connect ED

The National Center for College & Career
Make Potential Exponential

Community Framework

September 2021

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Community Framework

What is the Community Framework?

The Community Framework describes the domains present in communities and regions with systems of high-quality pathways. It articulates the practices that broad-based community leadership teams can undertake to implement and refine community and district connections and collaboration. The Community Framework connects the practices outlined in the Community of Practice Continuums, the District Framework, and the Work-Based Learning System Continuum to show how organizations and different levels of the system can work together to achieve a shared vision. The purpose of the framework is to describe the developmental stages that broad-based community leadership may go through as they deepen pathway implementation and ultimately sustain pathway transformation efforts. The framework also identifies the actions needed to create a community-wide ecosystem for college and career pathways to flourish.

Who should use this resource?

The Framework is designed to be used by an existing cross-sector group(s) of stakeholders such as broad-based coalitions and intermediaries that are involved at the community leadership level in district pathway design and implementation. Community-driven leadership teams can consist of representatives of regional workforce development boards, chambers of commerce, employers (particularly those related to the pathways' career focus), two and four year higher education institutions, school districts (with middle and high school representatives), city and/or county government leaders from departments focused on either workforce or youth issues, parents, and, as appropriate, non-profit organizations that are focused on youth and/or workforce development.

How will we use the Community Framework?

The Framework, in its entirety or on a domain level, can be used by community partners that comprise a broad-based coalition to outline collaborative work, assess the quality of current work, and undertake action planning geared toward ongoing development and continuous improvement. It can also help teams draft regular meeting agendas focused on the data needed to determine impact and refine practices. Additionally, the tool is intended to provide a starting point for a conversation within each community and support improvement efforts for building and scaling college and career pathways. The Framework is critical to sustaining pathways' efforts to convene a collaborative, community-driven leadership team. Implementing the outlined domains will strengthen cross-organizational collaboration and commitment, increasing overall student achievement. The Community Framework has a companion online Community Framework toolkit that provides the support resources, tools, and examples needed to help communities build their capacity in each of the focus areas. For additional support, ConnectED provides professional development to help communities and districts implement the practices outlined in this document.

Find this document along with other key resources at www.connectednational.org

System-Wide Support

Linked Learning is an approach to college and career readiness education that transforms the traditional high school experience by bringing together rigorous academics, a demanding technical education, and real-world experience to help ALL students gain an advantage in high school, post-secondary education, and careers.

ConnectED helps communities develop college and career readiness pathways by recognizing the interdependence inherent in districts and aligning and supporting all levels of the system, from the student and classroom, to the pathway and school, to the district and community.

ConnectED and partner organizations have created a set of tools and resources for each level of the system to help school districts and communities plan, implement, and sustain high-quality pathways. This includes a digital platform and network, ConnectED Studios, at www.ConnectedStudios.org

This is a COMMUNITY resource.

Systems Approach

COMMUNITY

DISTRICT

SCHOOL

PATHWAY

CLASSROOM

College & Career Ready Student

The role of the community in the system is to provide the support and engagement necessary to make real-world connections viable. The community plays an essential role in scaling, sustaining, and achieving maximum college, career, and community preparation. Community collaboration via a cross-sector team representative of K-12 education, post-secondary institutions, workforce, city government, and/or county government, parents, and community-based organizations must work towards a common vision of student success and intentionally align systems, structures, resources, and staffing to ensure ALL students become college, career, and life ready.

Overview

Linked Learning is:	Community teams can be seen:
Leadership Structures	■ Distributing leadership across members. ■ Establishing working groups to effectively implement, manage, and improve pathways. ■ Establishing a work-based learning leadership and operational team. ■ Working across systems to align strategic plans and resources.
Core Values & Beliefs	■ Developing, adopting, benchmarking, and assessing a community-wide graduate profile. ■ Supporting resource development and allocation for pathways. ■ Assuming responsibility for oversight of implementation of pathways. ■ Building the work into their organizational strategic plans.
Equity, Access & Success	■ Acting as visible and public champions for the shared vision. ■ Establishing equity principles and using them to strengthen pathway planning, implementation, and sustaining. ■ Engaging community-based organizations to identify potential barriers to participation and improve supports.
Data & Metrics	■ Demonstrating mutual accountability and commitment to sharing responsibility for student results. ■ Establishing performance- and process-based metrics by which to measure their own effectiveness. ■ Collecting, analyzing, and sharing performance data through established communication strategies.
Learning & Teaching	■ Participating in instructional improvement efforts. ■ Ensuring coherence of learning and teaching across secondary and postsecondary institutions. ■ Implementing processes to support integration of academic, career technical education, and work-based Learning.
Work-Based Learning	■ Leading and establishing processes to manage the work-based learning system. ■ Recruiting and engaging employers to ensure a sustained flow of work-based learning opportunities. ■ Informing improvements in work-based learning placement.
Communication & Messaging	■ Establishing clear communication protocols to ensure consistency of broader region messaging. ■ Developing a long-term, strategic, communication plan.

Overview

Currently, our education and workforce systems are designed separately from one another, resulting in siloed educational and economic systems. This separation often places the responsibility for navigating transitions squarely on the shoulders of the young person. College and career pathways are most effective when leaders from the K–12 system, higher education, two and four year institutions, workforce, and community organizations come together as a broad-based coalition, establishing a common vision for student success, intentionally aligning their systems, structures, staffing, and financial resources.

A broad-based coalition provides a structure and mechanism for representatives from education, higher education, business, and industry to collaborate toward a shared vision of educational and economic equity and success. Broad-based coalitions are able to tend to cross-community work, addressing both educational and economic goals. This is work that at times is beyond the control of a single school district. Ultimately, the goal of broad-based coalitions is to convene, launch, and sustain college and career readiness efforts over time, ensuring that these efforts continue despite inevitable organizational changes. Understanding that every community is unique, their broad-based coalitions may look and sound differently. The structure of a broad-based coalition can vary; however, it consists of three leadership functions. One organization may serve all three functions in one community, whereas in another, these functions may be shared between organizations. What is most important is that the district's college and career pathway efforts are supported by a local broad-based community coalition. The three functions of a broad-based coalition are to provide: Executive Leadership, Operational Working Groups, and Work-based Learning Leadership.

Broad-Based Coalition: Executive Leadership

The broad-based coalition comprises executive- and/or senior-level leaders from across regional institutions, including regional workforce development boards, labor organizations, economic development agencies, chambers of commerce, employers related to the designated pathways (such as health services, Information Technology (IT)), two and four year postsecondary (PS) institutions, high schools (HS) and/or school districts, city and/or county government leaders from departments focused on either workforce or youth issues, parents, and, when appropriate, non-profit organizations focused on youth and/or workforce development.

The primary work of the executive leaders is to inform the school district's vision for college and career pathways. The executive leaders promote participation and involvement across secondary, postsecondary, business, and industry sectors, ultimately leading to a community vision for college and career readiness and equity. Executive leadership makes cross-systems agreements and decisions, develops the conditions (such as political will, systems, resource realignment, staffing allocation, fundraising, and budget alignment) to implement, improve, and sustain a comprehensive pathways system spanning grades 9–16+. Additionally, executive leaders establish metrics for success aligned to the vision, collect data within and across institutions, and use data to continually monitor implementation, informing changes and improvements needed at the systems level to improve both educational and economic outcomes.

Broad-Based Coalition: Operational Working Groups

The operating leadership comprises strategic representatives from regional workforce development boards, chambers of commerce, employers related to the designated pathways (such as health services, IT), two and four year postsecondary institutions, high schools and/or school districts, parents, and city and/or county government leaders from departments focused on either workforce or youth issues. Operating leadership is responsible for the design and day-to-day implementation of college and career pathways, often through forming and managing cross-systems work groups of regional pathways' design and implementation.

Although there are many possible workgroups, the operating leadership focuses on:

- Designing pathways aligned with labor market needs, regional economic development, and community-based interests;

- Developing and aligning programs of study that result in stackable industry-specific credentials and that are aligned to coursework at the postsecondary level;

- Adopting an overall framework and/or characteristics of high-quality learning and teaching within a pathway's context;

- Determining and ensuring access to and attainment of early college/dual credit in each pathway's context;

- Adopting, integrating, and operationalizing a work-based learning (WBL) continuum that spans secondary and postsecondary education in each pathway; and

- Recommending approaches and processes for sustained career advising within the context of each pathway.

Broad-Based Coalition: Work-Based Learning Leadership

Work-based learning (WBL) leadership recruits and convenes key stakeholders from across sectors to design, champion, and hold the vision for integrating work-based learning throughout the pathways' system. The WBL leadership may be a sub-group of the broad-based coalition or a separate entity altogether (such as a work-based learning intermediary or non-profit organization). Their primary focus is to develop the leadership and operational infrastructures needed to implement and scale work-based learning. WBL leadership also engages educators and industry stakeholders to ensure that the WBL is integrated into the school day experience and sequences WBL over time, culminating in rigorous, industry-credential qualifying, learning experiences. To bring work-based learning to scale, serving all students, not a subset of students, all levels of the system must work together, and each level of the system has specific roles and responsibilities for implementing work-based learning. Please see the ConnectED work-based learning toolkit for a complete description of the functions, tasks, and responsibilities of the other levels of the WBL system.

Reciprocal Accountability

The three functions outlined above are important to a high-functioning broad-based coalition. Equally important is reciprocal accountability across the functions of leadership. Each function has a role to play, and the work of one leadership function is deeply intertwined with that of the others. Thus, broad-based coalition meetings must tend to all three functions to make sure that challenges are being addressed and successes are celebrated.

Leadership Structures

To plan, implement, and improve a system of high-quality pathways that address both educational and economic inequities, district and school leaders must partner with the business community, local higher education, two- and four- year institutions, labor unions, community organizations, and parent groups regularly, collaborating to develop a shared vision and take collective ownership for pathway efforts.

To develop community ownership for pathways, clear community leadership structures must be established, outlining cross-system decision-making processes, communication protocols, roles, and responsibilities.

Reflect on Your Practice

- In what ways is the coalition effectively distributing leadership to effectively implement pathways?
- In what ways might the coalition improve the distribution of leadership to enhance our implementation of pathways?

Foundational Steps

- Developing a broad-based coalition team charter outlining purpose, norms, roles, and responsibilities.
- Developing work groups with goals, clear purpose, roles and responsibilities.

C1. Leadership Structures

1 Emerging	2 Developing	3 Advancing	4 Transforming
C1.1 Executive Leadership			
An **informal group of community leaders,** representing executive leaders in different sectors (such as community college presidents, business, and industry CEOs), are convened periodically by the district superintendent or senior leader. Group gathers **to provide input on the district's vision for pathways**.	A **broadened, representative group of community leaders (such as community college president and presidents of chambers of commerce) is convened by the district to** champion district pathways efforts. Community leaders meet with the district a few times a year to be kept abreast of efforts and share institutional updates.	A broad based coalition is convened by the district, **with designated roles and responsibilities as well as clearly defined membership**. Members have defined functions and institutional decision-making authority. **The coalition meets regularly, convenes, and develops working groups.** The coalition leadership supports working groups by making decisions, and addressing institutional barriers, gaps in policy, and program challenges based on recommendations and findings of those implementing pathways efforts.	The broad-based coalition meets **regularly, distributes leadership across members with designated roles and responsibilities**. **The coalition has secured** ample and dedicated funding, allocated stable and reputable staffing, and aligns all work to the community graduate vision. The team is guided by a formalized compact (such as MOU and MOA) among key partners outlining goals for educational and economic change.
C1.2 Operational Working Groups			
An informal group of diverse stakeholders, representing programmatic leaders of different sectors (such as community college deans), **is convened periodically by a specific entity to assist with or problem-solve around a specific part of a pathways system** (such as challenges with dual credit articulation, transitions between secondary and postsecondary).	A **group of stakeholders that meets regularly** has defined its membership and **has agendas focused on problem solving and proactively addressing challenges** within a pathway system.	A formalized and strategic team is convened to effectively implement a district's comprehensive college and career pathway system. The team is organized with clear functions, roles, and responsibilities and has clear work plans. The team meets regularly to implement pathways; the team focuses on redesigning cross-system policies, structures, and practices (such as designing programs of study, developing new dual credit options, and designing HS to PS transition systems) to increase access and opportunity.	A **formalized team is established** that is aligned to **the school district's graduate vision and overall college and career readiness plan**. Members have time dedicated as part of their job description to implement pathway work collaboratively across systems.

1 Emerging	2 Developing	3 Advancing	4 Transforming
C1.3 Work-based Learning Leadership			
Perhaps by default, **one or more organizations are thrust** into a WBL intermediary role.	With intention and some resources, one or more **organizations assume responsibility** for creating a WBL infrastructure and building regional capacity to manage the system.	Fully resourced and qualified, one or more organizations continue to **build their capacity** to manage a WBL system and offer WBL opportunities to a growing percentage of youth.	Ongoing management of the WBL system becomes a **core function** of one or more long-standing organizations, supported by a sustainable funding mechanism.
C1.4 Cross Systems Alignment			
Coalition members regularly meet **to communicate and coordinate high-level** strategic plans across systems.	Coalition members **work together to coordinate institutional strategic and action plans** toward shared educational and economic goals.	The coalition **collaborates to redesign, design, and align systems, structures, policies, and practices across organizations** to meet shared goals and vision.	The coalition has codified agreements and ways of working (such as MOUs, funding, written processes, and protocols) to **sustain pathways efforts** through inevitable organizational transitions.

Core Beliefs and Values

Without shared beliefs and values across the broad-based coalition, inequities can increase, implementation can stagnate, and in moments of transition, pathways can falter. Establishing a shared community vision for success, commitment, responsibility, and ownership for college and career pathways across the broad-based coalition is important for ensuring pathways meet the initial goals and are sustained for the long run.

Reflect on Your Practice

- How have individual organizations on the coalition incorporated their beliefs and values into organization policy and practice in the past? What kinds of agreements and supports helped?
- What is the broad-based coalition's shared vision for student success?
- In what ways does each coalition member display their commitment and ownership for pathways?

Foundational Steps

- Developing and adopting a shared vision for student success, such as a graduate profile defining what students should know and be able to do as a result of their pathway experience.

C2. Core Beliefs and Values

1 Emerging	2 Developing	3 Advancing	4 Transforming
C2.1 Shared Vision for Student Success			
Individual coalition organizations have established a vision for student success and have shared it with other members in the broad-based coalition.	The broad-based coalition has adopted the school district's **graduate profile, defining what students** should be able to do as a result of their pathway experience.	The coalition, in partnership with the school district, has **jointly developed or refined and adopted** a graduate profile and is beginning to align community resources in support of the graduate profile.	The coalition, in partnership with the school district, **aligns community structures, policies, resources, and opportunities to support every child** in the development of graduate profile skills.
C2.2 Shared Commitment			
Individual coalition members demonstrate their commitment by **dedicating time** and making **personal contributions**.	Some individual coalition members have the authority to dedicate **organizational resources** to support pathway implementation and expansion.	All coalition members lead efforts among their constituents to **broaden sector-wide** commitments and investments to support pathway expansion.	All coalition members demonstrate **collective commitment** by taking a lead role in resource development and allocation to support equitable expansion of high-quality pathways.
C2.3 Shared Responsibility			
Some individual coalition members **voluntarily assume key roles** in one or more areas of interest (such as recruiting employers and raising funds).	Most/all coalition members **model** their commitment by assuming **lead roles** in one or more areas of interest/expertise (such as creating a data dashboard, vetting media partners) and involving professional colleagues.	Most/all coalition members **assert their influence** by connecting their employees and colleagues and encouraging them to play active partner roles in expanding pathways.	The coalition collectively assumes ownership of the district's pathways effort, advocating for and making the changes (such as scaling WBL, scaling dual credit offerings) **across systems needed** to scale and implement high-quality pathways.
C2.4 Shared Ownership			
Some individual coalition members own aspects of pathways (such as summer internships and CTE coursework) as a way to address discrete outcomes or community goals (such as improving juvenile crime rates and meeting Perkins requirements).	Most/all coalition members own pathways as a program to address specific K-12 educational outcomes (such as improved attendance). Each organization supports the school district as needed.	Most/all coalition members own pathways as a systemic approach to improving educational outcomes and addressing some community goals. Each organization supports the school district and takes responsibility for portions of the work most connected to their area of authority and responsibility.	The **coalition collectively owns** pathways as a systemic approach to address regional, social, and economic well-being. **Each organization takes responsibility** for its portion of the work, and pathways are reflected in organizational strategic plans.

Equity, Access, and Success

The broad-based coalition works across systems to ensure pathways, by design, will appeal to, engage, and successfully serve any student regardless of his or her prior academic achievement, language proficiency, or post-secondary aspirations. To insure pathways deliver on their promise of equity, access, and success for all students, the broad-based coalition must work across the system actively removing and changing policies, structures, and practices that hinder equity and limit access and success.

Reflect on Your Practice

- In what ways do student equity, access, and success inform the implementation of pathways?
- In what ways does the value of student access guide the coalition's offering of support to pathways and students across the district?
- In what ways is the coalition addressing gaps and structural barriers for students?

Foundational Steps

- Collecting and reviewing data to understand the racial, gender, socio-economic, language, and ability diversity of demographics in the community.
- Identifying access gaps to address through pathway implementation.

C3. Equity, Access, and Success

1 Emerging	2 Developing	3 Advancing	4 Transforming
C3.1 Student Success, Access and Equity			
The coalition develops a **clear vision** of preparing **all students** for college and career success within a defined geographic area or district in alignment with local needs. Conceptually, all members **embrace this vision**.	The **coalition publicly endorses** the vision for all students to become college and career ready. **Some members** serve as visible and public champions within the district. Coalition members identify system-level gaps and barriers that hinder all students from succeeding.	**All coalition members** assert **persistent messaging** to ensure ongoing stakeholder support for pathway expansion as the **primary strategy** for improving student outcomes. The coalition develops plans to address gaps and barriers to improve student success, particularly for historically marginalized students.	**Guided by a comprehensive communication and implementation plan, coalition members use consistent language** as they act as visible and public champions for their shared vision. The coalition continually assesses gaps and barriers, refines plans to address gaps, and anticipates unintended consequences of system change.
C3.2 Equity Principles			
The coalition **implements pathways without tending to the principles of equity and access**. Pathways are not intentionally designed to improve the student success of historically marginalized students.	Planning and design addresses some equity and access gaps by identifying structural barriers for student access.	The principles of **equity and access serve as a through** line in pathway development, implementation, and associated **planning to address** gaps and barriers that will improve student access and success, particularly for historically marginalized students.	The principles of **equity and access serve as a through line** in pathway development, implementation, **and associated planning to address** gaps and barriers that will improve student success, particularly for historically under-served students. Team **regularly discusses issues of equity and access** and designs current and future programming to address.
C3.3 Student Supports			
Each coalition organization is **individually responsible** for engaging community-based organizations to develop partnerships to support student needs.	The coalition collectively **engages community-based organizations that are traditionally involved in pathways** efforts to determine student needs and wraparound supports.	The coalition **engages community-based organizations that have not historically been involved** in pathways planning to determine community and student needs for particular wraparound supports, as well as to identify potential barriers to participation or success.	The coalition **engages community-based organizations that have not historically been involved** in pathways planning to determine community and student needs for particular wraparound supports, as well as **to identify potential barriers** to participation or success and **works to improve** supports based on student need.

Data and Metrics

Leaders commit to regular examination and ongoing improvement of pathway quality, with the objective of moving each pathway to a high level of quality. Pathway improvement is directly aligned with and measured by student outcomes related to a set of college, career, and community readiness indicators.

Reflect on Your Practice

- How has the coalition or individual organizations on the team used data to inform practice in the past?
- What kinds of data sets will be most useful in helping the coalition assess progress toward its shared vision?

Foundational Steps

- Sharing jointly agreed upon performance metrics aligned to the coalition's vision for student success.
- Collecting and discussing an initial set of indicators and using them to guide the next steps.

C4. Data and Metrics

1 Emerging	2 Developing	3 Advancing	4 Transforming
C4.1 Shared Accountability			
The **coalition discusses** the educational, social/emotional, economic, and other indicators they would **expect to impact** as a result of implementing a system of college and career pathways, potential **realistic targets**, as well as the respective roles each leader and organization might play in gathering data and supporting progress toward the indicators.	The coalition establishes an **initial set of indicators** to measure the success and impact of pathways (such as traditional education measures, assessment of student and parent satisfaction, and indicators of social and emotional well-being) and identifies a process to gather and record baseline data for each of the identified indicators.	The coalition leadership confirms the educational indicators, **adds indicators of higher education attainment, community social and economic wellbeing** (e.g., community college credits earned, incidents of juvenile crime, youth unemployment rates, youth voter registration rates), and creates cross-organizational **data sharing agreements** to develop a **data dashboard** that represents a broader set of success indicators.	The coalition implements a pathway data dashboard, data collection, data reporting processes, and communication strategies. At regular intervals, the coalition **publicly shares progress** on the indicators to demonstrate mutual accountability and commitment to sharing responsibility for results.
C4.2 Shared Metrics			
The coalition has **not yet established performance-and process-based shared metrics** to gauge effectiveness.	The coalition **establishes shared performance metrics** by which to measure their effectiveness.	The coalition **establishes performance- and process-based metrics** by which to measure their effectiveness for **multiple time horizons** (e.g., one year, five years, 10 years).	The coalition establishes **performance- and process-based metrics by which to measure their effectiveness** for multiple time horizons (e.g., one year, five years, 10 years) and **closely monitors progress, adjusting plans as needed**.
C4.3 Communication of Data			
Each organization within the coalition **individually collects and reports on data**.	The coalition **collects, reviews, and shares data internally** across organizations.	The coalition collects **data across systems**, and associated communication strategies are established to share progress regularly and **publicly on the performance metrics in the short- and medium-term as it pertains to pathway implementation** and in the longer-term to community and economic well-being.	The coalition **leadership collects reports on data across systems, and associated communication strategies** are established to share progress regularly and publicly on the performance metrics in the **short- and medium-term as they pertain to pathway implementation and in the longer-term to community and economic well-being, adjusting as needed**.

Learning and Teaching

For pathway implementation to impact student outcomes, the community must support the district with the implementation of the teaching pedagogy and practices needed to ensure every student progresses toward the competencies described in the Graduate Profile. The coalition supports the district in organizing and aligning high-quality systems for curriculum, assessment, instruction, and professional development.

Understanding that pathway quality requires significant changes to learning and teaching, the community coalition must actively support school districts in making changes such as building coherence across district initiatives and integrating traditionally siloed content areas and learning experiences.

Reflect on Your Practice

- What experience has the coalition or individual organizations on the team had with inquiry or project-based learning?
- Based on prior experience, how has organization self-assessment, employee self-assessment, or peer assessment influenced engagement and advancement?

Foundational Steps

- Identifying key industry or post-secondary standards, materials, and equipment pathway programs should be aware of.
- Scheduling time to collaboratively plan and integrate with industry-aligned pathways.

C5. Learning and Teaching

1 Emerging	2 Developing	3 Advancing	4 Transforming
C5.1 Instructional Leadership			
Core content standards serve as the primary definition of high-quality learning and teaching. Some content areas or schools may have established a specific set of instructional moves, instructional strategies, and/or instructional expectations to be implemented across classrooms.	A **guiding framework and/or definition of the characteristics of high-quality** learning and teaching (such as the Behaviors of Learning and Teaching Framework) is **adopted** across the district/school/pathway and supported by the coalition.	The coalition supports the district's **efforts to fully implement a guiding framework of high-quality** learning and teaching and provides additional resources (such as staffing and finances), as needed.	The coalition supports the district's efforts to **continuously improve instruction** by participating in instructional improvement efforts as needed.
C5.2 Instructional Coherence			
The school district has **begun to identify** instructional strengths, gaps, and areas of alignment and misalignment across the school district system and shared findings with the coalition.	The coalition supports the school district **to actively address** gaps and systems misalignment to increase instructional coherence across the district.	The district, with coalition support, **has developed a common vision of instructional coherence and is actively supporting** policies, structures, budgets to support, and practices to support instructional coherence.	The district, in partnerships with the coalition's higher education institutions, initiates **and insures collaboration and coordination** related to strategies for learning and teaching across secondary and postsecondary institutions.
C5.3 Instructional Integration			
Coalition members **support the integration** of academic, Career Technical Education (CTE), and WBL on an **ad hoc basis** and as requested by **individual schools and pathways**.	Coalition **members work with the school district, schools, and pathways** to support the integration of academic, CTE, and WBL based on the expressed needs of the district. The coalition and district have **established systems for coordination and communication**.	The **coalition and the school district work in close partnership** to ensure every pathway integrates academics, CTE, and WBL into the school day. Together, the **coalition and district establish systems for integration** (teacher professional learning such as externships, support teacher teaming, partnerships, etc.).	The coalition has **implemented and sustained the systems and structures** (teacher teaming, teacher allocation, partnerships with business/industry, MOU's, agreements, etc.) to support academic, CTE, and WBL integration aligned to pathway career themes and graduate vision.

Work-Based Learning

To effectively implement work-based learning (WBL) as a critical component of college and career pathways, the coalition may establish a specific entity to manage all the elements needed. Although there are many components needed to scale and fully implement work-based learning, the broad-based coalition plays an important role in developing the systemic conditions for WBL. This section identifies the main leadership conditions a broad-based coalition needs to tend to. However, the domains will not fully bring WBL to life without also tending to other components of WBL. For a complete overview of the leadership and operational components of a WBL delivery system, please see the Work-Based Learning System Continuum and accompanying toolkit.

Reflect on Your Practice

- What is the coalition's experience with the industry themes adopted across the district?
- How has the coalition supported the integration of industry standards, skills, or perspectives into lesson plans in the past?

Foundational Steps

- Defining roles and responsibilities for implementing specific aspects of work-based learning.
- Developing an online database system to track and monitor organization participation in work-based learning continuum experiences.

C6. Work-Based Learning

1 Emerging	2 Developing	3 Advancing	4 Transforming
C6.1 WBL Leadership			
Perhaps by default, **one or more organizations are thrust** into a WBL intermediary role.	With intention and some resources, one or more **organizations assume responsibility** for creating a WBL infrastructure and building regional capacity to manage the system.	Fully resourced and qualified, one or more organizations continue to **build their capacity** to manage a WBL system and offer WBL opportunities to a growing percentage of youth.	Ongoing management of the WBL system becomes a **core function** of one or more long-standing organizations, supported by a sustainable funding mechanism.
C6.2 Employer Engagement			
Employers are engaged informally in early WBL experiences (guest speakers, career days, etc.). Limited processes and tools are in place to support the development of relationships between educators and employers. A simple **database is used to** track employer participation and/or interest in providing WBL opportunities.	**Partially formalized processes and tools are** used to recruit and engage employers to create, design, and implement opportunities along the WBL continuum. Processes and tools support the development of relationships between educators and employers. A **database is used to connect** educators and employers and to gather data on WBL experiences.	**Formalized processes, protocols, and tools** are used to recruit employers, based on pathway needs aligned to regional labor/workforce data analysis. Processes and tools support the management of relationships between educators and employers. A **well-established database** is used to foster relationships between educators and employers and to improve the quality of WBL experiences.	Regional businesses or economic development organizations **routinely recruit and engage employers** (i.e., embedded into their membership structure) to ensure a sustained flow of WBL opportunities. Processes and tools are in place to sustain high-quality partnerships between educators and employers. A **well-established and refined database is used to improve employer engagement** and ensure high-quality WBL experiences.
C6.3 WBL Continuous Improvement			
Anecdotal feedback about student and employer WBL experiences informs improvement. WBL student outcomes are defined, but progress toward outcomes is not yet monitored.	Evaluation criteria are established to measure the effectiveness of student and employer WBL experiences; data collection is not systematic. Efforts are made to improve WBL student outcomes and employer expectations.	Established **metrics inform a system** for regularly **tracking data that can inform** program improvement. Data are used to inform program improvement with regard to improving student outcomes and employer expectations.	**Progress monitoring and data review are systematized to inform program improvement.** Data are used to enhance employers' return on investment, students' skill attainment and certifications, and system design.

Communication and Messaging

Given that the broad-based coalition is composed of representatives from individual organizations, each with their own unique perspective and connection to pathway implementation, it is important for the broad-based coalition to develop a unifying common communication and messaging plan and strategy. Communication should be both one-way (from the coalition to the community) and two-way (back and forth between the community and the coalition) to ensure that pathway implementation is continually meeting the ever-changing needs of the community and is informed by members of the community, such as educators, parents, and students.

Reflect on Your Practice

- What communication resources can each organization leverage to support the development of a common communication strategy?
- In what ways can the coalition establish two-way communication processes to seek input from the broader community on overall pathways implementation?

Foundational Steps

- Creating common communication messages and materials.
- Determining a process to help the coalition clarify the roles and responsibilities of each organization in the group.

C7. Communication and Messaging

1 Emerging	2 Developing	3 Advancing	4 Transforming
C7.1 Communication Protocols			
The coalition **responds to** communication challenges in an ad-hoc manner.	The coalition **establishes communication processes** so that each organization messages pathways information consistently.	The coalition **establishes clear communication protocols to ensure consistency** of messaging to the broader region/communities.	The coalition **establishes clear communication protocols to ensure consistency** of messaging to the broader community and **regularly revises and updates protocols** to be responsive to community messaging needs.
C7.2 Shared Messaging			
Each coalition member is responsible for **communicating and messaging** to their **individual stakeholders**.	The coalition **generates communication materials vetted** by secondary, postsecondary, employer, and workforce partners.	The coalition works across secondary, postsecondary, employer, and workforce **partners in the development of communication and messaging materials**.	The coalition works with secondary and postsecondary employers and workforce **partners to develop a long-term strategic communication plan**.

Glossary

Community of Practice	A designated time for people with similar work to come together and share their learning and problem-solve their challenges collectively. The Community of Practice sessions can take place at the pathway level during common planning or at any other level of the system including at the cross-district or community level.
Integrated Multidisciplinary Project	A high-quality **integrated project** brings together multiple academic and technical disciplines to create deep and meaningful learning experiences for students. Integrated projects reflect differentiated, collaborative, and individualized curriculum, and in a Linked Learning context asks students to demonstrate the skills, knowledge, and behaviors authentic to an industry sector. When working on integrated, multidisciplinary projects, students are charged with finding viable solutions to real problems, or with achieving specific individual or group outcomes, through horizontally-aligned units of instruction. These instructional units often lead students through multiple steps, assignments, and subject-specific performance tasks, and ultimately culminate in a student product or performance.
Internal Coherence	A school's (or district's) capacity to engage in deliberate improvements in instructional practice and student learning across classrooms over time, as evidenced by educator practices and organizational processes that connect and align work across the organization (SERP, 2014).
Learning Outcome	The academic knowledge, behaviors, and skills that students are expected to learn and demonstrate. Learning outcomes can be created for a specific lesson, task, or project; for a course; or for a student's career in a pathway or school.
Pathway Team	Teachers and affiliated support staff with students in common who regularly meet to plan and implement curriculum, instruction, and assessment as well as the pathway events and other activities.
Performance Assessment	A form of assessment that requires students to perform a task rather than select an answer from a ready-made list. This activity requires students to construct a response, create a product, provide a service, or perform a demonstration. The more it reflects a situation or process used by adults in the world beyond the classroom, the more authentic it is.
Postsecondary Alignment	Aligning a high school pathway's learning outcomes, curriculum, benchmarks, and indicators of progress with that of a similar pathway at the 2–4 year college level. This work can also be supported by offering courses that are either (1) **Dual** enrollment: simultaneous enrollment in a college course offered off-campus. (2) **Articulated** enrollment: enrollment in a high school course on campus taught by a high school teacher that has credits which have been approved at the high school and college level. There is a formal articulation agreement in place between the high school and the college. These course offerings can increase the college-going and college graduation rate for students.

Program of Study	A 3–4 year, full day, schedule of courses that specify a pathway's educational offering. The program includes the career technical education (CTE) sequence of courses or technical core, the core academic courses needed for graduation, a continuum of work-based learning opportunities by grade-level, and may include integrated projects listed by grade level. The Program of Study may also include postsecondary preparation experiences as well as articulated courses. The program of study is designed to help students attain agreed upon learning outcomes in a structure that provides long-term relationships leading to attuned personalization, depth of knowledge, and college and career readiness goal achievement.
Site Leadership Team	Designated teachers, school site leaders, counselors, other staff, and partners who regularly meet and have responsibility for the overall management and improvement of pathways.
Student Internship	Students engage in work-based learning at an industry location applying the industry skills they have acquired in an actual workplace setting.
Teacher Externship	A learning opportunity for teachers working in pathways that allows them to visit industry partners work sites and validate the pathway student learning outcomes, learn about the work environment, observe daily tasks, and bring back work examples and project ideas. This helps teachers to create authentic learning experiences for students.
Wall-to-Wall	Indicates when a high school is only offering pathway enrollment options. Students who attend the high school must also select one of the college and career readiness pathways at the school. Many districts have high schools requiring enrollment in a pathway and high schools that are not wall-to-wall where students can choose to enroll in a pathway or opt for a traditional learning experience with the standard set of courses.
Work-based Learning	An instructional strategy that allows students to interact with industry professionals, other than their teacher and which provides hands-on, real-world, practical application of their learning experiences. Designed correctly, work-based learning can help students achieve the pathway student learning outcomes and industry certifications.

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Community Framework