

LTW Continuum of Essential Program Elements

DRAFT LTW CONTINUUM OF ESSENTIAL PROGRAM ELEMENTS (CEPE) - 2022-2023

WELL-DEVELOPED	OVERALL		
	PROFICIENT	DEVELOPING	UNDERDEVELOPED
Collaboration and communication			
1. The Principal and Program Director form a collaborative leadership team grounded in a shared vision of supporting student outcomes. Strong systems and structures are created to facilitate seamless delivery of student support services.	The Principal and Program Director form a collaborative leadership team grounded in a shared vision of supporting student outcomes. Systems and structures are created to facilitate delivery of student support services.	The Principal and Program Director struggle to work collaboratively due to staff schedules, communication breakdown or other challenges.	The Principal and Program Director work in isolation.
2. Highly-developed systems and structures are in place for delivering services for students in every service area.	Systems and structures are in place for delivering services for students in every service area.	Systems and structures are inconsistent across service areas.	Systems and structures are ineffective or non-existent.
3. Cross-functional teams across all service areas level to effectively attend staff.	Cross-functional teams meet across all service areas.	Teaming exists, but it is not always cross-functional and may rely heavily on either CBO or DOE staff.	CBO and DOE staff are working in isolation.
4. Innovative calendar service voice.			

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WELL-DEVELOPED	ENROLLMENT, STUDENT SUPPORT SERVICES & ENGAGEMENT		
	PROFICIENT	DEVELOPING	UNDERDEVELOPED

WELL-DEVELOPED	Student recruitment and enrollment support		
	PROFICIENT	DEVELOPING	UNDERDEVELOPED
1. School thinks creatively about recruitment and enrollment (i.e. placing ads in local papers, QR codes on an outdoor banner) and has a system for reviewing enrollment data and uses data to inform the enrollment plan. Recruitment is an ongoing process.	School strategies to recruit and enroll students in response to enrollment numbers and trends. Has a system for reviewing enrollment data and uses data to inform the enrollment plan. Recruitment is an ongoing process.	Relies on a limited number of strategies to recruit and enroll new students. Recruitment efforts primarily take place in the summer.	Operates well below expected enrollment numbers.
2. School views enrollment has clearly defined enrollment criteria that are understood by DOE and CBO staff and are reviewed with all potential students and families.	School has clearly defined enrollment criteria that are understood by DOE and CBO staff and are reviewed with all potential students and families.	School shifts enrollment criteria based on numbers.	School does not have consistently applied or communicated enrollment criteria.
3. School has a comprehensive intake process that involves students, families, their assigned advocate counselor, and other key DOE and CBO staff members to initiate relationship building and communicate expectations from the very beginning.	School has a defined set of intake activities that all students and families participate in upon enrollment. The process involves both DOE and CBO staff.	School has an inconsistent intake process that may not include families or caretakers and/or does not include both DOE and CBO staff.	School has not defined the essential activities for intake. DOE and CBO staff work in isolation to onboard new students.

WELL-DEVELOPED	Attendance support services		
	PROFICIENT	DEVELOPING	UNDERDEVELOPED
4. DOE and CBO staff systematically track and respond to weekly attendance trends to differentiate attendance interventions. Staff can demonstrate the impact of their interventions.	Thoroughly and systematically tracks attendance and responds to shifts at the individual student level. Staff can demonstrate the impact of their interventions.	Relies primarily on a limited number of strategies to address student attendance (i.e. daily calls) and cannot consistently demonstrate the impact of their interventions. Staff does not consistently review attendance data as a team.	Lacks consistent strategies for addressing attendance and reviewing data; has not made progress with attendance improvement efforts.

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WELL-DEVELOPED	COLLEGE & CAREER EXPLORATION & POSTSECONDARY READINESS		
	PROFICIENT	DEVELOPING	UNDERDEVELOPED

WELL-DEVELOPED	College & Career Exploration (CCE)		
	PROFICIENT	DEVELOPING	UNDERDEVELOPED
1. Has an innovative and strategic system from intake to graduation for exposing students to a variety of careers/industries through career assessments, guest speakers, career days, etc. and aligns careers to academics.	Has a clear strategy for exposing students to careers through career assessments, guest speakers, and career days, and aligns careers to academics.	Exposes students to careers through a handful of random, ineffective, or limited one-off activities.	Does not provide meaningful exposure to careers.
2. Has an innovative and strategic system for exposing students to a variety of post-secondary options, including 2- and 4-year colleges (college trips), career training, military, public service, and employment.	Has a clear strategy for exposing students to post-secondary options, including 2- and 4-year colleges (college trips), career training, military, public service, and employment.	Postsecondary exploration is generic and not aligned to student interests or needs.	Does not provide meaningful exposure to college or careers.
3. Dedicated and embedded time for students to prepare for postsecondary life.	Prepares students for postsecondary life.		

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WELL-DEVELOPED	WORK-BASED LEARNING		
	PROFICIENT	DEVELOPING	UNDERDEVELOPED

WELL-DEVELOPED	Student internships		
	PROFICIENT	DEVELOPING	UNDERDEVELOPED
1. Offers employability skills sessions before students are placed in an internship. Sessions may include industry-specific skills aligned to students' placements.	All students participate in employability skills sessions before they are placed in an internship.	Students may begin internships without completing employability skills sessions.	Employability skills sessions are not part of the internship program.
2. The criteria and guidelines for applying for/participating in an internship are communicated to students, staff and families on a regular basis in clear, simple language. There is a formal onboarding process that is fully documented, collaboratively developed with school leaders, and shared with all staff working in the school.	School provides clear, written guidelines for internship participation that are communicated to all stakeholders. There is a formal onboarding process which is fully documented and shared with school leaders and all staff working in the school.	School does not communicate clear guidelines and criteria for participation to all stakeholders. Has students who start all internship programs but do not complete them. There is a loosely structured onboarding process, which may not be clear to students and school staff.	Internship requirements and expectations are not clearly defined for students, school staff and/or site supervisors. Students do not participate in a clear onboarding process before starting their internships.
3. Communicates internship placement and any updates to all stakeholders, actively engages families/caretakers beyond approval for participation, and connects with teachers/advocates so that internship builds towards students postsecondary plan and is connected to their academics.	Communicates internship placement information to all stakeholders (i.e. site location, hourly pay, # of hours), engages families/caretakers (including getting approval for participation for students under 18), and ensures internship does not conflict with academic responsibilities.	Internship coordinator keeps a record of all internship placements and schedules but this information is not shared with all stakeholders. Notifies families/caretakers of internship placement information but does not require approval before students are placed.	School keeps inconsistent records of student internship placements. Does not communicate internship placements to families/caretakers.
4. All internship placements are recorded on the school's LTW dashboard on the student stipend tab on a monthly basis.	All internship placements are recorded on the school's LTW dashboard on the student stipend tab when the internship coordinator has time to do so.	Internship placements are not regularly updated on the school's LTW dashboard.	The school's LTW dashboard student stipend tab is blank.
5. Internship placements are aligned to student interests and skill level (i.e. number of hours offered, placement in or out of the school).	Internship placements are loosely aligned to student interests and skill level.	Internship placements are assigned without attending to student interests and skill level.	School does not offer a variety of internship placements that can be matched to student interests and skills.