

21st Century Workforce Development

N/A	Unacceptable	Acceptable	Recognized	Exemplary
	Leadership opportunities are not available to students.	Student leadership opportunities are available to students in the upper grades only.	Student leadership opportunities are available for students at each grade level.	Multiple student leadership opportunities are available for students at each grade level.
	The campuses do not employ strategies that promote college and career readiness	The campuses employ two to three strategies that promote college and career readiness (i.e., mentors, career day, college awareness week, etc.)	The campuses employ three to four strategies that promote college and career readiness (i.e., mentors, career day, college awareness week, etc.)	The campuses employ five or more strategies that promote college and career readiness (i.e., mentors, career day, college awareness week, etc.)
	The campuses have no active student organizations.	The campuses have one or more active student organizations.	The campuses have two or more active student organizations.	The campuses have three or more active student organizations.
	Students are not provided integrated instructional opportunities that build capacity for a 21st Century work force.	Students are provided monthly integrated instructional opportunities that build capacity for a 21st Century work force (i.e. AP classes, technology, project-based learning, etc.)	Students are provided weekly integrated instructional opportunities that build capacity for a 21st Century work force (i.e. AP classes, technology, project-based learning, etc.)	Students are provided daily integrated instructional opportunities that build capacity for a 21st Century work force (i.e. AP classes, technology, STEM, project-based learning, etc.)
	The campuses do not provide embedded soft skills acquisition in course work.	The campuses provide embedded soft skills acquisition in at least one area of course work. (public speaking, peer collaboration, problem solving, etc.)	The campuses provide embedded soft skills acquisition in most course work. (public speaking, peer collaboration, problem solving, etc.)	The campuses provide embedded soft skills acquisition in all course work. (public speaking, peer collaboration, problem solving, etc.)

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	Career exploration and career options opportunities are not available for students.	Career exploration opportunities are available in one grade level (including but not limited to an online career interest survey, guest speakers, research projects, hands-on experiences, and field trips).	Career exploration opportunities are available in upper grade levels (including but not limited to online career interest surveys, guest speakers, research projects, hands-on experiences, and field trips).	Career exploration opportunities are available in all grade levels (including but not limited to Naviance, online career interest surveys, guest speakers, research projects, hands-on experiences, and field trips).
	The secondary campuses do not offer Pre-AP coursework for students to advance academically.	The secondary campuses offer at least two Pre-AP courses for students to complete prior to high school and advance academically.	The secondary campuses offer at least four Pre-AP courses for students to complete prior to high school and advance academically.	The secondary campuses offer six or more Pre-AP courses for students to complete prior to high school and advance academically.
	CTE course offerings in at least 4 career clusters are available to students relating to postsecondary career opportunities.	CTE course offerings in 5 - 9 career clusters are available to students relating to postsecondary career opportunities.	CTE course offerings in 10 - 13 career clusters are available to students relating to postsecondary career opportunities.	CTE course offerings in 14 - 16 career clusters are available to students relating to postsecondary career opportunities.
	Less than 3 dual credit opportunities are available to students at the 11th and 12th grade levels.	Four to six dual credit opportunities are available for students at the 11th and 12th grade levels.	Seven to nine dual credit opportunities are available for students at the 11th and 12th grade levels.	Ten or more dual credit opportunities are available to students at the 11th and 12th grade levels.

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	Students have no interaction with college representatives or to visit college campuses.	Students have very little opportunities for interaction with college representatives and to visit college campuses.	Students have some opportunities for interaction with college representatives and to visit college campuses.	Students have numerous opportunities for interaction with college representatives and to visit college campuses.
	There are no opportunities for certifications/licenses available to CTE students.	At least 4 certifications/licenses are available for CTE students.	Five to nine certifications/licenses are available for CTE students.	Ten or more certifications/licenses are available for CTE students.
	JROTC is either not available or has an enrollment of 49 or less at the high school level.	JROTC enrollment is between 50 and 99 students at the high school level.	JROTC enrollment is between 100 and 125 students at the high school level.	JROTC enrollment is greater than 125 students at the high school level.
	There are no Career and Technical Student Organizations available to students.	At least two Career and Technical Student Organizations are available to high school students of all grade levels.	Three to four Career and Technical Student Organizations are available to high school students of all grade levels.	Five to six Career and Technical Student Organizations are available to high school students of all grade levels.
	There are no program offerings available for students related to a skilled workforce. i.e. auto mechanics, cosmetology, culinary, welding, etc.	At least 4 program offerings are available for students related to a skilled workforce. i.e. auto mechanics, cosmetology, culinary, welding, etc.	Five to nine program offerings are available for students related to a skilled workforce. i.e. auto mechanics, cosmetology, culinary, welding, etc.	10 or more program offerings are available for students related to a skilled workforce. i.e. auto mechanics, cosmetology, culinary, welding, etc.
	Students are not offered the opportunity to interact with community/business partners to prepare them for future workforce careers.	Students have limited opportunities to interact with community/business partners to prepare them for future workforce careers.	Most students are offered the opportunity to interact with community/business partners to prepare them for future workforce careers.	All students are offered the opportunity to interact with community/business partners to prepare them for future workforce careers.

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Rating Rubric

4	A	Exemplary	This indicator is evident in a variety of ways throughout the school. The practice described is clearly a part of the school's culture and is demonstrated at a high level in both quality and frequency.
3	B	Recognized	This indicator has clear evidence of existence in the school and is consistently practiced in many places. There is room for growth in either quality or frequency.
2	C	Acceptable	There is some evidence of this indicator in the district but the evidence indicates that the practice is far from standard procedure and has clear room for improvement in both quality and frequency.
1	D	Unacceptable	There is very little evidence that this indicator is in place with the school.
0	F	Unacceptable	There is no evidence that this indicator is in place with the school.

Final Program Rating: _____