediary is developing relationships with public workforce system and/or other local workforce service providers
- Intermediary has shared tools and/or technical assistance on a one-off or episodic basis

DEMONSTRATING

- Intermediary has a well-defined strategy for engaging students, families, employer partners, community members, and other organizations in WBL efforts across the region
- Intermediary is adept at targeting messaging around WBL to different target audiences including students, educators, workforce system, and business partners
- Intermediary effectively connects employer partner resources to specific WBL needs at the district, school, or pathway levels
- Intermediary recruits viable, high-level business champions
- Intermediary has robust relationships with both public workforce systems and other local workforce service providers
- Intermediary regularly and actively shares tools, technical assistance, and best practices with stakeholders

REVIEW**Artifacts**

- Documents showing community engagement efforts, including surveys or protocols, if used
- Differentiated WBL communication tools
- Plan or set of goals for student, family, and community engagement

Our level for this dimension

___ Initiating

___ Developing

___ Demonstrating

GUIDING QUESTIONS

- How is this organization working to engage students and families in WBL (either on its own or in partnership with local districts)?
- What do community members know about WBL? How have they been engaged in this effort?
- What types of marketing and communication is conducted for various WBL system partners including students, educators, businesses, and workforce system service providers?
- What on-ramps are available for partners interested in getting involved in WBL efforts?
- How does the intermediary connect employer partners to WBL needs in the region?
- How does the intermediary engage the public workforce system and/or workforce system providers?

7. WBL METRICS AND REPORTING

Intermediary **WBL metrics and reporting** feature the following:

INITIATING

- Information regarding the organization's impact and effectiveness on WBL is mostly anecdotal
- Technology tools for WBL data tracking and sharing are being explored but are not yet in use
- Intermediary not engaged in promoting WBL data collection and analysis

DEVELOPING

- A limited but growing set of data for WBL that pertains to the intermediary organization is collected and reported
- Pilot programs are under way to test technology solutions for data tracking, opportunities matching, collecting feedback, etc.
- Intermediary is beginning to engage in process of developing metrics and reporting

DEMONSTRATING

- Metrics for WBL that pertain to the intermediary organization are clearly defined, consistently collected, thoroughly analyzed, and widely reported
- Technology is used to optimize data tracking and reporting, such as systems that help match students to WBL opportunities, gauge effectiveness of services, and collect business partner feedback
- Intermediary is actively engaged in defining, using, and sharing WBL metrics

B

INTERMEDIARY PARTNER CAPACITY

REVIEW

Artifacts

- List of the WBL data that is collected and tracked
- Examples of internal and external WBL data reports
- Links to web-based WBL technology systems

Our level for this dimension

___ Initiating

___ Developing

___ Demonstrating

GUIDING QUESTIONS

- What WBL data does the organization collect? What tools are used for data collection?
- Who analyzes WBL data? What processes are used? Who is the analysis shared with?
- How are data used to assess and improve WBL programs and processes?
- How are technology tools used to collect, organize, analyze, and report WBL data?

1. WBL VISION AND GOALS

Business partners' role in the district's **vision and goals for WBL** is characterized by:

INITIATING

- No business partners were involved in the development of the district's WBL vision and goals
- Most business partners have yet to hear about WBL and how the district hopes to expand this effort
- Business partners do not make a connection between WBL and their business needs (even though they may see it as good for the community)

DEVELOPING

- At least one partner participated in the development of the district's WBL vision and goals
- Some partners have a basic understanding of where the district and region are headed with WBL and may have given some input as well
- Business partners are beginning to identify the ROI to their businesses for engaging in WBL

DEMONSTRATING

- Multiple partners participated in the development of the district's WBL vision and goals
- Partners understand and actively guide WBL vision and goals
- Business partners understand the business ROI for deep participation in WBL and invest in multiple ways—e.g., hiring pathway graduates, financial support, providing training and various forms of WBL, serving as advisors and system leaders, etc.

REVIEW**Artifacts**

- WBL vision statement and goal documents that show alignment
- Marketing materials for WBL that highlight vision/goals

Our level for this dimension

___ Initiating

___ Developing

___ Demonstrating

GUIDING QUESTIONS

- Is your business and/or are your business partners aware of the district's WBL vision and goals?
- What role, in any, did your business or other businesses play in the development of these goals?
- How does your business and/or how do your business partners support these goals?
- How does supporting WBL benefit your business / your business partners, your/their business partners, and your/their industry?

2. WBL GOVERNANCE AND DECISION MAKING

Business partners' role in **WBL governance and decision making** is characterized by:

INITIATING

- Industry advisory boards are in place in a few career sectors or pathways
- The few advisory boards that exist are only beginning to understand their role in helping to promote and implement WBL
- Business partners are mostly left out of decisions regarding WBL policy and practice

DEVELOPING

- Industry advisory boards are in place in several career sectors or pathways
- Advisory boards foster some collaboration between education and business on WBL issues
- Business partners are sought out for input when district makes important decisions on WBL policy or practices

DEMONSTRATING

- Industry advisory boards are in place across all career sectors or pathways
- Advisory boards consistently drive school/business collaboration and implementation of WBL
- Business partner representatives are included on key district or regional WBL decision-making teams

REVIEW**Artifacts**

- Minutes from industry advisory board meetings where WBL was discussed
- Documents showing joint decision-making processes
- Minutes of joint meetings involving WBL stakeholder organizations

Our level for this dimension

___ Initiating

___ Developing

___ Demonstrating

GUIDING QUESTIONS

- How are decisions made regarding WBL issues that cut across different stakeholder organizations? Who is included and why?
- What role does your business have on industry advisory boards? How do these boards support WBL?
- Who (if anyone) from your business sits on WBL decision-making teams?
- What are key places of input for your business in designing and/or executing WBL?

3. WBL SYSTEMS AND PERSONNEL

Business partners' role in **WBL systems and personnel** is characterized by:

INITIATING

- Support for WBL activities may vary from year to year in most businesses
- Business partners support some WBL activities but don't have consistent staff support
- Few businesses engage in WBL support or recruit their networks to help
- Business partners lack formal internal policies, procedures, and/or supports for WBL

DEVELOPING

- Support for WBL activities is promoted by senior leaders in some partnering businesses
- At least some business partners designate staff to serve as liaisons for the WBL system
- A few businesses are involved with district WBL initiatives and recruit others in the employer partner community to join them
- Businesses are working to develop internal policies, procedures, and/or supports for WBL

DEMONSTRATING

- Support for WBL activities is actively promoted by senior leaders in most or all partnering firms
- Most or all business partners have an organized system for engaging in WBL, including one or more lead staff
- Several businesses are key players in the district or regional WBL system and take a leading role in promoting WBL initiatives in the employer partner community
- Business partners have formalized internal policies, procedures, and supports for WBL (e.g., job classifications for interns, how to conduct job shadows, and WBL supervisor handbooks)

REVIEW**Artifacts**

- Job descriptions that explain how staff members support WBL
- Documentation of formalized internal policies, procedures, and supports for WBL (internship supervisor guides, etc.)

Our level for this dimension

___ Initiating

___ Developing

___ Demonstrating

GUIDING QUESTIONS

- What role does your business and/or do your business partners play in WBL in this district or region?
- How does your business and/or do your business partners organize staff to engage in WBL events? Have you designated a consistent point person?
- How does your business and/or do your business partners recruit other employers to support local WBL efforts?
- What formal policies, procedures and/or supports has your business and/or have your business partners developed for WBL?

4. WBL CURRICULUM AND EXPERIENCES

Business partners' role in **WBL curriculum and experiences** is characterized by:

INITIATING

- Businesses participate in a narrow list of WBL experiences, mostly at the "career awareness" end of the continuum
- Collaboration between businesses and educators is rare; WBL provides no tangible benefits to employer partners
- Business partners give little or no feedback to partner schools or intermediaries on WBL experiences

DEVELOPING

- Businesses engage in some opportunities across the WBL continuum and are considering expanding their range of support
- Occasional steps at business-employer collaboration results in WBL experiences that are occasionally a benefit to businesses
- Business partners give some feedback on WBL experiences

DEMONSTRATING

- Businesses provide a range of opportunities across the WBL continuum, including participating on advisory boards, hiring student interns, hosting job-shadowing events, serving as student mentors, conducting mock interviews, and helping with pathway projects
- Close collaboration with educators results in WBL experiences that are regularly a win-win for businesses—for example, student interns add value to the company by tackling important projects
- Business partners consistently give feedback on WBL experiences

REVIEW**Artifacts**

- Documents outlining the WBL continuum supported by the business
- Curriculum maps showing how WBL experiences align to pathway content

Our level for this dimension

___ Initiating

___ Developing

___ Demonstrating

GUIDING QUESTIONS

- How does your business support WBL activities?
- How are WBL experiences integrated into classroom instruction?
- Does your business or do your business partners take part in the curriculum and WBL design process? How can this be improved?
- Does your business or do your business partners give feedback to schools or intermediary partners on WBL experiences?

5. WBL FUNDING AND SUSTAINABILITY

Business partners' role in **WBL funding and sustainability** is characterized by:

INITIATING

- There is little evidence of tangible support from business partners to district WBL programming
- A budget to support WBL within the business is nonexistent or fluctuates wildly from year to year
- WBL engagement and support lies with one or two staff only

DEVELOPING

- A few key business partners contribute resources to WBL programs
- A budget to support WBL within the business is fairly consistent, but may be subject to change
- Staff from multiple levels of the businesses are becoming engaged in WBL

DEMONSTRATING

- Multiple business partners regularly contribute resources to WBL programs, including funding, personnel, expertise, and equipment
- Dedicated funding streams will allow businesses to support and expand WBL services for multiple years
- Staff from multiple levels of the business, including leadership, are engaged in the WBL system

REVIEW**Artifacts**

- Budget documents pertaining to WBL
- Documentation showing commitments to or work with stakeholders on WBL funding development

Our level for this dimension

___ Initiating

___ Developing

___ Demonstrating

GUIDING QUESTIONS

- How has WBL support been built into operating budgets of the firm?
- How has the firm contributed to planning for the sustainability of WBL programs?
- What is the outlook for ongoing funding streams to support WBL scaling?
- Who from the business participates in the WBL system from leadership to supervision?

6. WBL COMMUNICATION AND ENGAGEMENT

Partners' **communication and engagement with stakeholders** regarding WBL feature:

INITIATING

- WBL and its benefits for students and partners is largely a foreign concept to employers throughout the community
- Business participation in WBL is growing, but nobody from business is leading the charge
- Business partner communication with WBL stakeholders is limited to occasional connections with specific schools or pathways

DEVELOPING

- A few employers know the benefits of WBL for students and partners
- A few businesses and industry-based "champions" participate in and advocate for WBL
- Business partners are piloting ways to communicate effectively with educators and other WBL stakeholders

DEMONSTRATING

- Many employers throughout the community are well aware of the benefits of WBL for students, partners, and themselves
- A critical mass of businesses participate in and drive WBL comprehensively, largely through the efforts of industry-based WBL "champions"
- Regular two-way communication takes place between business partners and other stakeholders such as educators, workforce service providers, and intermediary representatives

REVIEW**Artifacts**

- Quotes from business partner champions regarding WBL
- Communication documents highlighting business' interaction with other WBL stakeholders
- Promotional materials explaining how the firm supports WBL in the local community

Our level for this dimension

___ Initiating

___ Developing

___ Demonstrating

GUIDING QUESTIONS

- What does your company know about WBL? What do other employers know?
- How are most firms in the community engaging in WBL activities?
- Who are the local business community "champions" of WBL, and what are they doing to further the cause?
- How has this firm encouraged or recruited other firms to participate in WBL?

7. WBL METRICS AND REPORTING

Business partners' role in **WBL metrics and reporting** is characterized by:

INITIATING

- Virtually no information from businesses engaged in providing WBL opportunities is collected or shared
- WBL metrics that are of interest to businesses are not yet collected, analyzed, or reported
- Business partners may participate in WBL, but they rarely, if ever, hear back from the district about how this participation is benefitting students

DEVELOPING

- A few of the business partners involved in WBL opportunities collaborate with the districts and intermediaries to share WBL data
- A partial set of WBL metrics pertaining to business, such as costs and benefits to the business, are measured; reporting may be somewhat haphazard
- Business partners occasionally hear about how WBL is benefiting students, usually at annual events

DEMONSTRATING

- Businesses engaged in providing WBL opportunities regularly collaborate with districts and intermediaries to share data regarding their WBL efforts
- A full set of WBL metrics pertaining to business, such as costs and benefits to the business, are measured and reported on
- Business partners receive regular updates on student learning outcomes and the benefits of WBL

REVIEW**Artifacts**

- List of the WBL data that is collected and tracked by or for business partners
- Examples of internal and external WBL data reports
- Links to web-based WBL technology systems

Our level for this dimension

___ Initiating

___ Developing

___ Demonstrating

GUIDING QUESTIONS

- What WBL data does the organization collect? What tools are used for data collection?
- Who analyzes WBL data? What processes are used? Who is the analysis shared with?
- How are data used to assess and improve WBL programs and processes?
- How are technology tools used to collect, organize, analyze, and report WBL data?
- How often do others in the WBL system ask for and respond to your feedback on student performance?
- Does the data tracking and reporting include metrics about WBL that are useful and relevant to your business?