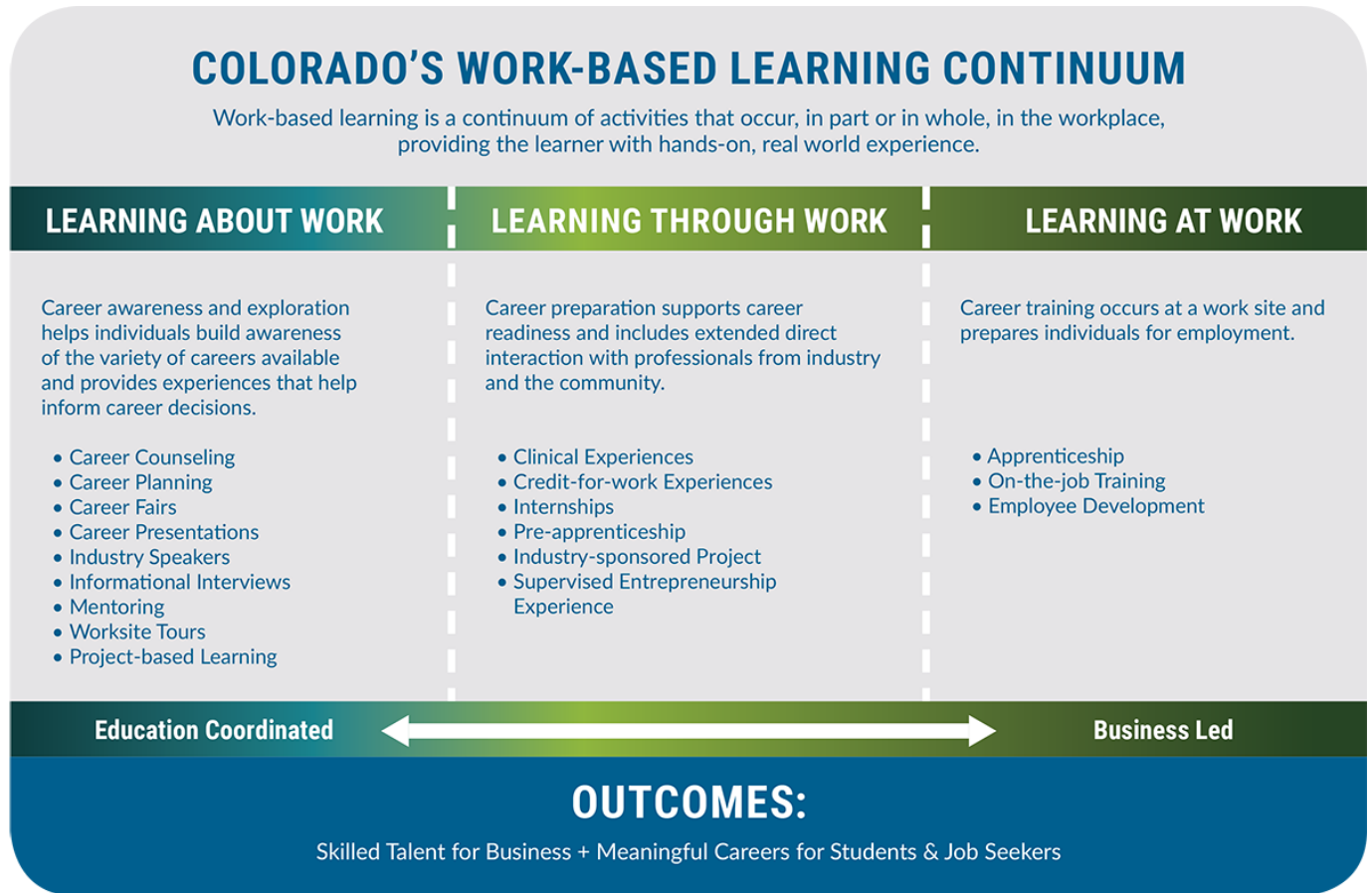




Work-Based Learning Quality Expectations

Introduction & Context

Per [SB22-140](#) the Office of the Future of Work (OFOW) in the Colorado Department of Labor and Employment (CDLE) must develop quality expectations for the [Colorado Work-Based Learning \(WBL\) Continuum](#). The Colorado WBL Continuum illustrates the variety of work-based learning activities that can be pursued by Coloradans, as well as the dynamics of which activities are housed primarily within educational entities and which are located on a job site.



We have organized the WBL Quality Expectations according to the three broad categories of WBL activities in the WBL Continuum: Learning ABOUT Work, Learning THROUGH Work, and Learning AT Work in order to ensure the WBL Quality Expectations best reflect the intended outcomes of each of these models. In developing the WBL Quality Expectations, the OFOW considered the following:



- How can the quality expectations build an understanding of different models for WBL, their intended outcomes, and the infrastructure needed to successfully administer them?
- How can we mitigate the administrative burden for intermediaries and employers adopting one or more WBL models while ensuring safety of all participants?
- How can we ensure alignment with existing regulation related to WBL (e.g. Perkins V)?
- How can we ensure both youth and adults have access to high-quality WBL programs throughout their career?

SB22-140 also requires the WBL Incentive program, administered by CDLE, to align with these WBL Quality Expectations in the process of identifying intermediaries and employers to award. For the WBL Incentive Program, funds will be awarded both to intermediaries and directly to employers. An intermediary seeking funding must demonstrate how they will support employers in meeting the quality expectations; an employer seeking funding must demonstrate how they will meet the quality expectations for the WBL model they've adopted.

In each section we'll define specific WBL activities in the overarching category. Then we provide an overview of quality expectations for that category of WBL activities, including a definition and information on how an intermediary and employer would demonstrate their ability to meet the expectation.

Learning ABOUT Work: WBL Activities

Learning ABOUT Work includes career awareness and exploration helps individuals of all ages build awareness of the variety of careers available and provides experiences that help inform career decisions. These experiences are primarily coordinated by the education, training, workforce development provider with participation from an employer or group of employers in order to expose participants to the employer or industry. These experiences occur as one-time events or multiple short-term interactions between employers and participants in order to expose them to a variety of career paths.

WBL Activity	Definition
Career Coaching, Counseling, and Planning	An iterative cycle that helps individuals throughout their career journey, understand how their personal interests, skills, abilities, and values might align to academic and career fields they are considering and how to form their academic and career goals accordingly.
Career Fairs	A job fair, also referred commonly as a career fair or career expo, is speed dating for companies and professionals job seekers. A job fair is an event in which employers, recruiters, and schools give information to potential employees and learn about available career opportunities.
Career Presentations	An employer visits a classroom to talk with participants about a job, business or industry, personal journey, job duties and responsibilities, skills and knowledge needed, or a specific curricular topic.
Externship	An externship is a short work experience where the participant is paired with a working professional to observe and get a preview of the day-to-day activities needed for a career. Externship experiences can help participants learn more about the nature of various jobs and work environments, as well as education and training required to succeed. An externship is an extended job shadowing experience, designed so participants may ask questions, observe, and spend more than a day getting a feel for a workplace. While the work accomplished in the context of an externship will be important, there is no work delegated or projects assigned such as those found in a longer-term experience such as an

	internship. ¹
Industry Speakers	An employer or member of an industry association visits a classroom to share information about a variety of careers and pathways within a specific industry.
Informational Interviews	A participant interviews with an employer or community member in person, by phone, by email, or in a group about a profession or a specific topic.
Job shadow	A work experience option where participants learn about a job by walking through the work day as a shadow to a competent worker. Variations include: 1) Virtual Job Shadowing. Digital version of job shadowing that allows an individual to observe an occupation through the use of videos. This is a specific software platform available to customers of workforce centers and other job exploration organizations; and 2) Job Simulation. Version of career exploration that allows an individual to participate and gain experience in aspects of an occupation through simulation.
Mentoring	A form of experiential learning that provides for the application of knowledge and skills in real world environments for the development of career and college readiness. (e.g. employers or adult community members coach participants directly for career development activities, such as resume review, e-portfolio review, mock interviews, auditions, or other career development-related activities.
Project-based Learning	Is a teaching method in which participants gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.
Worksite Tours	A field trip is an opportunity for a class to leave the classroom to see class-related experiences away from the school campus. This short-term visit to a business or agency expands the learning opportunities for participating participants. The field trip allows participants to observe and investigate activities related to a specific subject and career development objective. It extends the learning environment beyond the school facility, thus emphasizing the relationship between school and work.

Learning ABOUT Work: WBL Quality Expectations

Quality Expectation	Definition
Alignment with federal/state regulations	<ul style="list-style-type: none"> Where there are federal or state regulations related to the specific WBL activity, they are carried out in accordance with those regulations in order to remain in compliance and to ensure that all available funding for participants and employers can be utilized. WBL placements shall align with all applicable state and federal labor laws. In particular, WBL providers are responsible for ensuring conformity with applicable laws relating to Worker's Compensation, Workplace Safety, and Child Labor Laws provided on the CDLE website.
Alignment with local labor market	<ul style="list-style-type: none"> Labor market information and other data are used to inform institutional and program design, based on in-demand skills and occupations as defined by a local analysis and/or the Colorado Talent Pipeline Report.
Assessment and reflection about	<ul style="list-style-type: none"> Participant, supervisor, and education/training provider assess progress toward learning objectives and career/occupational skills at designated points throughout

¹ [Adapted from 2022 Virginia High Quality Work Based Learning](#)

<p>skill development, learning objectives, successes, and challenges</p>	<p>the experience.</p> <ul style="list-style-type: none"> • Participants are provided with structured reflection opportunities throughout their workplace experience and/or a culminating reflection activity which enables them to demonstrate learning. • Participants produce evidence for evaluation that WBL occurred, including but not limited to work portfolios highlighting completed work, academic, technical and/or professional skills assessment, completed projects and assignments, attendance records, or any other specific type of evidence that documents achievement of measurable learning outcomes. • Participants are able to document and record specific skills from the WBL experience on their resume.
<p>Clearly identified output & outcomes of work-based learning opportunities for participants</p>	<ul style="list-style-type: none"> • The WBL experience has clear and rigorous measurable participant learning outcomes aligned with the participant's area of interest and/or program that are academic, technical, and/or professional, in alignment with industry or occupational standards validated by labor market information or directly by the employer participating. • The WBL program aligns with the participant's career goals. • The WBL provider facilitates career planning or transition to education or the workforce at the end of the experience. • Each participant has a training agreement: a document that contains mutually agreed upon expectations for all parties involved in the WBL experience (i.e., participant, education/training provider, intermediary, and employer) that spells out each party's role, as well as other considerations based on the nature of the WBL experience, such as employment terms, schedule of hours, duration of work, compensation, termination, etc. The document is reviewed and signed by all parties to the agreement.
<p>Ensure the inclusion and accessibility of the WBL program for diverse populations.</p>	<ul style="list-style-type: none"> • The WBL program is guided by all of the following equity considerations: wrap-around/supportive services, alternative and flexible scheduling, review of application and selection processes, opportunities for participant voice and feedback, and regular analysis of who is and isn't participating in the activity disaggregated by special populations. • WBL providers proactively conduct outreach to and establish partnerships for recruitment and supportive services with organizations that serve marginalized populations.
<p>Financial Sustainability of Program</p>	<ul style="list-style-type: none"> • Existing resources are known and utilized appropriately to facilitate the WBL activity. • Financial resources (including in-kind) are contributed by all partners involved in the WBL activity. • A strategy is in place to coordinate funding opportunities when they arise. • A sustainable financing model is in place that supports a lead organization to drive this work forward on an ongoing basis.
<p>Graduation and completion rates of the programs</p>	<ul style="list-style-type: none"> • WBL providers collect and utilize information on the participation, experiences, and outcomes of participants for continuous improvement efforts. There is an emphasis on metrics that reflect the prioritization of participant career success and measure the institutional buy-in of work-based learning. • Data is used to achieve the goals of justice, equity, diversity and inclusion, as well

	<p>as other bottom-line organizational goals.</p> <ul style="list-style-type: none"> WBL experience has a process in place that gathers feedback continuously and systematically from all partners and in a variety of methods, is reviewed regularly by the program, is shared with partners, and is a driver for improving WBL experiences.
Minimizes cost to participant	<ul style="list-style-type: none"> WBL provider designs activities with consideration of the cost for participants (e.g. cost of supplies, curricula) Where there are costs, WBL provider connects participants with other resources/partners to navigate and reduce the cost of participation. Where there are costs, they are transparent to all participants prior to engaging in the program.
Opportunities to award educational credit or payment for work-based learning experiences	<ul style="list-style-type: none"> The WBL provider has determined the appropriate compensation for the activity which could be wages, an honorarium, stipend, or tuition reimbursement depending on the intensity of the WBL program. For Learning THROUGH Work and Learning AT Work, compensation is prioritized. For Learning AT Work, academic (either K-12 or postsecondary) credit is prioritized.
Outreach/ communication strategies	<ul style="list-style-type: none"> Key messages for the WBL program are developed and a schedule is in place to engage with stakeholders, general public, referral partners, and supportive service providers. A communications lead is identified and develops messaging that informs stakeholders and expands the partnership. A communications plan is in place that keeps all partners informed on a regular basis, and shares stories, impact, and other information to generate further involvement.

Learning THROUGH Work: WBL Activities

Learning THROUGH WORK activities are focused on career preparation. These activities support career readiness and include **extended** direct interaction with and supervision from professionals from industry and the community. Through participation in these activities, participants are building skills that are transferable to a variety of careers. These experiences can either be coordinated by either the business or the education, training, workforce development provider. Participants may receive payment, temporary employment, or academic credit for participation.

WBL Activity	Definition
Clinical Experiences	One of the more critical experiences for healthcare science students is exposure to patients in a clinical setting. This type of experience will allow you to ensure that you enjoy working with patients and that you are well suited for a career in medicine.
Internships	An opportunity in real world environments for exposure to the requirements of a particular occupation or industry, the work environment and the behavioral expectations for success on the job. Such work experiences are not expected to provide formal training for occupational skills, although some skills may be learned.

Cooperative Education (Co-Op)	A method of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous and challenging academic courses and related career and technical education instruction, by alternation of study in school with a job in any occupational field. ²
Quality pre-apprenticeships	Services and programs, often including classroom instruction, designed to prepare individuals to enter and succeed in Registered Apprenticeship programs. These programs should have a documented partnership with at least one Registered Apprenticeship program sponsor and together, they expand the participant's career pathway opportunities with industry-based training coupled with classroom instruction. ³
Industry-sponsored projects	The objective of an industry-sponsored project is to create a unique, high-quality educational opportunity for participants, where the educational content will enhance educational objectives of the program and class to which it is assigned. ⁴
Supervised entrepreneurship experience	An entrepreneurial student business is student-developed and -led, usually with a school staff or community mentor. Outside sources may provide facilities, inputs, resources, and equipment in the business operation, which develops skills and competencies necessary to succeed in business.
School-based enterprises	A school-based enterprise is a simulated or actual business conducted within a school. It is designed to replicate a specific business or segment of an industry and assist students in acquiring work experience related to their chosen career cluster. The management and leadership of the business enterprise should be provided by student positions identified in the business. ⁵

Learning THROUGH Work: WBL Quality Expectations

Quality Expectation	Definition
Alignment with federal/state regulations	<ul style="list-style-type: none"> Where there are federal or state regulations related to the specific WBL activity, they are carried out in accordance with those regulations in order to remain in compliance and to ensure that all available funding for participants and employers can be utilized. WBL placements shall align with all applicable state and federal labor laws. In particular, WBL providers are responsible for ensuring conformity with applicable laws relating to Worker's Compensation, Workplace Safety, and Child Labor Laws provided on the CDLE website.
Alignment with employer needs	<ul style="list-style-type: none"> Employer(s) are directly engaged in the development, implementation, and evaluation of the WBL program. The WBL activities are feasible for the employer and appropriate to meet their needs. There is a partnership agreement in place that defines the partnership, expectations, and reflects the goals of the WBL program or activities. Educator/training provider works with employers to identify their skills needs, clarify what participants should learn and accomplish through work-based

² <https://www.govinfo.gov/content/pkg/COMPS-3096/pdf/COMPS-3096.pdf>

³ https://www.dol.gov/sites/dolgov/files/ETA/advisories/TEN/2012/TEN_13-12.pdf

⁴ <http://coloradostateplan.com/wp-content/uploads/2022/02/Quality-Work-Based-Learning-in-Colorado-v1.17.2022.pdf>

⁵ <http://coloradostateplan.com/wp-content/uploads/2022/02/Quality-Work-Based-Learning-in-Colorado-v1.17.2022.pdf>

	learning, and develop experiences that meet the needs of all stakeholders.
Alignment with local labor market	<ul style="list-style-type: none"> • Labor market information and other data are used to inform institutional and program design, based on in-demand skills and occupations as defined by a local analysis and/or the Colorado Talent Pipeline Report.
Assessment and reflection about skill development, learning objectives, successes, and challenges	<ul style="list-style-type: none"> • Participant, supervisor, and education/training provider assess progress toward learning objectives and career/occupational skills at designated points throughout the experience. • Participants are provided with structured reflection opportunities throughout their workplace experience and/or a culminating reflection activity which enables them to demonstrate learning. • Participants produce evidence for evaluation that WBL occurred, including but not limited to work portfolios highlighting completed work, academic, technical and/or professional skills assessment, completed projects and assignments, attendance records, or any other specific type of evidence that documents achievement of measurable learning outcomes. • Participants are able to document and record specific skills from the WBL experience on their resume.
Clearly identified output & outcomes of work-based learning opportunities for participants	<ul style="list-style-type: none"> • The WBL experience has clear and rigorous measurable participant learning outcomes aligned with the participant's area of interest and/or program that are academic, technical, and/or professional, in alignment with industry or occupational standards validated by labor market information or directly by the employer participating. • The WBL program aligns with the participant's career goals. • The WBL provider facilitates career planning or transition to education or the workforce at the end of the experience. • Each participant has a training agreement: a document that contains mutually agreed upon expectations for all parties involved in the WBL experience (i.e., participant, education/training provider, intermediary, and employer) that spells out each party's role, as well as other considerations based on the nature of the WBL experience, such as employment terms, schedule of hours, duration of work, compensation, termination, etc. The document is reviewed and signed by all parties to the agreement.
Ensure the inclusion and accessibility of the WBL program for diverse populations.	<ul style="list-style-type: none"> • The WBL program is guided by all of the following equity considerations: wrap-around/supportive services, alternative and flexible scheduling, review of application and selection processes, opportunities for participant voice and feedback, and regular analysis of who is and isn't participating in the activity disaggregated by special populations. • WBL providers proactively conduct outreach to and establish partnerships for recruitment and supportive services with organizations that serve marginalized populations.
Financial Sustainability of Program	<ul style="list-style-type: none"> • Existing resources are known and utilized appropriately to facilitate the WBL activity. • Financial resources (including in-kind) are contributed by all partners involved in the WBL activity. • A strategy is in place to coordinate funding opportunities when they arise. • A sustainable financing model is in place that supports a lead organization to

	drive this work forward on an ongoing basis.
Graduation and completion rates of the programs	<ul style="list-style-type: none"> WBL providers collect and utilize information on the participation, experiences, and outcomes of participants for continuous improvement efforts. There is an emphasis on metrics that reflect the prioritization of participant career success and measure the institutional buy-in of work-based learning. Data is used to achieve the goals of justice, equity, diversity and inclusion, as well as other bottom-line organizational goals. WBL experience has a process in place that gathers feedback continuously and systematically from all partners and in a variety of methods, is reviewed regularly by the program, is shared with partners, and is a driver for improving WBL experiences.
Minimizes cost to participant	<ul style="list-style-type: none"> WBL provider designs activities with consideration of the cost for participants (e.g. cost of supplies, curricula) Where there are costs, WBL provider connects participants with other resources/partners to navigate and reduce the cost of participation. Where there are costs, they are transparent to all participants prior to engaging in the program.
Opportunities to award educational credit or payment for work-based learning experiences	<ul style="list-style-type: none"> The WBL provider has determined the appropriate compensation for the activity which could be wages, an honorarium, stipend, or tuition reimbursement depending on the intensity of the WBL program. For Learning THROUGH Work and Learning AT Work, compensation is prioritized. For Learning AT Work, academic (either K-12 or postsecondary) credit is prioritized.
Outreach/ communication strategies	<ul style="list-style-type: none"> Key messages for the WBL program are developed and a schedule is in place to engage with stakeholders, general public, referral partners, and supportive service providers. A communications lead is identified and develops messaging that informs stakeholders and expands the partnership. A communications plan is in place that keeps all partners informed on a regular basis, and shares stories, impact, and other information to generate further involvement.
Social Capital	<ul style="list-style-type: none"> The WBL program results in participants meeting, learning from, and building authentic relationships with professionals, and expanding their social and professional networks. Supervisors, mentors, and coaches receive training on how to support and mentor participants with an emphasis on engaging those from diverse backgrounds.
Staffing	<ul style="list-style-type: none"> WBL is integrated into the culture and mission of the participating organizations and this is reflected in staffing, the training of mentors and other professionals engaging with WBL participants, dedicated physical and virtual spaces, and other necessary resources and infrastructure. A WBL leadership team meets regularly and committees are in place as needed for specific projects.

	<ul style="list-style-type: none"> • There is a devoted full or partial FTE to manage the initiative and guide the work of the leadership team and committees and ensure the success of the program for both the business and the participant.
Supportive Services/Wrap Around Supports	<ul style="list-style-type: none"> • The WBL provider provides the support necessary for participants to fully engage and persist in a WBL experience. • The WBL provides support to participants directly and partners with workforce centers, nonprofit organizations, or education providers to offer services such as transportation, tools, child care, dependent care, housing, and needs-related payments.
Utilization of evidence-based practices	<ul style="list-style-type: none"> • The WBL program is either evidence-informed or proven. <ul style="list-style-type: none"> ○ Evidence-informed program or practice means a program or practice that reflects a moderate, supported, or promising level of confidence of effectiveness, ineffectiveness, or harmfulness as determined by an evaluation with a comparison group, multiple pre- and post-evaluations, or an equivalent measure. ○ Proven program or practice means a program or practice that reflects a high or well-supported level of confidence of effectiveness, ineffectiveness, or harmfulness as determined by one or more high-quality randomized control trials, multiple evaluations with strong comparison groups, or an equivalent measure. • A WBL program or practice that is either opinion-based, or theory-informed, has incorporated evaluation measures in the implementation in order to assess the program or practice's efficacy. <ul style="list-style-type: none"> ○ Opinion-based program or practice means a program or practice that reflects a low level of confidence of effectiveness, ineffectiveness, or harmfulness, as based on satisfaction surveys, personal experience, or for which there is no existing evidence about the effectiveness, ineffectiveness, or harmfulness of the program or practice. ○ Theory-informed program or practice means a program or practice that reflects a moderate to low or promising level of confidence of effectiveness, ineffectiveness, or harmfulness as determined by tracking and evaluating performance measures including pre- and post-intervention evaluation of program outcomes, evaluation of program outputs, identification and implementation of a theory of change, or equivalent measures.

Learning AT Work: WBL Activities

Learning AT Work refers to career training that occurs at a work site and allows participants to develop mastery of occupation-specific skills. These experiences are business-led with participation/partnership with intermediaries, education/training providers, and other programs in order to support the participant's participation. These activities are also based on the participant being **employed** as a condition of their participation in the WBL activity. These activities are meant to address a skills gap for a business, and develop a long term talent development solution for a business. In particular, these activities are ideal for roles in a business that have high turnover, high near-future retirements, are difficult to fill, require highly

technical/significant time to proficiency, and may lack a local college/university program to address their needs.

WBL Activity	Definition
Incumbent worker training	Training for an individual already employed by a qualifying employer. ⁶
On-the-job training	Training in the public or private sector that is given to a paid employee while he or she is engaged in productive work and provides knowledge and skills essential to the full and adequate performance on the job. ⁷
Registered Apprenticeship Programs	<p>Registered Apprenticeship is an industry-driven, high-quality career pathway where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, receive progressive wage increases, classroom instruction, and a portable, nationally-recognized credential. Registered Apprenticeships are industry-vetted and approved and validated by the U.S. Department of Labor or a State Apprenticeship Agency.⁸ Registered Apprenticeship Programs contain five key elements:</p> <ul style="list-style-type: none"> • Direct industry involvement; • Structured on-the-job-learning and mentorship; • Related classroom instruction to complement the on-the-job-learning; • Progressive wage increases for apprentices as their skills and knowledge increase; and • National Industry-Recognized Credential, referred to as a Certificate of Completion, which is issued by USDOL or a federally recognized SAA.⁹
Residencies	<p>Residencies are typically reserved for the medical or teacher preparation field and include a rigorous, often multi-year combination of coursework in education with extensive on-the-job training. Residencies are typically accredited through a national organization, a state board, or through another formal accreditation process. In Colorado these can refer to:</p> <ul style="list-style-type: none"> • An academic residency (a sixteen-week or a thirty-two-week intentional clinical experience for student educators who are placed in a school- or community-based setting per C.R.S. 23-3.9-301); • A residency (training performed in a hospital conforming to the minimum standards for residency training established by the Accreditation Council for Graduate Medical Education or the American Osteopathic Association or any successor of either organization per C.R.S. 12-240-104); or • A teacher residency program (a type of teacher preparation program that, at a minimum, includes a full year of classroom apprenticeship that integrates theory and practice per C.R.S. 22-60.3-102).

⁶ <https://drive.google.com/file/d/1a5qwnpTJD5vVVLcYo0DfNR9IGknciyTy/view?usp=sharing>

⁷ <https://drive.google.com/file/d/1i5efSrcJOaW1utaUhOmBWEohBcWqD1PG/view?usp=sharing>

⁸ <https://www.apprenticeship.gov/employers/registered-apprenticeship-program>

⁹ <https://drive.google.com/file/d/1mMaytem6mFdRAQnOIlbFpFoBi2oaFzlr/view>

Learning AT Work: WBL Quality Expectations

Quality Expectation	Definition
Alignment with federal/state regulations	<ul style="list-style-type: none"> ● Where there are federal or state regulations related to the specific WBL activity, they are carried out in accordance with those regulations in order to remain in compliance and to ensure that all available funding for participants and employers can be utilized. ● WBL placements shall align with all applicable state and federal labor laws. In particular, WBL providers are responsible for ensuring conformity with applicable laws relating to Worker’s Compensation, Workplace Safety, and Child Labor Laws provided on the CDLE website.
Alignment with employer needs	<ul style="list-style-type: none"> ● Employer(s) are directly engaged in the development, implementation, and evaluation of the WBL program. ● The WBL activities are feasible for the employer and appropriate to meet their needs. ● There is a partnership agreement in place that defines the partnership, expectations, and reflects the goals of the WBL program or activities. ● Educator/training provider works with employers to identify their skills needs, clarify what participants should learn and accomplish through work-based learning, and develop experiences that meet the needs of all stakeholders.
Alignment with local labor market	<ul style="list-style-type: none"> ● Labor market information and other data are used to inform institutional and program design, based on in-demand skills and occupations as defined by a local analysis and/or the Colorado Talent Pipeline Report.
Assessment and reflection about skill development, learning objectives, successes, and challenges	<ul style="list-style-type: none"> ● Participant, supervisor, and education/training provider assess progress toward learning objectives and career/occupational skills at designated points throughout the experience. ● Participants are provided with structured reflection opportunities throughout their workplace experience and/or a culminating reflection activity which enables them to demonstrate learning. ● Participants produce evidence for evaluation that WBL occurred, including but not limited to work portfolios highlighting completed work, academic, technical and/or professional skills assessment, completed projects and assignments, attendance records, or any other specific type of evidence that documents achievement of measurable learning outcomes. ● Participants are able to document and record specific skills from the WBL experience on their resume.
Clearly identified output & outcomes of work-based learning opportunities for participants	<ul style="list-style-type: none"> ● The WBL experience has clear and rigorous measurable participant learning outcomes aligned with the participant’s area of interest and/or program that are academic, technical, and/or professional, in alignment with industry or occupational standards validated by labor market information or directly by the employer participating. ● The WBL program aligns with the participant’s career goals. ● The WBL provider facilitates career planning or transition to education or the

	<p>workforce at the end of the experience.</p> <ul style="list-style-type: none"> Each participant has a training agreement: a document that contains mutually agreed upon expectations for all parties involved in the WBL experience (i.e., participant, education/training provider, intermediary, and employer) that spells out each party's role, as well as other considerations based on the nature of the WBL experience, such as employment terms, schedule of hours, duration of work, compensation, termination, etc. The document is reviewed and signed by all parties to the agreement.
Ensure the inclusion and accessibility of the WBL program for diverse populations.	<ul style="list-style-type: none"> The WBL program is guided by all of the following equity considerations: wrap-around/supportive services, alternative and flexible scheduling, review of application and selection processes, opportunities for participant voice and feedback, and regular analysis of who is and isn't participating in the activity disaggregated by special populations. WBL providers proactively conduct outreach to and establish partnerships for recruitment and supportive services with organizations that serve marginalized populations.
Financial Sustainability of Program	<ul style="list-style-type: none"> Existing resources are known and utilized appropriately to facilitate the WBL activity. Financial resources (including in-kind) are contributed by all partners involved in the WBL activity. A strategy is in place to coordinate funding opportunities when they arise. A sustainable financing model is in place that supports a lead organization to drive this work forward on an ongoing basis.
Graduation and completion rates of the programs	<ul style="list-style-type: none"> WBL providers collect and utilize information on the participation, experiences, and outcomes of participants for continuous improvement efforts. There is an emphasis on metrics that reflect the prioritization of participant career success and measure the institutional buy-in of work-based learning. Data is used to achieve the goals of justice, equity, diversity and inclusion, as well as other bottom-line organizational goals. WBL experience has a process in place that gathers feedback continuously and systematically from all partners and in a variety of methods, is reviewed regularly by the program, is shared with partners, and is a driver for improving WBL experiences.
Minimizes cost to participant	<ul style="list-style-type: none"> WBL provider designs activities with consideration of the cost for participants (e.g. cost of supplies, curricula) Where there are costs, WBL provider connects participants with other resources/partners to navigate and reduce the cost of participation. Where there are costs, they are transparent to all participants prior to engaging in the program.
Opportunities to award educational credit or payment for work-based learning	<ul style="list-style-type: none"> The WBL provider has determined the appropriate compensation for the activity which could be wages, an honorarium, stipend, or tuition reimbursement depending on the intensity of the WBL program. For Learning THROUGH Work and Learning AT Work, compensation is

experiences	prioritized. For Learning AT Work, academic (either K-12 or postsecondary) credit is prioritized.
Outreach/ communication strategies	<ul style="list-style-type: none"> ● Key messages for the WBL program are developed and a schedule is in place to engage with stakeholders, general public, referral partners, and supportive service providers. ● A communications lead is identified and develops messaging that informs stakeholders and expands the partnership. ● A communications plan is in place that keeps all partners informed on a regular basis, and shares stories, impact, and other information to generate further involvement.
Social Capital	<ul style="list-style-type: none"> ● The WBL program results in participants meeting, learning from, and building authentic relationships with professionals, and expanding their social and professional networks. ● Supervisors, mentors, and coaches receive training on how to support and mentor participants with an emphasis on engaging those from diverse backgrounds.
Staffing	<ul style="list-style-type: none"> ● WBL is integrated into the culture and mission of the participating organizations and this is reflected in staffing, the training of mentors and other professionals engaging with WBL participants, dedicated physical and virtual spaces, and other necessary resources and infrastructure. ● A WBL leadership team meets regularly and committees are in place as needed for specific projects. ● There is a devoted full or partial FTE to manage the initiative and guide the work of the leadership team and committees and ensure the success of the program for both the business and the participant.
Supportive Services/Wrap Around Supports	<ul style="list-style-type: none"> ● The WBL provider provides the support necessary for participants to fully engage and persist in a WBL experience. ● The WBL provides support to participants directly and partners with workforce centers, nonprofit organizations, or education providers to offer services such as transportation, tools, child care, dependent care, housing, and needs-related payments.
Utilization of evidence-based practices	<ul style="list-style-type: none"> ● The WBL program is either evidence-informed or proven. <ul style="list-style-type: none"> ○ Evidence-informed program or practice means a program or practice that reflects a moderate, supported, or promising level of confidence of effectiveness, ineffectiveness, or harmfulness as determined by an evaluation with a comparison group, multiple pre- and post-evaluations, or an equivalent measure. ○ Proven program or practice means a program or practice that reflects a high or well-supported level of confidence of effectiveness, ineffectiveness, or harmfulness as determined by one or more high-quality randomized control trials, multiple evaluations with strong comparison groups, or an equivalent measure. ● A WBL program or practice that is either opinion-based, or theory-informed, has incorporated evaluation measures in the implementation in order to assess the

	<p>program or practice's efficacy.</p> <ul style="list-style-type: none"> ○ Opinion-based program or practice means a program or practice that reflects a low level of confidence of effectiveness, ineffectiveness, or harmfulness, as based on satisfaction surveys, personal experience, or for which there is no existing evidence about the effectiveness, ineffectiveness, or harmfulness of the program or practice. ○ Theory-informed program or practice means a program or practice that reflects a moderate to low or promising level of confidence of effectiveness, ineffectiveness, or harmfulness as determined by tracking and evaluating performance measures including pre- and post-intervention evaluation of program outcomes, evaluation of program outputs, identification and implementation of a theory of change, or equivalent measures.
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Resources:

- [Brookings Institution: Work-Based Learning Can Advance Equity and Opportunity for America's Young People](#)
- [Colorado Thriving Work-Based Learning Community Assessment Guide](#)
- [Georgia Work-Based Coordinator Resource Manual](#)
- [Here to Here: Key Distinguishers - A Shared Framework for a Strong Youth Talent Development System](#)
- [Indiana K12 Work-Based Learning Manual](#)
- [Jobs For the Future: Making Work-Based Learning Work](#)
- [Oklahoma Work-Based Learning Guide](#)
- [Oregon Work-Based Learning Rubric](#)
- [The Teacher Residency: An Innovative Model for Preparing Teachers](#)
- [Virginia High Quality Work Based Learning](#)
- [Wisconsin Guide to Implementing Career-Based Learning Experiences](#)
- [Work-based Learning Ecosystems](#)
- [Wyoming Work-Based Learning Guide](#)