

Maryland Work-Based Learning Progress Tracking Checklist



As Maryland school systems and community colleges grow their work-based learning programs, they can use this checklist to track the progress of their efforts. Organized by each of the four phases of Maryland's K-16 work-based learning continuum, the checklist presents for each phase: common work-based learning experiences, career development outcomes, and progress indicators focused on monitoring improvements in student participation and newly available features in work-based learning programs.

These progress indicators align with four outcomes identified in Maryland's review of research into career development:

- Improved personal career awareness
- Enhanced employer engagement and satisfaction
- Improved equitable access to career opportunities, and
- Smooth transitions to next levels of education or work

Leaders of school systems and community colleges may choose how, when, and which of these indicators to implement based on local needs and designs of work-based learning programs.





Grade Level Notes: At each phase of Maryland’s work-based learning continuum, educators introduce distinct experiences. While these experiences may continue throughout formal education, they serve a more supportive rather than central role in later phases of the work-based learning continuum.

Elementary School Work-based Learning (WBL) Experiences

- Brief surveys into students’ personal interests, career ideas, and dreams
- Varied classroom-based activities to help students explore careers of family members, consider career personal interests, understand how different careers serve society, and learn how school paves the way to future careers
- Job talks by employers representing diverse fields across Maryland’s career clusters



Key Outcomes for this phase of the Maryland’s WBL Continuum

- Career Awareness
- Employer Satisfaction

Progress Indicators Checklist: These indicators track the progress that elementary schools and school systems are making in expanding work-based learning experiences focused on developing young students’ career awareness.

Indicators of student participation in elementary WBL experiences

Note: To track equitable access, all student-level data should be disaggregated by demographic groups, free or reduced-price lunch status, geographic location, and WBL experience type.

- % of students participating in two or more elementary WBL experiences¹ (at least one related to learning about career options and one related to understanding personal career interests)
- % of students reporting awareness of a broad number of different types of occupations associated with each of Maryland’s career clusters and recognized by labor economists as experiencing high demand
- % of students receiving personal financial literacy instruction
- % of students reporting awareness of how proficiency in reading/language arts, mathematics, and science supports their qualifications for occupations matched to their interests

Indicators of available WBL program features in elementary schools or systems

- % of schools/school systems offering interest surveys
- % of schools/school systems offering WBL experiences associated with each of Maryland’s career clusters
- % of schools/school systems offering WBL experiences linked with occupations identified as high growth by labor economists
- % of schools/school systems requiring interest surveys
- % of schools/school systems requiring WBL experiences associated with each of Maryland’s career clusters
- % of schools/school systems requiring WBL experiences linked with occupations identified as high growth by labor economists
- % of schools/school systems with employer partnerships and WBL teams that support/review design of WBL experiences

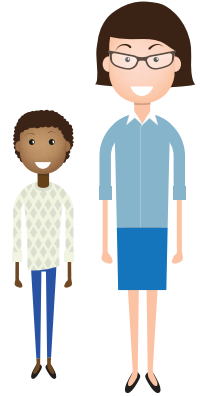
¹ Elementary WBL experiences include: interest surveys (e.g., simple surveys offered by teachers to spark reflection, discussion), role-playing activities, discussions about family occupations, reflections on personal occupational aspirations, financial management training, and job talks by employers from diverse career clusters and high-growth fields..



Grade Level Notes: At each phase of Maryland’s work-based learning continuum, educators introduce distinct experiences. While these experiences may continue throughout formal education, they serve a more supportive than central role in later phases of the work-based learning continuum.

Middle School Work-based Learning (WBL) Experiences

- Structured career exploration lessons in the classroom (e.g., workplace simulations, online career tools that include interest surveys and education planning [e.g., Naviance, Bridges, Career Cruising], job talks by employers)
- Career fairs where representatives of different fields interact with students at the classroom, school, or school system level
- Workplace tours where groups of students visit a local work site
- Job shadows where individual students spend a day observing an adult at work
- Informational interviews between individual students and working adults in various fields



Key Outcomes for this phase of the Maryland’s WBL Continuum

- Career Awareness
- Employer Satisfaction

Progress Indicators Checklist: These indicators track the progress that middle schools and school systems are making in expanding work-based learning experiences focused on helping students explore careers and plan education to pursue careers.

Indicators of student participation in middle school WBL experiences

Note: To track equitable access, all student-level data should be disaggregated by demographic groups, free or reduced-price lunch status, geographic location, and WBL experience type.

- % of students participating in two or more middle school WBL experiences² (at least one related to career planning and one related to educational planning)
- % of students reporting awareness of types of occupations associated with each of Maryland’s career clusters and recognized by labor economists as experiencing high demand
- % of students completing a plan for participating in a CTE program of study or WBL experience in high school based on knowledge gained from work-based learning experiences in middle school
- % of students reporting awareness of how proficiency in reading/language arts, mathematics, and science supports their qualifications for occupations matched to their interests

Indicators of available WBL program features in middle schools or systems

- % of schools/school systems offering access to online career tools
- % of schools/school systems offering WBL experiences associated with each of Maryland’s career clusters

² WBL experiences at the middle school level include structured career exploration lessons, career fairs, workplace tours, job shadows, financial management training, and informational interviews. May also include interest surveys, employer job talks, and classroom career activities, such as role-playing activities, discussions about family occupations, and reflections on personal occupational aspirations.

Career Exploration Phase Checklist continued

- % of schools/school systems offering WBL experiences linked with occupations identified as high growth by labor economists
- % of schools/school systems requiring completion of tasks in online career tools
- % of schools/school systems requiring WBL experiences associated with each of Maryland's career clusters
- % of schools/school systems requiring WBL experiences linked with occupations identified as high growth by labor economists
- % of schools/school systems meeting student participation rates for having a CTE or WBL plan for high school
- % of schools/school systems with employer partnerships and WBL teams that support/review design of WBL experiences



Grade Level Notes: At each phase of Maryland’s work-based learning continuum, educators introduce distinct experiences. While these experiences may continue throughout formal education, they serve a more supportive than central role in later phases of the work-based learning continuum.

High School Work-based Learning (WBL) Experiences

- Counseling of students to plan education and work-based learning experiences
- Job-seeking training to help students find employment
- Career and technical education courses to prepare students for work in specific fields
- Career and Technical Student Organizations (CTSOs) to give students opportunities to learn more about specific fields from professionals
- School-based enterprises (SBEs) to give students experience providing products and services to clients
- Internships to engage students in workplace experiences with mentorship
- Apprenticeships to engage students in structured training experiences that meet certification standards in a field
- Simulated work-based learning in the classroom that involves role-playing and assigned tasks relevant to a workplace
- Industry-mentored capstone projects that engage employers in developing assignments and providing feedback on them



Key Outcomes for this phase of the Maryland’s WBL Continuum

- Career Awareness
- Equity
- Career Readiness
- Employer Satisfaction
- Transition to college and career

Progress Indicators Checklist: These indicators track the progress that high schools and school systems are making in expanding work-based learning experiences intended to prepare students for careers and to pursue education to prepare for careers.

Indicators of student participation in high school WBL experiences

Note: To track equitable access, all student-level data should be disaggregated by demographic groups, free or reduced-price lunch status, geographic location, and WBL experience type.

- % of students participating³ in three or more WBL experiences⁴ (at least one related to personal career interests, one related to work preparation, and one related to job application)

³ WBL participants include students engaged in 1 or more of the following offerings: CTE courses, CTOSs, SBEs, internships, apprenticeships, simulated work-based learning, job-seeking training, job applications, & industry-mentored capstone projects. May also include financial management training, interest surveys (e.g., structured surveys offered through online career tools and school counselors, including tools such as Myers-Briggs Type Indicator, Holland’s Vocational Preference Inventory, Strong Interest Inventory, or Gallup CliftonStrengths), employer job talks, and classroom career activities, such as role-playing activities, discussions about family occupations, and reflections on personal occupational aspirations; and may also include career fairs, workplace tours, employer job talks, structured career exploration lessons, and informational interviews.

⁴ We recommend increasing the requirement for 1 WBL experience for CTE concentrators only, as reflected in Maryland’s Career Technical Education Four-Year Plan, to 3 or more WBL experiences for all students.

Career Preparation Phase Checklist continued

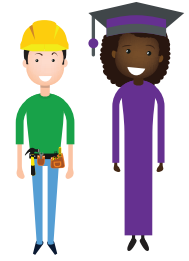
- % of students aware of the different types of occupations associated with each of Maryland's career clusters and recognized by labor economists as experiencing high demand
- % of students receiving personal financial literacy instruction
- % of CTE concentrators and WBL participants achieving satisfactory score on standardized measure of career readiness

Indicators of available high-quality WBL program features in high schools or systems

- % of schools/school systems offering access to online career tools
- % of schools/school systems offering WBL experiences associated with each of Maryland's career clusters
- % of schools/school systems offering WBL experiences linked with occupations identified as high growth by labor economists
- % of schools/school systems requiring completion of tasks in online career tools
- % of schools/school systems requiring WBL experiences associated with each of Maryland's career clusters
- % of schools/school systems requiring WBL experiences linked with occupations identified as high growth by labor economists
- % of schools/school systems with employer partnerships and WBL teams that support/review design of WBL experiences



Grade Level Notes: At each phase of Maryland’s work-based learning continuum, educators introduce distinct experiences. By the time students graduate high school, they should have experienced a wide collection of work-based learning experiences.



Postsecondary Work-based Learning (WBL) Experiences

- Job applications
- Career management training
- Job training

Key Outcomes for this phase of the Maryland’s WBL Continuum

- Employer Satisfaction
- Transition to career
- Equity
- Career Readiness

Progress Indicators Checklist: These indicators track the progress that postsecondary schools and school systems are making in expanding work-based learning experiences intended to help students find and pursue careers.

Indicators of student participation in postsecondary WBL experiences

Note: To track equitable WBL access, all student-level data should be disaggregated by demographic groups, Pell grant status, geographic location, and career center service type.

- % of students using advising and career center services (e.g., course planning, resume and job interview coaching, interest surveys, WBL learning experiences⁵, etc.)
- % of WBL participants receiving satisfactory rating from mentors/clients
- % of students completing job applications for at least 2 different jobs
- % of students completing career management training
- % of CTE concentrators and WBL participants reporting satisfactory learning experience/career readiness after WBL experience
- % of CTE concentrators and WBL participants who earn a credential in a field aligned with Maryland’s career clusters or recognized by labor economists as experiencing high demand
- % of students receiving personal financial literacy instruction

Indicators of available WBL program features in secondary and postsecondary schools

- % of school/school systems offering career center services
- % of school/school systems requiring use of career center services
- % of school/school system meeting benchmarks for employer satisfaction

⁵ WBL experiences at the postsecondary level include job applications, job training, and career and financial management training. May also include interest surveys, employer job talks, and classroom career activities, such as role-playing activities, discussions about family occupations, and reflections on personal occupational aspirations; and may also include career fairs, workplace tours, employer job talks, structured career exploration lessons, informational interviews, school-based enterprises, counseling, internships, apprenticeships, career and technical education, simulated work-based learning, job-seeking training, job applications, and career and financial management training.

Career Seeking and Advancement Phase Checklist continued

- % of school/school systems meeting participation benchmark in job application training
- % of school/school systems meeting benchmarks for ensuring CTE and WBL participants progress toward job applications in their fields
- % of school/school systems meeting benchmarks for completion of career management training
- % of school/school systems meeting benchmarks for WBL participant satisfaction
- % of school/school systems with employer partnerships and WBL teams