

# Work-Based Learning Self-Assessment Tool

## Purpose

The purpose of the *Work-Based Learning Self-Assessment Tool* is to provide guiding themes and questions for internal school district and college teams to evaluate progress and guide action steps as an educational institution toward quality work-based learning programs.

Visit the [Career-Connected Learning webpage](#) for more information and resources.

## How to Use this Tool

As an internal team, use the scale below to rate your district/college for each of the [work-based learning](#) (WBL) element areas using the focused team discussion points to guide conversations. School districts should use their district's career and academic planning team and colleges should use their work-based learning team.

Level	Definition
<b>Beginning</b>	District/College has not started or is just starting to adopt these practices.
<b>Progressing</b>	District/College has some of the practices occurring but expansion is limited to individual educators/instructors providing the experiences.
<b>Advancing</b>	District/College has developed a WBL systematic approach that uses a team for sustainable implementation, support and expansion.

## Element 1. Work-Based Learning Goals and Vision Are Communicated

	Focused Team Discussion	Internal Rating
District/College WBL Goals	<ul style="list-style-type: none"> <li>Vision for student WBL access and participation are effectively communicated internally.</li> <li>WBL goals and vision are communicated to stakeholders outside of the institution.</li> <li>Goals are reviewed annually to address WBL needs.</li> </ul>	<input type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing
Understanding of WBL	<ul style="list-style-type: none"> <li>Staff understand the <a href="#">definition of WBL</a>.</li> <li>Staff can distinguish WBL experiences by using the three essential elements of WBL.</li> <li>Staff can identify and incorporate embedded WBL to enhance curriculum.</li> </ul>	<input type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing
WBL Data Collection	<ul style="list-style-type: none"> <li>WBL course data is collected and reviewed by a team.</li> <li>Data is collected and reviewed on courses with embedded WBL experiences.</li> <li>The WBL courses and courses with embedded experiences are reported by the <a href="#">district's career and academic planning team</a> or college WBL team.</li> </ul>	<input type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing

## Element 2. Equitable Student Access to Work-Based Learning

	Focused Team Discussion	Internal Rating
Use WBL Data to Make Local Team Decisions	<ul style="list-style-type: none"> <li>The team uses WBL participation data to make informed decisions in planning for sustainable expansion.</li> <li>The team uses WBL participation data to target increased participation and support from student populations not equitably represented in the data.</li> <li>The team uses data to address gaps in access to WBL experiences throughout the student's academic career.</li> </ul>	<input type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing
Identify and Address Student WBL Participation Barriers	<ul style="list-style-type: none"> <li>WBL participation barriers* are identified and addressed to increase participation.</li> <li>Systematic approaches are provided to identify and address WBL participation barriers each year.</li> </ul>	<input type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing
Differentiated Support Provided to Students	<ul style="list-style-type: none"> <li>A process is in place to address individual student support needs in WBL experiences.</li> <li>A collaborative IEP/VR/disability services team is developed to provide student WBL support needs.</li> <li>A diverse array of WBL experiences in various careers are available to meet student needs.</li> </ul>	<input type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing

\*Barriers are reasons why students do not take advantage of WBL and could include: limited communication on available experiences, staff unaware of opportunities, lack of embedded experiences in content, scheduling conflict, lack of advisement, etc.

## Element 3. Develop a Sustainable Work-Based Learning System

	Focused Team Discussion	Internal Rating
Each WBL Experience is a Quality Experience	<ul style="list-style-type: none"> <li><a href="#">WBL courses</a> meet the criteria for a WBL course and include district/college support throughout the course and required experience.</li> <li>Each embedded WBL experience and WBL course includes the three essential elements of WBL with student preparation, partnership and follow-up.</li> </ul>	<input type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing
Sequencing WBL Experiences and Developing Sustainability	<ul style="list-style-type: none"> <li>Student WBL experiences are appropriately placed based on the student's age and prior experience.</li> <li>WBL experiences are vertically articulated through the student's academic career to follow the WBL continuum.</li> <li>A local team is identified and aware of the WBL experiences provided to students to ensure sustainability despite staffing changes.</li> </ul>	<input type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing
Professional Learning and Industry Engagement	<ul style="list-style-type: none"> <li>Professional learning around WBL is provided and supported by district/college administrators.</li> <li>Time to foster and support industry relationships are prioritized for staff to develop and support quality WBL experiences for students.</li> </ul>	<input type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing