







Principal's Guide to Career Readiness for All Students

EVERYONE GRADUATES CENTER

Acknowledgements

This publication, designed to support our nation's high school leaders, is drawn from the insights and experiences of the Career Focus Task Force, a group of practitioners and educators from around the country who gave generously of their time over a nine-month period to collectively identify what it will take to provide all of the nation's students with the exposures, experiences, applications, and certifications for them to graduate high school career ready on a pathway to adult success. It also builds on all the wisdom for all who have participated in the Pathways to Adult Success learning community and the On-Track to Career Success project over the past eight years. Finally, it was brought to life through the tireless, skilled, and passionate efforts of the Everyone Graduates Center team that worked to organize the work and disseminate its learnings.

Career Focus Task Force members included Austin Estes at the Education Strategy Group; John Green of JPG Performance Consulting in Georgia; Jeremy Greenfield at JobsFirst NYC; Rich Harrison of the Lighthouse Charter Schools in East Oakland, California; Farah Jimenez of the Philadelphia Education Fund; Taylor Pratt at Achieve Atlanta; Tracy Templin of the National Louis University in Chicago; Joel Vargas, formerly at Jobs for the Future; Candace Villanueva of PrepKC (Kansas City); and BJ Watts at the Evansville-Vanderburgh School Corporation in Indiana; as well as Jeri Crispe, Gregg Howell, Ann Maouyo, Charlene Pryseski, Michelle Starnes, and Maria Waltemeyer of the Everyone Graduates Center.

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Today's young people live in a rapidly changing world offering career opportunities that are very different from those their parents knew. There has never been a greater need for schools to play a crucial role in broadening students' exposure to the world of work, helping them discover potential career pathways based on their personal strengths and interests, and nurturing the skills and confidence needed to navigate a vast and complex array of opportunities and challenges.

A **recent report** published by the Commission on Purposeful Pathways notes that while 78% of today's students consider it important to make career plans by the time they graduate high school, only 13% feel prepared to do so. As the Education Strategy Group report ***Forging Futures*** explains, while almost all states and school districts have invested heavily in career preparation initiatives in recent years, "Too few students actually do access the full constellation of interconnected pathways experiences—including work-based learning, early college credits, and credentials of value—that prepare them for the range of opportunities that await them after high school." The report continues, "States and localities have spent the last decade building the necessary infrastructure to enable pathways experiences; the next decade must deliver a coherent, interconnected set of experiences for **all** students."

This guide is designed for school principals seeking to move from theoretical career readiness—or career readiness that benefits a small subset of students—to providing high-quality, relevant career experiences for all students. It focuses on creating goals that are ambitious yet realistic, ensuring sustainable progress without causing staff burnout. The guidelines arose as an extension of the Johns Hopkins Everyone Graduates Center's Pathways to Adult Success program, and are the fruit of a series of conversations of the EGC Career Focus Task Force, a group of seasoned practitioners from different sectors around the nation who graciously shared their insights and expertise (see full list on last page).

4-Phase Framework

Phase 1
Assess & Strategize

Phase 2
Set Meaningful & Attainable Goals

Phase 3
Implement Plans

Phase 4
Monitor, Evaluate & Celebrate Success

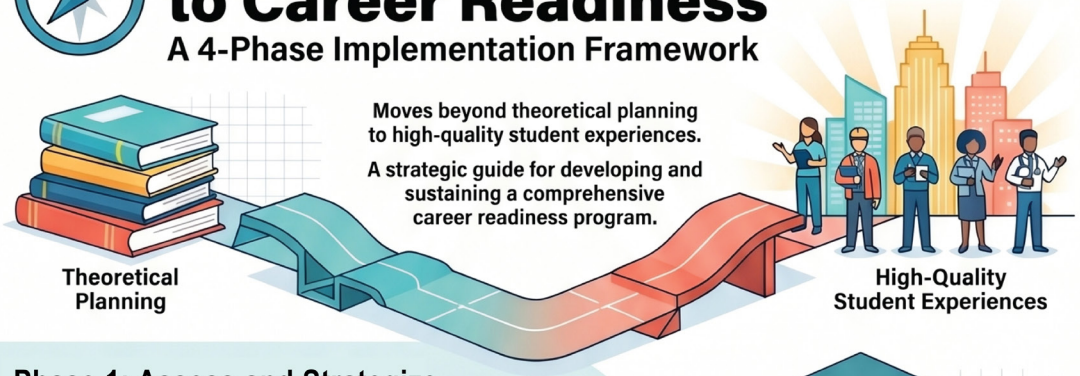
Each phase contains charts which highlight

- Activities,
- Goals to pursue, and
- Questions to ask at each step of the process.

All phases are designed to help develop a more robust, comprehensive career readiness program for your school in a format meant to be accessible and user-friendly. While it does not provide a step-by-step how-to for each activity, the resource links offer further detailed guidance, practical examples, and case studies.

The Principal's Roadmap to Career Readiness

A 4-Phase Implementation Framework



Phase 1: Assess and Strategize



Evaluate Current Offerings and Student Interest
Conduct a thorough audit of current career-related courses and survey student interests to identify gaps in engagement and employability skills.

Engage Local Employers and Higher Education
Build relationships with chambers of commerce and college to analyze local team cohort data and identify high-growth industries.

Build a Leadership Team with a "Champion"
Identify a dynamic leader with the energy and competence to serve as the program champion, supported by a small team of committed stakeholders

Phase 2: Set Meaningful and Attainable Goals

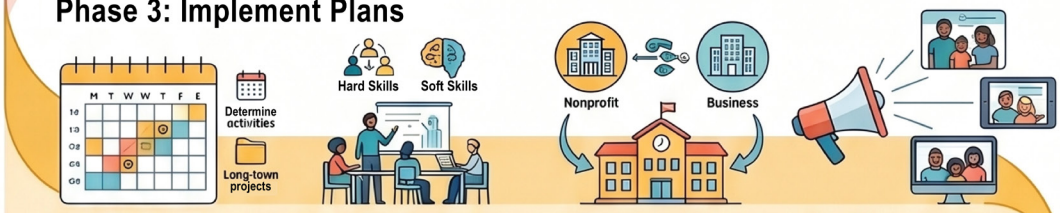


Identify Data-Driven Outcomes
Define success through measurable metrics such as increased CTE enrollment, pathway completion rates, and industry certifications.

Align Goals with Staff and Material Resources
Ensure program objectives are realistic by verifying available instructor capacity, budget, specialized equipment, and scheduling flexibility.

Establish a Continuous Improvement Cycle
Create a sustainable loop of action, evaluation, and adaptation to ensure the program remains relevant to shifting business trends.

Phase 3: Implement Plans



Prioritize Career-Focused Courses
Determine which short-term and mid-range career activities to "go live" with first, back-mapping steps onto a quarterly calendar.

Provide Professional Development for Staff
Offer training to help them integrate both hard and soft skills (like teamwork and problem-solving into the care curriculum.

Collaborate with Community Partners
Work closely with nonprofit and business partners to define specific rates and contributions for early priority activities.

Communicate Opportunities to Families
Encourage students and families to make informed decisions by using diverse communication channels to address inequities in program awareness.

Phase 4: Monitor, Evaluate, and Celebrate Success



Monitor Classroom Practices
Observe CTE instruction and provide coaching, while helping students document growth through career portfolios.

Evaluate Outcome Data Quarterly
Review student progress and employer satisfaction data every three months to make prompt, evidence-based adjustments.

Celebrate Achievements to Build Trust
Publicly recognize staff excellence and student milestones, such as internship completions, to foster a spirit of teamwork and community engagement.

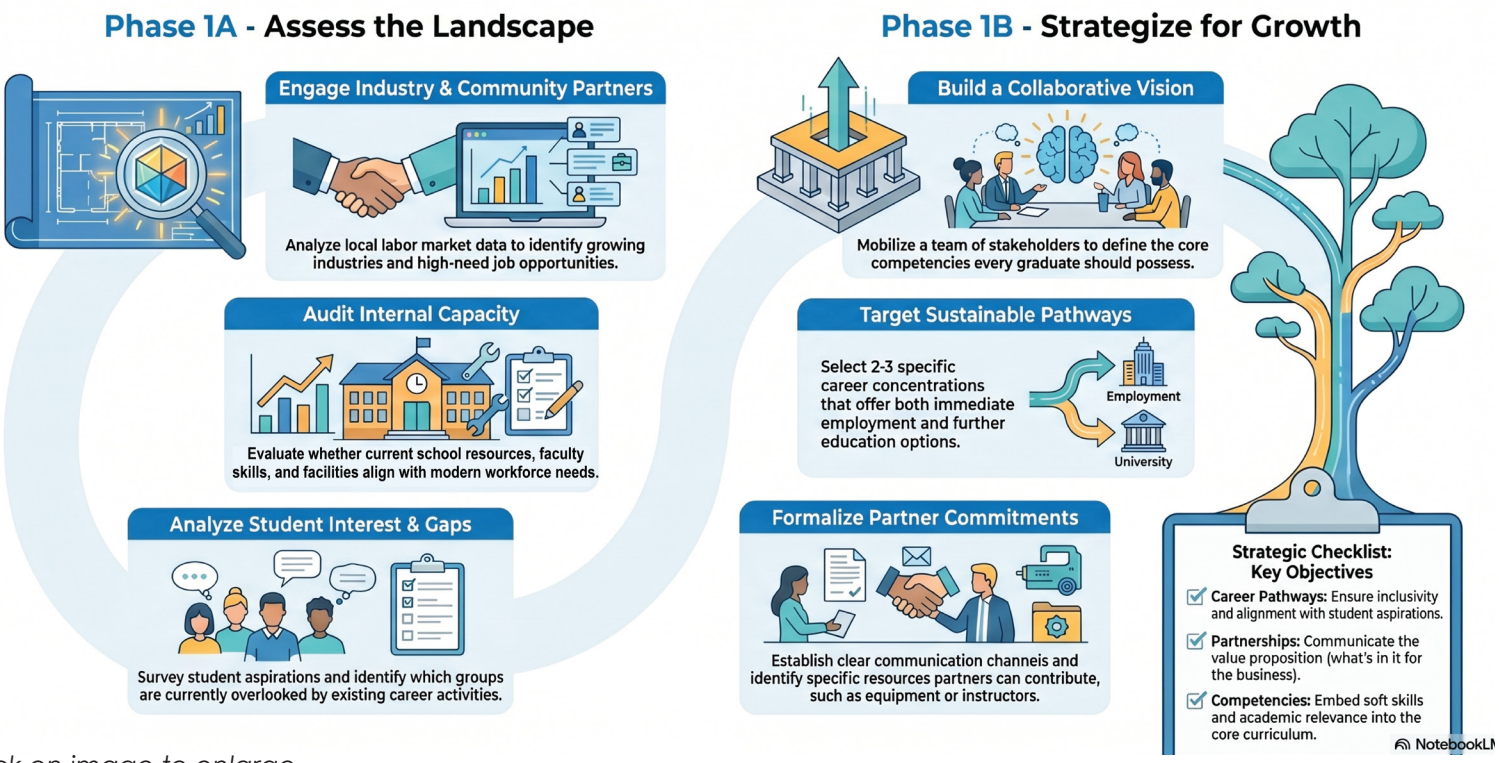
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Phase One: Assess and Strategize

Phase One addresses the preliminary phases of **Vision casting, Team building, and Planning.**

This phase helps to prepare for meaningful growth in the career readiness opportunities offered by your school.

Phase One: Building the Foundation for Career Readiness



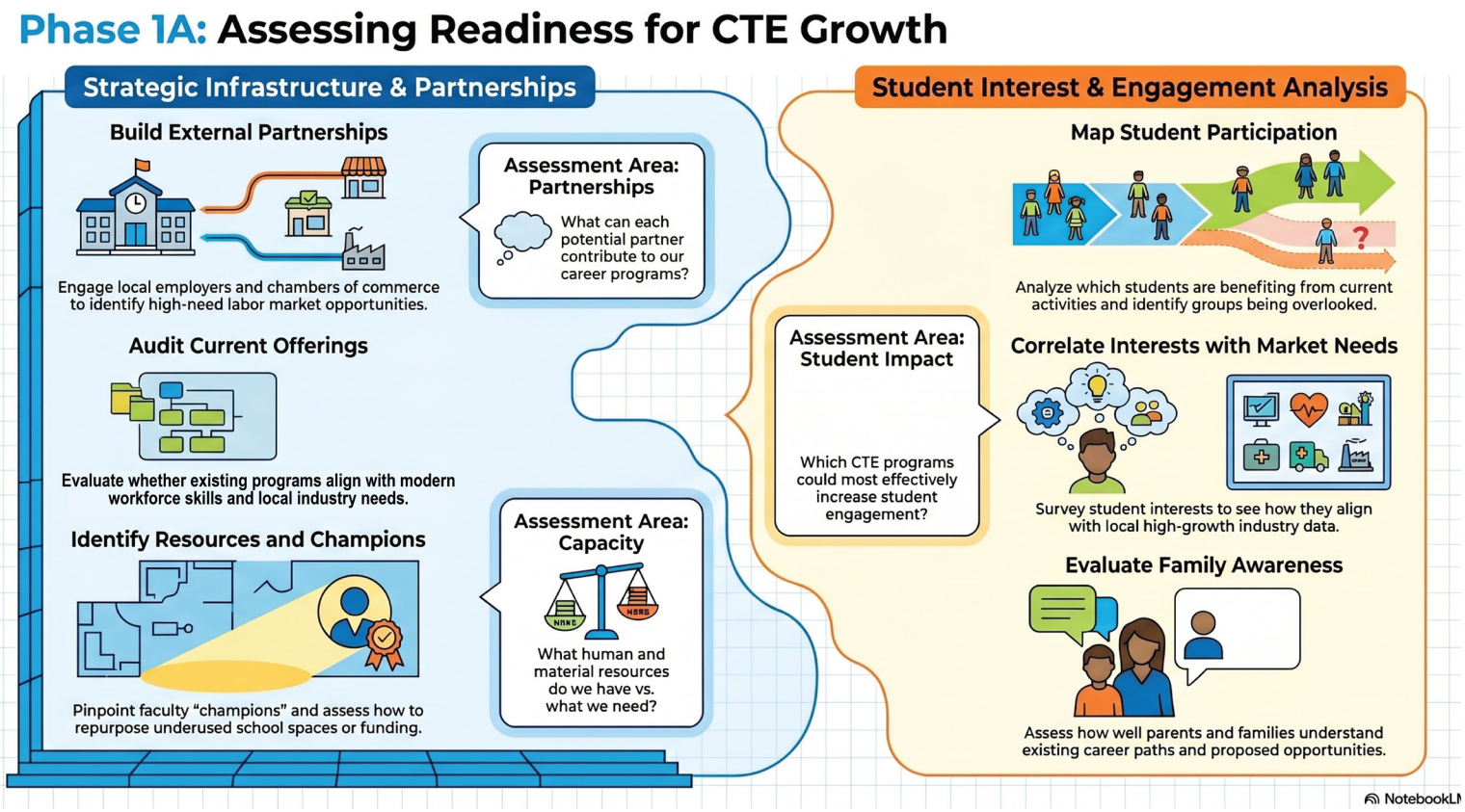
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This short explainer video reviews Phase 1 goals and objectives.



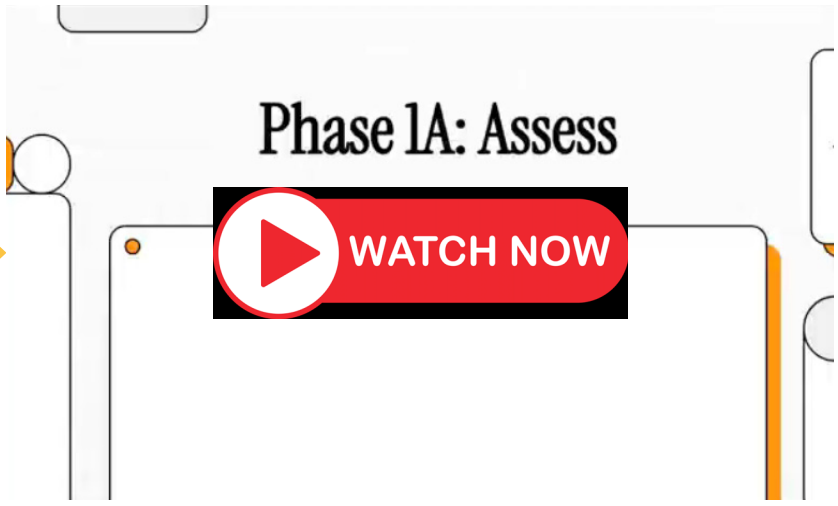
Phase 1A: Assess

Phase 1A includes areas for you as a principal to research, consider, and assess in preparation for this new phase of school development, either personally or with a few trusted associates.



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This short explainer video reviews Phase 1A goals and objectives.



Phase 1A

The following activities highlight goals to pursue and questions to ask at each step of the process of developing a more robust, comprehensive career readiness program for your school in a format meant to be accessible and user-friendly. The resource links below offer further detailed guidance, practical examples, and case studies.

ACTIVITIES

Engage with local employers, business association, chamber of commerce, and higher ed institutions to identify willing and critical partners and learn more about local labor market needs.

PURPOSE

- Develop relationships and identify potential partners.
- Understand the skills employers are seeking.
- Ensure goals are relevant.
- Analyze local labor market data.

QUESTIONS TO ASK

- What relationships do we need to develop to enable career readiness for all students?
- What are growing industries/ services with high-need job opportunities?
- What are the growing industries/services with high-need job opportunities?
- What career paths will have the most impact on young peoples' lives?
- What can each potential partner contribute?
- What challenges and opportunities do we face?

ACTIVITY RESOURCES

Internet Resources

- **Engaging employers (CTE)**
- **Work-and-Learn in Action: Successful Strategies for Employers (National Network of Business and Industry Associations)**

Examples

- **West Virginia Alignment Between CTE Programs and the Labor Market**
- **Columbus, Ohio (New Skills Ready Network)**
- **Nashville, TN (New Skills Ready Network)**
- **PA Career Ready Skills Toolkit**

PURPOSE

Evaluate current school-based offerings and capacities.

ACTIVITIES

- Find out how many and which students are benefiting.
- Determine whether current CTE/career-focus programs meet workforce needs.
- Assess school resources and capacity to expand current offerings or add new ones.

QUESTIONS TO ASK

- How can we document how many of our students are engaged in high quality career readiness activities?
- Are students developing a sense of purpose and connecting learning to their future goals?
- Do current programs align with today's skills? With local workforce needs?
- What career readiness human resources do we have (faculty, staff, community)?
- Who currently champions this work?
- Do we need to increase the number of staff/teachers involved in planning, program development, and implementation?
- What skills/programs/opportunities do we need to expand?
- What are our material resources? How can we grow resources (e.g. funding) and/or repurpose underused spaces?

ACTIVITY RESOURCES

Internet Resources

Work-based Learning Manual **(FHI360)**

Evidence-Based Approaches to Designing Effective Career and Technical Education Programs **(EdResearch)**

Forging Futures: The Next Generation of Pathways **(EdStrategy)**

How To Use Data To Build Next Generation Career & Technical Education **(SchoolLinks)**

Accelerate ED **(Resources and Reports)**

Examples

ReVISION CTE workbook **(Nebraska)** annual ReFRESH CTE self-evaluation worksheet **(Nebraska)**

ACTIVITY

Assess student interest and engagement.

PURPOSES

- Map existing career activities (e.g. internships, CTE courses, work-based learning) and analyze who is participating and their level of engagement.
- Survey student career readiness interests.
- Analyze academic and employability readiness for existing and potentially new career pathways.

QUESTIONS TO ASK

- How many students are involved? Who is left out or overlooked?
- How do student interests correlate with local workforce needs?
- How aware are parents/ families of existing career paths and opportunities?
- What do test and attendance data indicate about readiness for existing and proposed pathways?
- What career readiness programs could increase student engagement?

ACTIVITY RESOURCES

Internet Resources

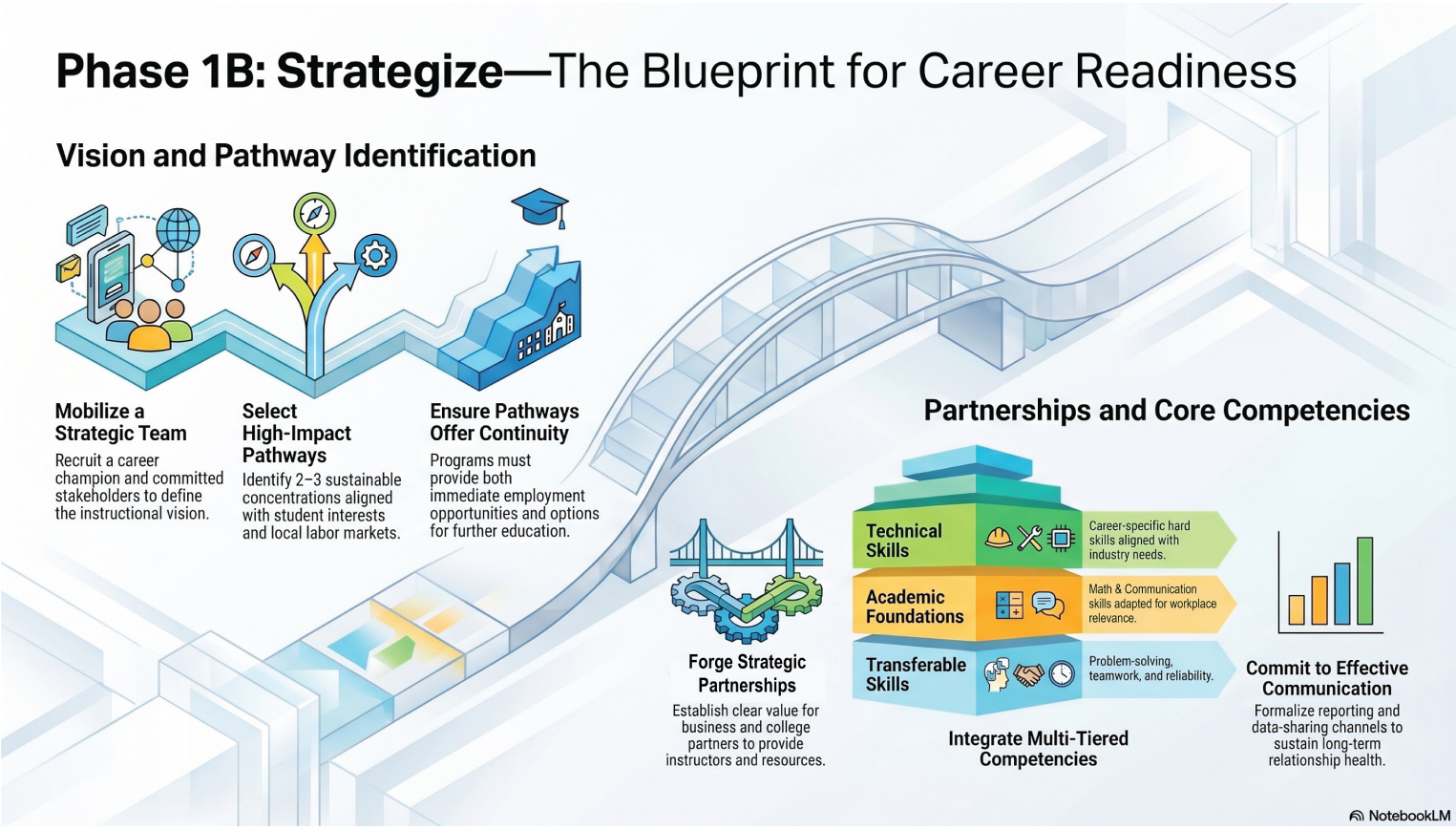
- Cluster-by-Cluster Edition: The National Career Clusters Framework Career Interest Survey **(Advance CTE)**

Examples

- CTE in Ohio: In-Demand Jobs and CTE Pathways Alignment Map and Crosswalk Project **(AIR)**
- Maryland Career and Technical Education Needs Assessment

Phase 1B: Strategize

Phase 1B offers guidance for building a team to develop, communicate, and realize a career readiness plan that is right for your students and community. While a principal provides crucial visionary leadership, most principals have too many diverse concerns to bring about an ambitious career program. Identifying, working with, and empowering a team of committed, effective change-makers—and a qualified, dynamic champion to lead them—is a crucial step in making the vision a reality.



Click on image to enlarge

This short explainer video reviews Phase 1B goals and objectives.



Phase 1B

PURPOSE

Work collaboratively to develop the vision of career readiness for all.

ACTIVITIES

- Recruit a career-focus champion to take the lead.
- Mobilize a small team of committed stakeholders.
- Define together your vision for high-quality instruction and programming to prepare students for post-secondary education and employment.

QUESTIONS TO ASK

- Who has the needed energy, competencies, and availability to champion this work?
- Who among school staff (and possibly community partners) play key roles and care about expanding students' career options?
- What skills and mindsets would we like graduates to display?
- What is our vision for our relationship with community partners?

ACTIVITY RESOURCES

Internet Resources

- Principal Playbook for Unlocking Career Success **(All4Ed)**
- Adopting a Whole School Approach to Career Development in High School **(NCDA)**
- Designing and Implementing a CTE Program in Your District **(Edmentum)**

Examples

- A School Leader's Approach to Career Education **(Edutopia)**
- Portrait of a Graduate **(Gwinnett Co. Public Schools)**

PURPOSE

Develop a sequence of career readiness activities that can reach all/most students and offers choices as to level of participation.

ACTIVITIES

- Identify a set of career exposure, experience, and application activities that all students would benefit from and could participate in.
- Organize them broadly across middle and high school grade levels and identify which are for all students and which are for large numbers of interested students.
- Embed career readiness into core academic courses/instruction.

QUESTIONS TO ASK

- How can we provide all students with career exposures through a combination of activities (e.g., field trips, speakers, career fairs, videos, etc.)?
- How can we provide all students with career guidance at appropriate levels from middle grades?
- How can we provide career experiences that would collectively engage large numbers of students (e.g. work-based learning, school-based jobs, entrepreneurship and business clubs, internships, problem based learning aligned to community needs, etc.)?
- How do we provide career-based learning opportunities for students not interested in a full pathway (e.g., CTE certificates, dual enrollment courses with CTE focus, etc.)?
- How can we embed soft skills as well as academic growth into the core curriculum?
- How can core curricula be adapted to spotlight workplace relevance?
- What professional development do staff need to offer career-focused instruction?

ACTIVITY RESOURCES

Internet Resources

The Modernized National Career Clusters® Framework Guidebook (Advance CTE)

Examples

Massachusetts DESE

New Skills Ready Network (Columbus, OH)

New Skills Ready Network (Indianapolis, IN)

FRNYC School Playbook (Future Ready NYC)

ACTIVITY

Structure key partnerships.

PURPOSES

- Identify key business, higher ed, and community partners needed to implement selected pathways and broader career exposures, experiences, and applications for all students.
- Establish and communicate program value to potential partners (what's in it for them).
- Identify clear objectives for new or existing partnerships.
- Establish communications channels and commitments (e.g., meetings, reports, data-sharing) with partners.

QUESTIONS TO ASK

- What local businesses, organizations, and two- or four-year colleges are already engaged in this sector?
- What key people could help us develop these partnerships?
- How could partnering with us help these organizations address workforce or enrollment needs?
- What resources (instructors, funding, equipment, space…) can these organizations help provide?
- How will we sustain these relationships and ensure good communications with partners?
- What different formats for exploration and instruction should we consider?

ACTIVITY RESOURCES

Internet Resources

- **Four Essential Best Practices for Engaging Partners and Practitioners to Advance Economic Mobility (WestEd)**
- **6 Elements of an Effective Career Education Program (EdWeb.Net)**
- **7 Tips for Schools to Strengthen Career and Technical Education Programs (K-12 Dive)**
- **Partnerships in Practice: How to Engage With CTE Programs (JFF; resource for employers)**

PURPOSE

Identify specific, relevant career pathways or concentrations.

ACTIVITIES

- Identify two to three specific, sustainable career pathways or concentrations aligned to local labor markets and student interest
- Set objectives and outcomes for CTE programs that include career exploration and specific skill and employability development
- Identify key academic competencies (e.g., math, communications) needed for specific career pathways.

QUESTIONS TO ASK

- Do selected pathways offer both immediate employment opportunities and options for further education and training?
- How do these pathways correlate with students' interests and aspirations?
- What partnerships and structural adjustments are needed to implement these pathways?
- How can we ensure inclusivity that brings students from different backgrounds together in career pathways?
- Do students feel like they belong in the spaces our pathways lead them to?
- How can instruction be aligned and scaffolded so that students have skills needed for success in specialized CTE courses?
- How can business and higher ed partners help us provide instruction in career-specific technical skills?

ACTIVITY RESOURCES

Internet Resources

- **Common Employability Skills Framework (National Network of Business and Industry Associations)**
- **What is "Career-Ready"? (ACTE)**
- **AVID College and Career Readiness Framework**
- **Competencies for a Career-Ready Workforce (NACE)**
- **The Modernized National Career Clusters® Framework Guidebook (Advance CTE)**
- **6 steps to a future-focused blueprint: Supporting students in making career decisions (K-12 Dive)**

Examples

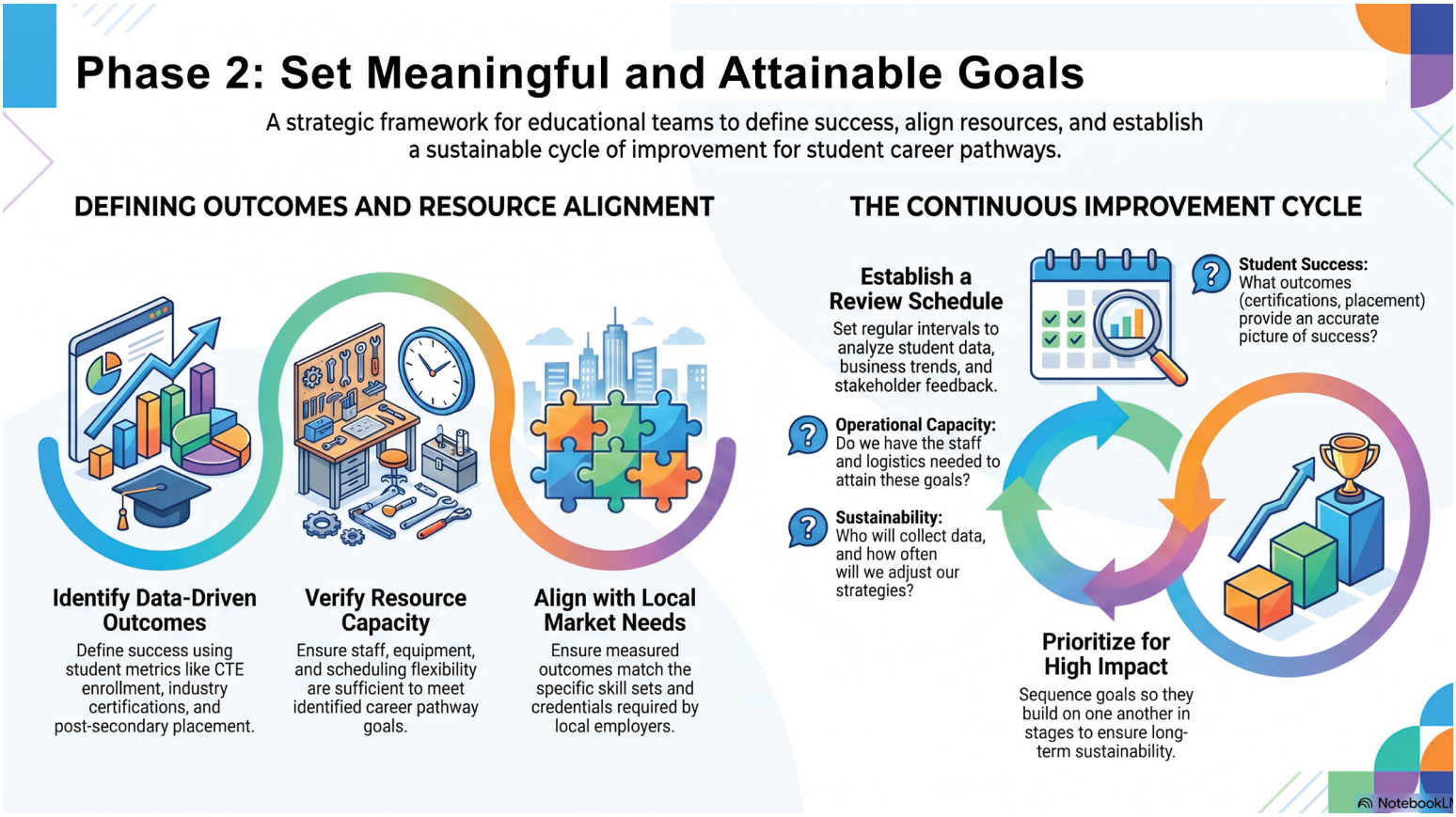
- **Teaching Global Competencies through Children's Stories (Participate Learning)**
- **Massachusetts DESE**
- **New Skills Ready Network (Columbus, OH)**
- **New Skills Ready Network (Indianapolis, IN)**
- **FRNYC School Playbook (Future Ready NYC)**



Phase 2: Set Meaningful and Attainable Goals

Phase Two is about working with the career readiness team to set specific goals based on the experiences, skills, pathways, and priorities agreed upon in the strategizing phase.

Your team will need to prioritize and sequence the goals identified so that they build on one another in stages over time.



Click on image to enlarge

This short explainer video reviews Phase 2 goals and objectives.





Phase 2: Set Meaningful and Attainable Goals

This phase includes identifying aspects of the work to be measured, determining how they will be measured, and ensuring that your goals are realistic based on the material and human resources available. Identifying key actionable goals allows you to establish a sustainable continuous improvement cycle of actions, evaluation, adaptation, and developing revised goals, as well as the initiatives needed to achieve them.

PURPOSE

Identify data-driven outcomes to be measured.

ACTIVITIES

- Work with school-based team to decide what outcomes you will use to define success.
- Identify available data sources that provide an accurate picture of the outcomes pursued.

QUESTIONS TO ASK

- What student outcomes should we measure (e.g. increased CTE enrollment, pathway completion, industry certification, post-secondary placement…)?
- What program outcomes should we measure (alignment with local needs, partner engagement, outreach to community…)?
- What (if any) new data sources will we need to access to measure these outcomes?

ACTIVITY RESOURCES

Internet Resources

- Work-Based Learning Data Collection Toolkit (Education Development Center)
- Career Readiness Metrics Framework (Advance CTE)
- Building Better Outcomes: A District Playbook for Effective Postsecondary Data Practice (EdStrategy)

PURPOSE

Ensure alignment of goals and objectives with assessment data.

ACTIVITIES

- Ensure outcomes to be measured are realistic in light of human and material resources available.
- Ensure outcomes measured align with skill sets and credentials required in the local context.

QUESTIONS TO ASK

- Do we have the staff and instructor capacity needed to attain the goals we have identified?
- Do we have the space, equipment, scheduling flexibility, transportation or other logistic capacity to attain these goals?
- Will our attaining these goals correspond to measurable positive outcomes in students' lives?

ACTIVITY RESOURCES

Internet Resources

- **Braiding Funding to Support Equitable Career Pathways (Advance CTE)**
- **Funding and Finance Resources (Advance CTE)**
- **Blended and Braided Funding (Urban Institute)**

PURPOSE

Develop a continuous improvement cycle.

QUESTIONS TO ASK

- Which actions should we prioritize as having the greatest impact? Which should we save for later?
- Who will collect/ access data, and when?
- How often should we review data and adjust goals and strategies?
- Who should be involved in data review?

ACTIVITIES

- Recognize that change takes time and small steps lead to success.
- Establish a data collection and review plan.
- Set up regular reviews of student data, business trends, and stakeholder feedback to adjust goals and strategies as needed.

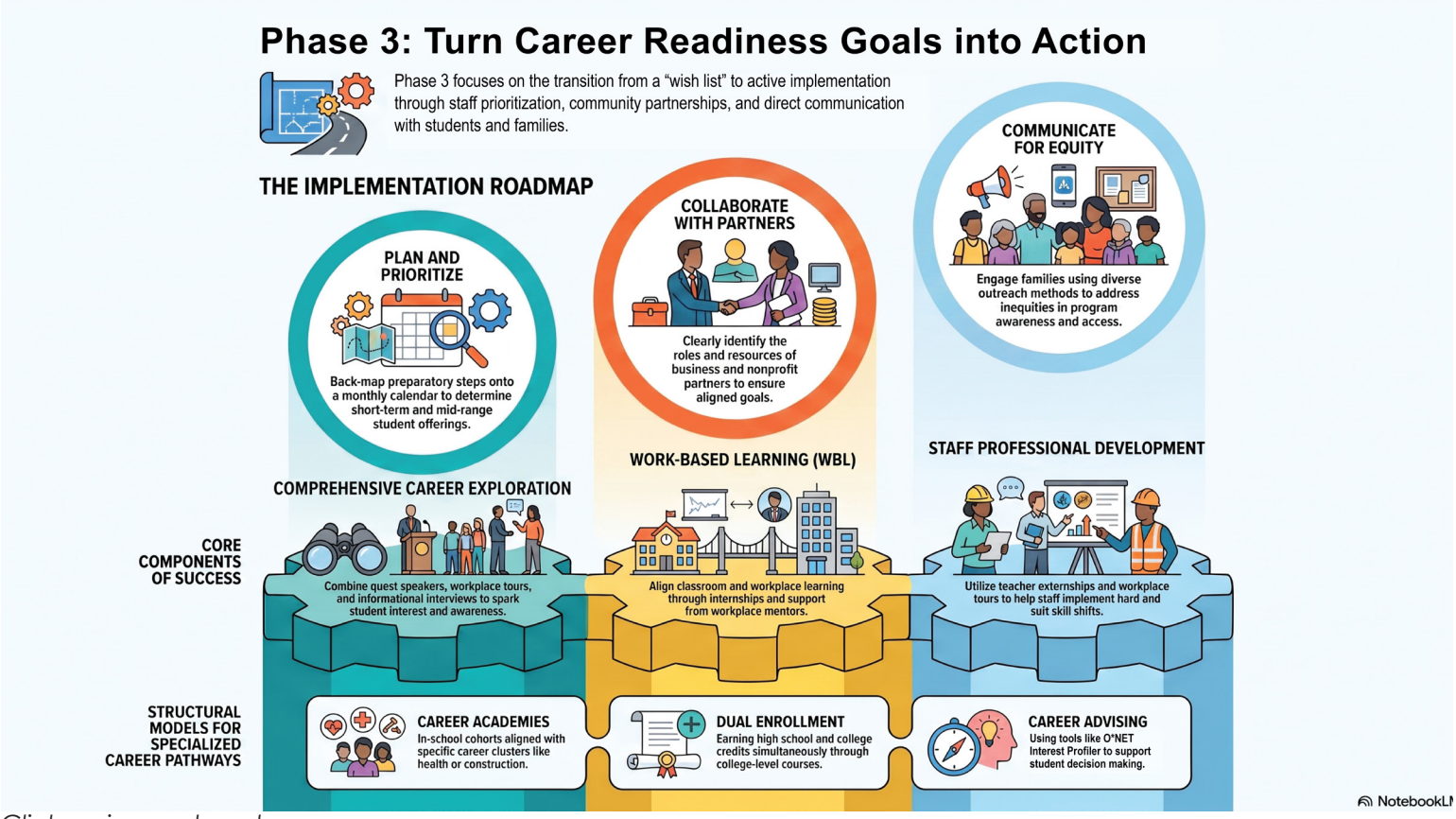
ACTIVITY RESOURCE

Internet Resource

- **Assessing the Quality and Reach of Student Pathways to Economic Security (The Research Alliance for NYC Schools, NYU Steinhardt)**

Phase 3: Implement Plans

Phase Three is where the rubber meets the road! Your trusted team of change-makers will need to prioritize the items on their career readiness wish list, schedule opportunities for staff awareness and professional development, work with nonprofit and business community partners, communicate with students and their families about the new opportunities, and ensure that the proposed courses and activities are carried out as planned.



Click on image to enlarge

This short explainer video reviews Phase 3 goals and objectives.



PURPOSE

Plan and prioritize with your school staff.

ACTIVITIES

- Determine priority short-term and mid-range student-facing career activities or courses to carry out.
- Identify preparatory/ interim steps and back-map them onto a monthly or quarterly calendar.

QUESTIONS TO ASK

- What new or modified career-focus activities or courses will we prioritize for students at different levels or in different concentrations? Which can be reserved as mid-range goals?
- How can we communicate with faculty and staff to gain their perspectives as we plan?
- When do we want to "go live" with our new career-focus offerings?
- What professional development will we provide current staff to help them implement career-focus (hard and soft skill) shifts and activities?
- What changes do we need to make in our budget, schedule, staffing, and use of space?

ACTIVITY RESOURCES

Internet Resources

- **CTE Teachers and Non-Test Outcomes for Students With and Without Disabilities (Calder Center)**
- **O*NET Interest Profiler**

Examples

- **Washington State Innovative CTE Teacher Certification Program**
- **Massachusetts DESE (Approved Career Clusters)**

PURPOSE

Collaborate with partners.

QUESTIONS TO ASK

- What partner supports are needed for early priority career focus activities?
- How are we nurturing partnerships and ensuring aligned goals and interests?

ACTIVITY

- Clearly identify contributions of all partners (roles and resources).
- Clearly communicate with partners.

ACTIVITY RESOURCES

Internet Resources

- **Four Essential Best Practices for Engaging Partners and Practitioners to Advance Economic Mobility (WestEd)**
- **6 Elements of an Effective Career Education Program (EdWeb.Net)**
- **7 tips for Schools to Strengthen Career and Technical Education Programs (K-12 Dive)**
- **Partnerships in Practice: How to Engage With CTE Programs (JFF; resource for employers)**

ACTIVITY

Communicate with students and their families.

PURPOSES

- Inform students and families of career focus plans, programs, and activities.
- Help empower students and families to make wise decisions.
- Address inequities in career program awareness and access.

QUESTIONS TO ASK

- How can we communicate with students in ways that engage them and spark interest?
- What are the most effective ways to reach families and communicate information?
- When do students and families need this information to make wise decisions?
- Which groups of students have been under-represented in career programming in the past, and why?

ACTIVITY RESOURCES

Internet Resources

- **Career Education Recruitment & Communication Toolbox (Advance CTE)**
- **Engaging Families and Learners (Advance CTE)**
- **Harnessing Data to Drive Equity (ACTE)**



Phase 3: Implement Plans

Resources for Specific Components of Career-Focused Education

See Raise the Bar : Unlocking Career Success from All4Ed

COMPONENT	***ELEMENTS***
Professional development for school staff	School-based professional development • Teacher workplace tours • Teacher externships

RESOURCES AND EXAMPLES

- **Washington State Innovative CTE Teacher Certification Program**
- **College/Career Access & Action Network (New Visions for Public Schools)**

COMPONENT	***ELEMENTS***
Career awareness and exploration activities	• Guest Speakers • Workplace Tours • Career and College Fairs • Informational Interviews • Job Shadowing

RESOURCES AND EXAMPLES

- **Pearson Career Explorer**

Examples:

- **Illinois CTE Career Exploration Toolkit**

COMPONENT	ELEMENTS
Career advising and navigation	• Guidance counselor services (individual and in advisories)

RESOURCES AND EXAMPLES

- **O*NET Interest Profiler**
- **Leveraging Career Development Services to Expand Student Engagement in Career and Technical Education (Advance CTE)**
- **6 Steps to a Future-focused Blueprint: Supporting Students in Making Career Decisions (K-12 Dive)**

COMPONENT	ELEMENTS
Work-Based Learning	• The alignment of classroom and workplace learning • Application of academic, technical, and employability skills in a work setting • Support from classroom or workplace mentor • Awareness, exploration, preparation

RESOURCES AND EXAMPLES

- **Work-Based Learning Manual (FHI360)**
- **Making Work-Based Learning Work (JFF)**

COMPONENT	ELEMENTS
Career Academies	• In-school cohorts offering multiple courses aligned with specific career clusters (e.g., health sciences, construction)

RESOURCES AND EXAMPLES

Examples:

- **Wake County Public Schools**
- **Pasadena Unified School District**

COMPONENT	***ELEMENTS***
Dual Enrollment	• High school credits earned through enrollment in college courses

RESOURCES AND EXAMPLES

- **Dual Transformation in Dual Enrollment (JFF)**

Examples:

- **NYS P-TECH Program**
- **North Carolina Career and College Promise Dual Enrollment**

COMPONENT	***ELEMENTS***
Internship Activities	• Select internship candidates • Student preparation for internships • On-site work experience • Opportunities for student reflection • Written employer evaluations

RESOURCES AND EXAMPLES

Examples:

- **Connecticut WBL Manual**
- **Internships**



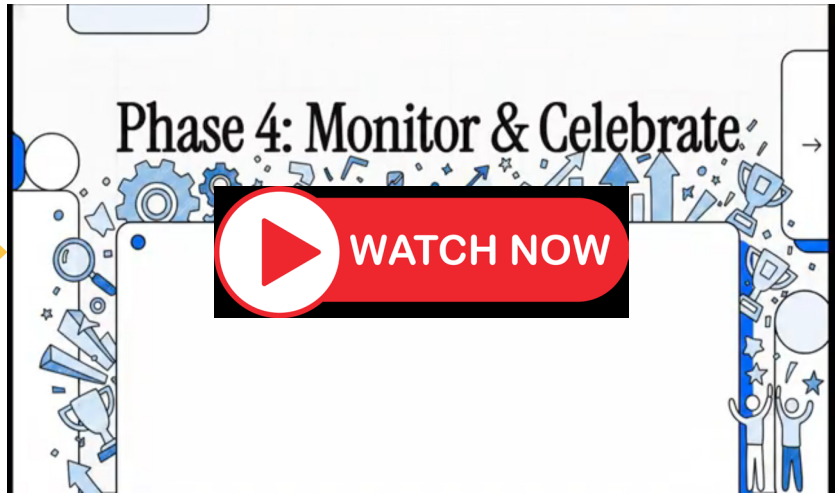
Phase 4: Monitor, Evaluate, and Celebrate Success

This final phase is crucial to building a Career Readiness for All environment. When student participation and achievements are recognized and celebrated, as well as staff engagement and community partnerships, stakeholders are encouraged to see the fruit of their efforts. Moreover, continuous monitoring and evaluation of efforts and outcomes enables the career readiness team to refocus, course-correct, and troubleshoot in real time, based on observed data and sometimes shifting circumstances.



Click on image to enlarge

This short explainer video reviews Phase 4 goals and objectives.





Phase 4: Monitor, Evaluate, and Celebrate Success

Phase 2, "Set Meaningful and Attainable Goals," contains many excellent resources on evidence-based monitoring and evaluation, such as the Work-Based Learning Data Collection Toolkit (Education Development Center).

PURPOSE

Monitor implementation of career-focus plans and programs.

ACTIVITIES

- Conduct regular, fast-cycle strategy reviews to adjust quickly if goals are not being met.
- Help students document and reflect on career exploration through portfolio building or similar activities.

QUESTIONS TO ASK

- When will strategy reviews take place, who will participate, and which data points will we focus on?
- How will we solicit feedback from students, teachers, and other stakeholders?
- How will students reflect on and document their career exploration and preparation?

ACTIVITY RESOURCES

Internet Resources

- **Work-Based Learning Data Collection Toolkit (Education Development Center)**
- **Career Readiness Metrics Framework (Advance CTE)**
- **Building Better Outcomes: A District Playbook for Effective Postsecondary Data Practice (EdStrategy)**
- **Assessing the Quality and Reach of Student Pathways to Economic Security (The Research Alliance for NYC Schools, NYU Steinhardt)**

ACTIVITY

Celebrate success and recognize initiatives.

PURPOSES

- Highlight student success and accomplishments.
- Recognize staff excellence.
- Engage the community.
- Build a culture of trust.
- Celebrate early wins.

QUESTIONS TO ASK

- What student activities, achievements, and successes can we celebrate?
- How can we regularly recognize staff excellence?
- What achievements and successes can we celebrate publicly with the community?
- What opportunities will students have to share career goals or projects with community members and/or business partners?

ACTIVITY RESOURCES

Internet Resources

- **Work-Based Learning Data Collection Toolkit (Education Development Center)**
- **Career Readiness Metrics Framework (Advance CTE)**
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