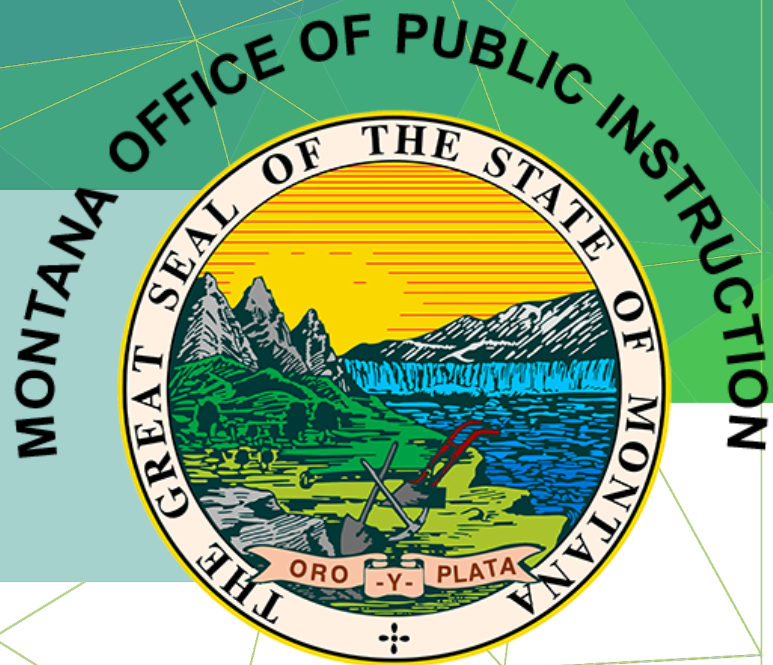


Work Based Learning Class 4

Assessment Document

Following the ACTE -
WBL Toolkit Guidance
Document

2024



Name:

The chart below provides examples of some of the more common types of activities associated with each of these categories, and the respective level of employer engagement required for each: **Please fill in the chart with ideas for WBL in your district and community.**

Career Awareness	Guest Speaker :	
	Workplace Tour :	
	Career Fair:	
	Informal Job Shadow:	
Career Exploration	Informational Interview:	
	Formal Job Shadow:	
	Mock Interview:	
	Mentorship:	
	Service Learning:	
Career Preparation	Industry Driven Project:	
	School Based Enterprise:	
	Externship:	
	Entrepreneurship:	
	Internship	
Career Preparation	On the job training:	
	Clinical Experience:	
	Pre-Apprenticeship:	
	Registered Apprenticeship:	
	Supervised Agricultural Experience:	



You can use the chart below to write a sample goal for your WBL program and determine if it meets the SMART criteria:

My goal for my WBL program is to...		
S	Specific	
M	Measurable	
A	Achievable	
R	Relevant	
T	Time-based	

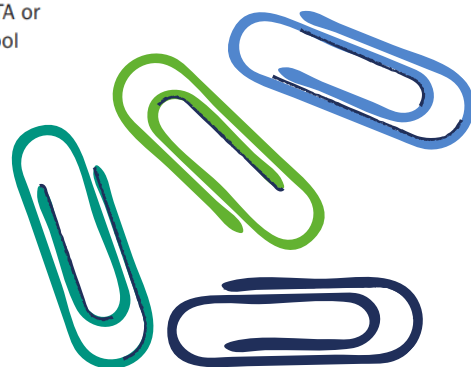
My goal for my WBL program is to...		
S	Specific	
M	Measurable	
A	Achievable	
R	Relevant	
T	Time-based	

Brainstorm who you will invite and add additional individuals you would like to include in your work based learning community in the spreadsheet below:

Role	Name	Contact Information
School Counselor		
CTE Teacher		
Administrator		
General Education Teacher		
Special Education Teacher		
Transition Coordinator		
Employer Partner		
Parent/Community Liaison		

Suggested Advisory Committee Members

- **School counselor:** Invite a school counselor who works with students in the grade you hope to target, or a college and career counselor who works with all students.
- **CTE teacher:** If you are creating or expanding a WBL experience that is tied to a specific course invite that CTE teacher to join your advisory committee.
- **School administrator:** If you have an administrator who oversees your CTE programs invite that person to join your advisory committee.
- **General education teacher:** Consider inviting a general education teacher who you know to be a champion for CTE and/or new school initiatives.
- **Special education teacher:** Consider inviting a special education resource teacher who works closely with your CTE programs.
- **Transition coordinator:** This individual works with students with disabilities to ensure they have a translation plan as they look towards high school graduation and can bring valuable information to the team regarding how to best support students with disabilities in the workplace.
- **Employer partner:** Invite a current employer partner who you have worked with successfully on other WBL activities.
- **Parent or community liaison:** As mentioned earlier, parents are crucial to getting student buy-in for WBL. Look to your PTA or other parent organizations in your school for recommendations.



100

List some potential community members in your district that you plan to loop in:



Outreach to employers and Community Partners

List some potential employers in your district that you plan to partner with:



Work-Based Learning Reflection Questions

Once you have identified some potential WBL goals and your key stakeholders for your program please answer the following questions:

- Who in my school currently participates in WBL? Is this population representative of the larger school population. Why or why not?

- What barriers might exist that prevent students from participating in WBL? How might we address them?

- How are any current WBL experiences connected to CTE or other academic courses?

- Are the current WBL experiences connected to or reflective of the workforce needs in my community?