

Standard 1: A wide array of Career Related Education activities are integrated into all CTAE classes to support the school-to-career transition and work-based learning placements.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> □ CTAE teachers collaborate with middle school and elementary teachers about CRE activities that support the school-to-career transition. □ The school's CTAE department has a mission statement that supports CRE activities. □ There is a comprehensive guidance program in place to ensure that all CTAE students are aware of career opportunities. □ A wide range of occupational programs is offered to meet the needs of students. □ Instruction is provided which correlates academic, occupational and employability skills. □ Many, if not most, students enrolled in CTAE classes participate in job shadowing and/or entrepreneurship projects. □ Many students participate in school-based enterprises which are properly linked to Georgia Performance Standards. 		<ul style="list-style-type: none"> □ Teachers in CTAE programs use the CRE manual as a resource in planning career awareness, career exploration, instructional related or connecting activities. □ There is a guidance program in place to introduce career opportunities to the students. □ An adequate number of occupational programs are offered to meet the needs of students. □ Most CTAE programs offer students enrolled in CTAE classes the opportunity to participate in job shadowing and/or entrepreneurship projects. □ Students participate in school-based enterprises which are properly linked to Georgia Performance Standards. □ CTAE programs and pathways are available to meet the needs of students in the school. 		<ul style="list-style-type: none"> □ Limited information or opportunities are available to the students about career awareness, career exploration, instructional related or connecting activities. □ There is limited guidance available to the students about career opportunities. □ Few students enrolled in CTAE classes participate in job shadowing or entrepreneurship projects. □ Little or no differential is made between school-based enterprises and fund raisers. 		<ol style="list-style-type: none"> 1. List of career awareness, career exploration, instructional related and connecting activities conducted in the CTAE curricula. 2. Lesson plans that include CRE activities. 3. Use of the CRE manual by CTAE teachers 4. Documented guidance program that relates to the work-based learning student. 5. Evidence of school-based enterprises which are clearly linked to the Georgia Performance Standards. 6. Documentation of process for conducting job shadowing. 7. Plan for approval of student entrepreneurship activities. 8. CTAE programs and curricula offered.

Standard 2: Age-appropriate Career Awareness activities in the Career Technical and Agricultural Education class are designed to make students aware of career choices and promote the school-to-career transition.

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

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

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> □ All students have an opportunity to use internet career planning tools. □ Practically every CTAE class offered at the school includes some career exploration activities in the curriculum. □ Guidance and counseling focused on career exploration is provided by CTAE teachers as well as the Career Guidance staff. □ Many businesses and community leaders are involved in exploration activities such as job shadowing and mock interviews. □ Evidence of student success in CTSO activities related to career exploration is abundant. 	<ul style="list-style-type: none"> □ An organized plan exists for providing students an opportunity to use technology for exploring career options. □ School leadership encourages career exploration and monitors lesson plans to ensure inclusion. □ Many CTAE classes offered at the school include some career exploration related activities in the curriculum. □ Students include evidence of Career Exploration related activities in their portfolios and/or individual career plans. □ Some students participate in CTSO activities related to Career Exploration. □ Students receive guidance about career options. 	<ul style="list-style-type: none"> □ Very few students are involved in CTSO activities linked to career exploration or very few CTSO opportunities exist. □ Limited information, programs or activities are available to the students about career exploration. □ There is limited guidance available to the students about career exploration and career pathways. □ Very few teachers meet the extended day standard for CRE. 	<ol style="list-style-type: none"> 1. CTAE teacher lesson plans. 2. List of career exploration activities conducted with students in CTAE classes. 3. WBL Coordinator lessons/presentations. 4. Extended day program of work for CTAE teachers. 5. Documents used to conduct job shadowing (i.e. student packets) 6. Student Portfolios. 7. Internet access available in CTAE classes. 8. Student presentations. 9. CTSO records and documentation. 10. Availability of internet career planning tools such as GCIS, GA411, KUDOR, etc. 			

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

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

Standard 5: CTAE personnel are actively involved in the planning, coordinating, and implementing of connecting activities between the school and the business community.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Connecting activities involve a comprehensive, systematic and sequential approach that is supported by the school administration. <input type="checkbox"/> CTAE instructors have an extensive network of business contacts. <input type="checkbox"/> A high percentage of work-based learning student placements exist where the CTAE instructor and Work-Based Learning Coordinator work together in a proactive manner. <input type="checkbox"/> Active advisory committees exist in practically all CTAE program areas and contribute to the success of work-based learning placements. <input type="checkbox"/> A very high percentage of students in the work-based learning program matriculate into a post-secondary program with articulated credits. 	<ul style="list-style-type: none"> <input type="checkbox"/> Most CTAE instructors conduct some Connecting Activities. <input type="checkbox"/> Advisory committees are prevalent in the CTAE program. <input type="checkbox"/> Instructors include evidences of Connecting Activities in their records and reports. <input type="checkbox"/> The CTAE instructor and WBL Coordinator work cooperatively to place WBL students. <input type="checkbox"/> Students are aware of articulation agreements and processes. <input type="checkbox"/> The WBL coordinator has developed an extensive network of connections in the business and industry of the community. <input type="checkbox"/> Evidence exists of a systematic process to locate and contact local businesses about participation in the WBL program. 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited evidence of Connecting Activities. <input type="checkbox"/> Very few CTAE instructors help to arrange placements for WBL students. <input type="checkbox"/> Advisory committees are not active or conducted consistently for all CTAE programs. <input type="checkbox"/> Work-based learning students are not aware of articulated courses and matriculation processes. <input type="checkbox"/> The WBL coordinator has not attempted to create a working relationship with a majority of the local businesses. 	<ol style="list-style-type: none"> 1. Membership roster of advisory committees. 2. List of formal business partnerships. 3. Documents used in orienting or training business mentors. 4. Articulation agreements. 5. Advisory committee minutes. 6. Extended day Program of Work for CTAE. 7. Number of WBL placements arranged by the WBL coordinator and CTAE teachers. 8. Community meetings (ie: Chamber of Commerce, Rotary, workforce development groups, etc.) attended by the WBL coordinator. 9. The match between the WBL student employers and the CTAE areas offered in the school. 			

Standard 6: Work-based learning placements are appropriate and accurately identified as Employability Skill Development (ESD), Cooperative Education (Co-op), Internship, or Youth Apprenticeship (YAP).

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> □ WBL placements are available to and equitably represented by students in all CTAE classes. □ A low percentage of placements are identified as ESD, and such students are moved to another placement category as soon as possible. □ Unique partnerships are developed to create new WBL placements. □ A high percentage of WBL placements are YAP. □ A very high percentage of YAP students enrolled each year are tracked to completion of the program. □ Many YAP placements are matched to the US Department of Labor's list of Officially Recognized Apprenticeships. □ All student placements match the three interlocking components of WBL: Career Goal, Related Coursework, Structured Work Experience. 	<ul style="list-style-type: none"> □ Students in all CTAE classes have availability to Youth Apprenticeship, Cooperative Education, Internships, and Employability Skill Development as appropriate. □ There is a defined connection between school-based and work-based learning instruction. □ WBL placements are based on developed business partnerships and coordinated by the WBL coordinator. □ No more than 25% of placements identified as ESD students. □ ESD students are required to complete a student portfolio that documents application of employability skills. □ Student placements are congruent with student career interest/program areas. □ CTI students are supervised by the CTI Instructor. □ All students in WBL placements have a "placement criteria checklist" on file to verify the appropriateness of the placement. 	<ul style="list-style-type: none"> □ WBL placements not available to students in all CTAE classes. □ Placements are not based on partnerships with the local community. □ Students are in inappropriate placements or have their placement type inaccurately identified. □ More than 25% of placements are identified as ESD. □ CTI student placements are supervised by the WBL coordinator instead of the CTI instructor. □ Student placements not congruent with student career interest/program area. □ ESD students do not complete student portfolios. □ Students are admitted into the program on the basis of having a job and the WBL Coordinator has minor contact with the employer for approving the site or job experience. 	<ol style="list-style-type: none"> 1. WBL placement records. 2. List of employer-partners. 3. List of placements broken down by CTAE concentrations offered. 4. Plan for overseeing the development, design, implementation and administration of a variety of work-based learning placements. 5. Written guidelines for worksite visitations. 6. Written grading procedures. 7. Proportion of YAP, Co-op, Internship, and ESD students. 8. YAP completer percentage as a result of students being tracked and documented during the post-secondary component. 9. Student records in C-NET 10. Student folders containing a check-off sheet for WBL criteria that must be met. 			

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

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The facilities are current and of sufficient size and quality to effectively meet instructional needs of the students. <input type="checkbox"/> The teacher/coordinator has storage facilities and a private office with telephone. <input type="checkbox"/> The WBL Coordinators has access to a computer, preferably a laptop. <input type="checkbox"/> The WBL program has a generous budget for travel, equipment, and supplies. <input type="checkbox"/> The WBL program is an integral part of the local plan for career education and is considered equal but of separate instructional design. <input type="checkbox"/> An approved operating budget for the current fiscal year is on file, available to and controlled by the teacher/coordinator. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students in all CTAE classes have equal opportunity to participate in WBL placements. <input type="checkbox"/> Student enrollment in WBL placements are in compliance with class size limitations or the recommended workload for WBL programs. <input type="checkbox"/> The WBL coordinator is unencumbered and available for supervision during all periods that students are released from school to report to worksites. <input type="checkbox"/> The facilities are adequate to effectively meet the instructional needs of the students. <input type="checkbox"/> There is a classroom, storage facilities, and access to an office and telephone for WBL Coordinators. <input type="checkbox"/> There is an adequate budget for travel, equipment, supplies and operation of the WBL program controlled by the local administrator. <input type="checkbox"/> The WBL program is a part of the local plan for career education. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students in all CTAE program areas do not have equitable opportunity to participate in WBL placements. <input type="checkbox"/> Student enrollment in WBL placements exceed the state class size limitations or recommended workload for WBL programs. <input type="checkbox"/> The facilities are not adequate to effectively meet the instructional needs of the students. <input type="checkbox"/> There is no office and telephone for the WBL Coordinator. <input type="checkbox"/> There is an inadequate budget available for salary, travel, equipment and supplies. <input type="checkbox"/> The teacher/coordinator does not have access to an operating budget for the program. <input type="checkbox"/> The WBL program is not a vital part of the local plan for career education. 	<ol style="list-style-type: none"> 1. Class rosters. 2. WBL Coordinator job description. 3. WBL Coordinator's daily assignments. 4. Copy of the WBL budget. 5. WBL Coordinator's inventory. 6. WBL Coordinator's travel/expense records 7. WBL Coordinator's office. 8. List of students enrolled in WBL for each CTAE program area/pathway. 			

Standard 8: Teachers/coordinators who supervise students on job placements are trained to provide quality programs at the local level.

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

Standard 9: An active advisory committee assists with the design, development, implementation, administration, and evaluation of the program.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> □ The advisory committee meets more than twice per year. □ The advisory committee assists with regular evaluation of the Work-Based Learning program as well as all CTAE programs offered by the system. 	<ul style="list-style-type: none"> □ There is an active advisory committee composed primarily of individuals in the career focus area, parents/guardians, administrators, counselors, secondary and postsecondary educators, and work-based learning personnel. □ There is evidence of planning by the advisory committee that is based on several community factors. □ The advisory committee meets twice each year. □ The advisory committee has a role in the evaluation of the Work-Based Learning program. □ WBL Coordinators meet one of the following options for advisory committee membership: 1) an independent WBL advisory committee, or 2) joins specific CTAE advisory committees with WBL as an agenda item at each meeting. 	<ul style="list-style-type: none"> □ There is no advisory committee or the committee is not active or has an inadequate number of members. □ The membership of the advisory committee does not represent each membership category as stated in "Meets Expectations". □ There is no evidence of planning done by the advisory committee. □ The advisory committee does not meet at least twice yearly. □ The advisory committee has no role in evaluation of the Work-Based Learning program. 	<ol style="list-style-type: none"> 1. List of advisory committee members with their area of expertise and background applicable to Work-Based Learning. 2. Advisory committee minutes from the last two years. 3. Advisory committee minutes provide evidence that the committee meets regularly and plans are based on appropriate and timely information from demographic studies of employment community, labor market projections, student interests, student placement records and student enrollment. 4. Evidence of advisory committee participation in regular evaluation of the Work-Based Learning program. 			

Standard 10: A plan exists and is implemented to teach employability skills and core competencies to students prior to the WBL placement.

Exemplary	3	2	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> □ Student achievement on employability skill competencies is used as a factor for acceptance into the WBL program. □ Software resources such as <i>Job Ready Career Skills</i> or <i>Key Train Career Skills</i> is available in the school and a plan exists to insure all students utilize the software, including pre-tests and post tests. □ School leadership uses strategies to insure that core skills are include in all CTAE teacher lesson plans. □ WBL student assessments conducted by employers are analyzed to reveal patterns for needed improvement in teaching employability skills across the CTAE curriculum. 	<ul style="list-style-type: none"> □ The school wide WBL Coordinator plans lessons and schedules presentations in CTAE classrooms to teach employability skills. (i.e. resumes writing/interview skills/ workplace ethics, etc). □ Most CTAE teachers include activities related to employability skills in their lesson plans. □ A variety of instructional methods are used. □ Software and resources for teaching employability skills are available and used by most CTAE teachers. □ All WBL students are required to have portfolios. □ Collaboration between the WBL coordinator and CTAE teachers is evident. □ The WBL Coordinator monitors employability-skill instruction in related CTAE classes and assists where appropriate. □ Student assessments conducted by employers reveal student employability skill levels. □ Core skills in the CTAE curriculum are taught effectively. 	<ul style="list-style-type: none"> □ The school-wide WBL coordinator does not go into CTAE classrooms and present lesson on employability skills. □ Teachers of CTAE subjects do not include employability skill training in written lesson plans □ Little variety of instructional methods is used. □ Software and resources for teaching employability skills are not available to students. □ Student portfolios are required of all WBL students to document applications of employability skills. □ The WBL coordinator and teachers of CTAE subjects do not work collaboratively to orchestrate teaching of job skills. □ Little attention is paid to WBL student assessments conducted by employers. □ There is a weak connection between classroom instruction and on-the-job instruction. 	<ol style="list-style-type: none"> 1. Curriculum and delivery plan for teaching employability skills in all CTAE classes. 2. Written daily lesson plans. 3. Evidence of a variety of instructional methods used. 4. Software, media and resources used for teaching job ready skills. 5. Student pre-test and post test results. 5. Student Portfolios 6. Working relationship between the WBL coordinator and teachers of related CTAE subjects. 7. Student assessments conducted by employers. 	

Standard 11: Students involved in Work-Based Learning placement have a comprehensive individual career plan on file that integrates academic and occupational instruction within an appropriate workplace setting.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> □ Students are placed in appropriate work sites which are approved by the WBL Coordinator. □ Evidence exists that employers □ The guidance counselor is involved in the student's transcript review. □ There is evidence that employers are involved in the development of the student's ICP. □ Evidence exists that a multitude of resources were involved in the development of career plans 	<ul style="list-style-type: none"> □ Each student has a written individual career plan pertaining to their career focus. □ The plan includes a sequence of both academic and occupational experiences. □ There is evidence that other individuals or groups of individuals had input into the individual career plan. □ The plan includes up-to-date knowledge, skills, and aptitudes needed for the career focus area. □ The coordinator reviews the student's transcript to make sure the program of study aligns with academic and career/technical courses in order that the career plan and work site placement are congruent. □ The WBL students are active members of the relevant CTSO. 	<ul style="list-style-type: none"> □ Students do not have individual career plans. □ The individual career plan is not complete or based on the knowledge, skills, and abilities required for attainment of academic and career/technical skill proficiencies. □ The individual career plan was developed without collaboration with employers and others having skills in and substantial knowledge of the career focus area. □ The work sites approved by the WBL Coordinator are not appropriate to the career plan of the student. 	<ol style="list-style-type: none"> 1. Written copy of each student's individual career plan 2. Lists of employers and other individuals or groups of individuals who have skills in and substantial knowledge of the career focus area. 3. List of skills and aptitudes necessary for competencies required for the career focus area. 4. Career plans of students 5. Records of placement of students in relation to their career goals. 6. Interview with guidance personnel. 7. CTSO rosters. 8. Utilization of computer assisted occupational guidance websites, in-field specialists, teachers, counselors, and administrators . 			

Standard 12: Community resources are analyzed and Work-Based Learning activities are matched to available options.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Most student placements are created by the WBL Coordinator <input type="checkbox"/> A significant number of the work sites in the WBL program are involved in Youth Apprenticeship or other highly technical placements <input type="checkbox"/> Students are given career-related assignments which draw on information obtained from community resources in the area (i.e. Chamber of Commerce, local government agencies, Better Business Bureau). <input type="checkbox"/> Learning resources within the local educational institution are used as community resources. All school system personnel, such as teachers, guidance counselors, and support staff provide information to help in the full development of the WBL student. 		<ul style="list-style-type: none"> <input type="checkbox"/> Students have interaction with community resources but have no formal assignments or projects from which to draw information about their career focus areas. <input type="checkbox"/> The school system is a community resource. <input type="checkbox"/> Many job placement opportunities are created by the WBL Coordinator. <input type="checkbox"/> The WBL Coordinator has a well established and defined process for analyzing and approving student jobs for inclusion in the WBL program. <input type="checkbox"/> Most students are in high skill, high wage, high demand jobs. <input type="checkbox"/> Businesses where the employer understands their role as a trainer and extension of the school lab environment are selected for WBL sites. <input type="checkbox"/> The employers involved with the WBL program are a representative cross section of the available businesses in the community. <input type="checkbox"/> The WBL Coordinator visits many businesses and attends civic and community meetings to create new placements opportunities. 		<ul style="list-style-type: none"> <input type="checkbox"/> Very little is done to ensure the use of the local educational institution as a community resource. <input type="checkbox"/> No formal interaction takes place to ensure that potential work sites in the community are used for job training as well as educational resources for students. <input type="checkbox"/> Most students in the WBL program have obtained their own job. <input type="checkbox"/> Many students are working in fast food service or other low wage, low skill jobs. <input type="checkbox"/> The WBL Coordinator visits very few prospective employers during the year to create new placement opportunities. 		<ol style="list-style-type: none"> 1. Lists of community resources are available. 2. Records of prospective employer contacts by the WBL Coordinator. 3. An up-to-date occupational file of potential employers. 4. Georgia Department of Labor data are available. 5. Student jobs created by the WBL Coordinator 6. Students who obtained their own job. 7. Number of jobs that meet the high, skill, high wage, high demand requirement of Perkins Legislation.

Standard 13: Clearly defined admission policies and procedures for identifying and enrolling students into the Work-Based Learning program are established and implemented. A comprehensive orientation is provided to the Work-Based Learning students and parents/guardians prior to enrollment.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> □ Guidance counselors work cooperatively with WBL Coordinators and students to ensure flexible scheduling for students. □ The selection of students is based on grades, attendance, discipline, teacher recommendations and other criteria as established by the local system. □ The WBL Coordinator personally interviews each student prior to admission into the WBL program. 	<ul style="list-style-type: none"> □ An application process exists and is followed. □ Written documentation of selection criteria is on file. □ Students have completed or are enrolled in pre-requisite courses before entry into the program. □ Alternative ways of meeting requirements before entry into the WBL program. □ There is a written policy outlining the minimum criteria for selection and admission into the WBL program. □ Prior to enrollment, interested students, and their parent/guardians are required to attend an orientation that presents a comprehensive overview of the school's WBL program. 	<ul style="list-style-type: none"> □ The admission process begins each semester. □ No documentation of selection criteria on file. □ Students have not completed pre-requisite courses before entry into the program. □ There are no alternative ways of meeting requirements before entry into the program. □ There is no written policy outlining the minimum criteria for selection and admission into the work-based learning program. □ No orientation is given for the work-based learning students. 		<ul style="list-style-type: none"> □ The admission process begins each semester. □ No documentation of selection criteria on file. □ Students have not completed pre-requisite courses before entry into the program. □ There are no alternative ways of meeting requirements before entry into the program. □ There is no written policy outlining the minimum criteria for selection and admission into the work-based learning program. □ No orientation is given for the work-based learning students. 		<ol style="list-style-type: none"> 1. Outline of the process for admission into the WBL program. 2. List of the selection committee members. 3. Documentation of completion of all pre-requisites on the application of each student. 4. Written policy for admission into the WBL program. 5. WBL student schedules. 6. Copy of agenda for the orientation for WBL students. 7. Copy of materials handed out at the orientation. 8. Copy of sign-in sheets for students and parents/guardians at orientation.

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

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

Standard 15: Work-Based Learning sites for students are in compliance with federal/state labor laws and local policies.

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

Standard 16: Each WBL student has on file an individual Educational Training Agreement.

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

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

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

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

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

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

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

Standard 20: Work-Based Learning personnel make regular supervisory visits to the Work-Based Learning sites.

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

Standard 21: Work-Based Learning Coordinators participate in the Education and Career Partnership (ECP) and assist students with post-secondary opportunities.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> □ The WBL Coordinator works closely with the Education and Career Partnership (ECP) manager that serves the school to provide information about postsecondary credit opportunities to students, parents, educators, and community partners. □ The WBL coordinator is a member of the local ECP Council. □ The WBL Coordinator works with postsecondary institutions to understand post secondary opportunities for students. □ The alignment of curriculum is both vertical and horizontal and includes articulation agreements. □ The appropriate sequence of courses in the individual career plan is aligned over a six-year period (four years secondary and two years postsecondary) with the inclusion of baccalaureate degrees to enhance career laddering. □ The student file of all WBL students includes an individual career plan with a record of individual advisement that includes post secondary options for the student. 	<ul style="list-style-type: none"> □ CTAE courses in pathways related to WBL placements have been formally articulated to post secondary options. □ Most YAP students complete the post-secondary credential required to become a program completer. □ There is direct alignment of the curriculum between the secondary and post-secondary institutions. □ The WBL Coordinator makes presentations to CTAE classes concerning post-secondary opportunities. □ The WBL coordinator assists WBL students with articulated credit and other post-secondary opportunities. 	<ul style="list-style-type: none"> □ Students in career pathways involving WBL placements do not have opportunities for articulated credit. □ A low percentage of YAP students complete a post-secondary credential after high school graduation. □ There is no alignment of curriculum between the secondary and post-secondary institutions. □ The WBL Coordinator does not present information to CTAE classes concerning post-secondary opportunities. □ The WBL coordinator has no process in place to assist students with articulated credit options and other post secondary opportunities. 		<ol style="list-style-type: none"> 1. Articulation agreements with the local postsecondary institution or educational program. 2. Records of former YAP students who have been awarded credits at post-secondary institutions. 3. Coordinator lesson plans related to articulation 4. Membership and participation in the ECP. 5. Career Pathways. 		

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

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> □ A comprehensive marketing plan is designed and implemented throughout the school and community with the assistance of guidance staff, administration, students, parents/guardians, and employers and is maintained throughout the year. □ The WBL Coordinator appears at several community functions and uses multiple media to promote WBL and CTAE programs. □ A program-wide employer appreciation event is held involving participation from all available CTAE instructors. 	<ul style="list-style-type: none"> □ A marketing plan is designed and implemented for the WBL students and program. □ Marketing and promotion efforts are focused on the needs, interests, and career goals of students and the business/industry community. □ The marketing plan includes: □ Publicizing and interpreting the program's mission and objectives. □ A realistic plan for communicating successes of the program to all stakeholders. □ Effective methods of communication. □ Enrolling those students whose interests and capabilities can be enhanced by the career focus area of the WBL program. □ Evidence of the WBL Coordinator appearing at a community function. □ Evidence of multiple media used to promote CTAE programs. 	<ul style="list-style-type: none"> □ There is little or no emphasis placed on marketing the Work-Based Learning program or students. □ There is no formal marketing plan in place. □ No evidence of the WBL Coordinator appearing at community functions. □ No evidence of multiple media used to promote CTAE programs. 	<ol style="list-style-type: none"> 1. Copy of the WBL program's marketing plan. 2. Evidence that the marketing plan was implemented. 3. A list reflecting the variety of media included in the plan. 4. Documentation of an employee-employer appreciation function. 5. An agenda or program from a PTA or other community function at which the WBL Coordinator spoke . 			

Standard 23: A plan has been established and implemented to meet the needs of students with disabilities who enter or want to enter into the Work-Based Learning program.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> □ The Work-Based Learning Coordinator and the CTI Coordinator (if applicable) and/or the special education case manager work collaboratively to insure that students with disabilities are served. □ For students that are served under an individualized Education Plan (IEP), eligibility and placement into the WBL program is an IEP committee decision in which the student, parent (if under 18), WBL Coordinator, special education case manager, and CTI Coordinator (if applicable) all play an active role in. □ Students with disabilities are represented on the local advisory committee. □ The <i>Criteria for Placement of Students with Disabilities</i> is understood by all stakeholders and a plan exists to insure application of the criteria. □ The WBL Coordinator consistently provides IEP accommodations to students with disabilities and collaborates with the CTI Coordinator and/or special education case manager throughout the student's enrolment in the program. 		<ul style="list-style-type: none"> □ A plan exists to serve students with disabilities in the WBL program. □ Students with disabilities have equal opportunity to participate in the WBL program. □ Students with disabilities are served in the WBL program. □ The work-site supervisor and/or mentor understands the students' strengths, interests and abilities.. □ CTI students (if applicable) are included in the WBL placements with the WBL Coordinator as the teacher of record and the CTI Coordinator provides special education support. 		<ul style="list-style-type: none"> □ There are no provisions made for students with disabilities to be in the WBL program. □ There are no students with disabilities on WBL placements □ Students are placed into WBL settings without due consideration of the <i>Criteria for Placement of Students with Disabilities</i>. □ The WBL Coordinator and the CTI Coordinator and/or special education case manager do not collaborate in serving students with disabilities in the WBL program. □ The WBL Coordinator does not attend the WBL student's IEP meeting. □ The WBL Coordinator does not play an active role in the potential WBL student's IEP meeting by serving as an active member of the IEP committee in deciding WBL eligibility. 		<ol style="list-style-type: none"> 1. List of students with disabilities in the WBL program. 2. List of advisory committee members which includes representatives for students with disabilities 3. Copy of written plan to include students with disabilities in the WBL program 4. Training Plans, Training Agreements and visitation records that reflect supervision by the WBL Coordinator of any student in a WBL placement that is served by an IEP. . 5. Copy of accommodations / modification for each student served by an IEP is in the WBL Coordinator's confidential files to facilitate implementation (but not referenced in C-NET).

Standard 24: A comprehensive evaluation of the program is conducted annually including follow-up of students and employers to determine the success of the WBL program and compliance with State standards.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> □ The findings from evaluation, follow-up, and surveys are available and used by the teacher-coordinator, administration and advisory council in updating and improving the program. □ The Annual WBL Program Self-Assessment, reflecting program improvements completed and on file with local CTAE system director. □ An improvement plan based on the Annual WBL Program Self-Assessment and the Annual WBL Data Report is used by school administrators and considered when establishing the school-wide improvement plan. 		<ul style="list-style-type: none"> □ Employer surveys are conducted annually concerning the relevance of the work-based learning program. □ Student follow-up surveys are conducted annually. □ Results of these surveys are used for program improvement. □ The rubric provided in the Annual WBL Program Self-Assessment, is completed and on file with local CTAE system director. □ The local advisory committee is actively involved in the evaluation of the work-based learning program. □ Program improvements are planned annually based on the results of the Annual WBL Program Self-Assessment. □ The Annual WBL Data Report required by GaDOE is submitted by each WBL coordinator enrolling students in WBL courses. □ Follow up is conducted on graduates who were previously enrolled in WBL. 		<ul style="list-style-type: none"> □ Employer surveys are not conducted. □ Student follow-up surveys are not conducted. □ There is little or no follow up of graduates who were in the WBL program. . □ Results of these surveys are not used for program improvement. □ There are no records of the Annual WBL Program Self-Assessment, using the rubric provided being conducted. □ The Annual WBL Data Report required by GaDOE is not submitted by each WBL coordinator enrolling students in WBL courses. 		<ol style="list-style-type: none"> 1. Copies of the results of employer surveys. 2. Copies of student follow-up surveys. 3. Evidence of participation in these surveys. 4. Evidence that results from these surveys are shared with the stakeholders and are used for program improvement. 5. Copies of the annual WBL Program Self-Assessment instrument found in the section of the manual. 6. Copies of the completed Annual WBL Data Report, provided by the GaDOE CTAE department. 7. Results of the five year compliance reviews.