



Linked Learning Silver Certification™ indicates that all core components of Linked Learning are in place, and basic data about the pathway are used to inform program design. Learn more at [LinkedLearning.org/Certification](https://www.linkedlearning.org/certification).

## EQUITABLE ADMISSIONS POLICY

PROVIDING ALL STUDENTS EQUITABLE ACCESS TO HIGH-QUALITY COLLEGE AND CAREER PREPARATION.

DOMAIN	MEETING THE STANDARD
<b>Admissions Policy</b>	The pathway has an equitable, open admissions policy based on student interest that provides all students access to high-quality college and career preparation. The emphasis on equity is made explicit in pathway, school, and/or district admissions policies demonstrating that students of all socio-economic, racial, ethnic, and academic ability levels have access to a Linked Learning pathway experience. The pathway employs strategies to ensure it serves a student population that reflects the makeup of the school, district, and/or community in which it resides.

## INTEGRATED PROGRAM OF STUDY

STUDENT-CENTERED LEARNING CONNECTED TO POSTSECONDARY AND INDUSTRY EXPECTATIONS.

DOMAIN	MEETING THE STANDARD
<b>1.1</b> <b>Cohort Structure</b>	Students share at least one common CTE and one core curriculum class.
<b>1.2</b> <b>Complete Program of Study</b>	The pathway provides students with an integrated program of study that includes all courses necessary for a student to meet the qualifications for entrance to the state public university system. The program of study also includes a CTE/career-themed sequence of three courses. Core academic courses have some career content, and vice versa (e.g., through thematic units, projects, or fully integrated courses).
<b>1.3</b> <b>Interdisciplinary Projects</b>	Pathway requires students to complete one or more interdisciplinary projects for each grade level. These projects integrate standards-based learning goals from the academic and CTE/ career-themed courses that form the program of study and include an interdisciplinary assessment task.
<b>1.4</b> <b>Early College Credit</b>	Early college credit opportunities are available to students through Advancement Placement courses, International Baccalaureate courses, and/or by formal agreement with a postsecondary partner to provide dual enrollment opportunities, articulated high school classes, or credit by exam.

# WORK-BASED LEARNING

A CONTINUUM OF MEANINGFUL EXPERIENCES WITH WORK AND REAL-WORLD APPLICATIONS OF LEARNING.

DOMAIN	MEETING THE STANDARD
<b>2.1</b> <b>Work-Based Learning Plan</b>	<p>Career awareness activities motivate students to explore career options to inform their decision-making. Students gain exposure to the broad range of career options aligned to the pathway theme through career awareness activities linked to the program of study (e.g., workplace tours, guest speakers, career fairs).</p>
<b>2.2</b> <b>Work-Based Learning Experiences</b>	<p>Pathway students engage in a range of work-based learning experiences (career awareness, career exploration, and career preparation) that prepare them to set career and education goals and help them develop professional skills. Student self-reflection is built into the experiences.</p> <p>Career awareness gives all students an understanding of the range of careers available in the industry field.</p> <p>Career exploration allows individual students to explore specific careers that interest them and learn more about them. These experiences provide opportunities for students to interact with professionals over one or more grade levels.</p> <p>Career preparation includes internships and other opportunities to interact with and receive professional feedback from industry professionals.</p>

# INTEGRATED STUDENT SUPPORTS

MEETING THE DEVELOPMENTAL NEEDS OF EACH YOUNG PERSON TO EQUIP ALL FOR A SUCCESSFUL TRANSITION TO COLLEGE AND CAREER.

DOMAIN	MEETING THE STANDARD
<b>3.1</b> <b>College and Career Preparation and Support</b>	<p>Students understand and reflect on the connection between their academic and career goals. Students create a plan that incorporates their personal, academic, and career goals. They have the opportunity to work toward their college and career goals through a variety of college admissions activities, and through job application activities that prepare them to navigate career choices.</p>
<b>3.2</b> <b>Student Orientation</b>	<p>All students are prepared for pathway success through orientation activities that clearly communicate pathway academic and work-based learning expectations. In addition, all students are made aware of academic and social-emotional support resources available to them and how those resources may be accessed. This information is provided at least on an annual basis and is accessible by parents and students.</p>
<b>3.3</b> <b>Individual Student Supports</b>	<p>Individual student needs of all students, including those with special designations (ELL, SPED, foster youth, etc.) are addressed through a diverse set of strategies that include differentiated classroom instruction, direct instructional supports (tutoring, supplemental curriculum), social-emotional learning and counseling services. These supports are provided by a combination of pathway, school and district resources, and/or through community partnerships. A priority is placed on parental inclusion where appropriate.</p>