

# LINKED LEARNING

## SILVER CERTIFICATION STANDARDS



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://LinkedLearning.org/Certification).

### INTEGRATED PROGRAM OF STUDY

STUDENT-CENTERED LEARNING CONNECTED TO POSTSECONDARY AND INDUSTRY EXPECTATIONS.

| DOMAIN  | MEETING THE STANDARD  |
|---|---|
| <b>1.1</b><br><b>Complete Program of Study</b>  | The pathway provides students with an integrated program of study that includes multiple academic and CTE/career-themed courses. Core academic courses have some career content, and vice versa (e.g., through thematic units, projects, or fully integrated courses).  |
| <b>1.2</b><br><b>College Qualifying</b>         | The default program of study includes the courses required to qualify for a range of postsecondary options (including admission to public universities).  |
| <b>1.3</b><br><b>CTE/Career-Themed Courses</b>  | Pathway provides students with a sequence of at least three CTE/career-themed courses, allowing students to learn through the lens of an industry or career.  |
| <b>1.4</b><br><b>Interdisciplinary Projects</b> | Pathway design requires students to complete one or more interdisciplinary projects for each grade level. These projects integrate learning from the academic and CTE/career-themed courses that form the program of study, and require students to engage with and demonstrate achievement of interdisciplinary learning outcomes. |
| <b>1.5</b><br><b>Collecting Data</b>            | Pathway teams collect data on college preparatory course completion, CTE/career-themed course completion, postsecondary credits earned, and graduation, and use it to inform instruction and program design.  |

# WORK-BASED LEARNING

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

| DOMAIN                                  | MEETING THE STANDARD  |
|---|---|
| <b>2.1</b><br><b>Career Awareness</b>   | 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).   |
| <b>2.2</b><br><b>Career Exploration</b> | Career exploration is driven by a student's interest in a particular career path, rather than an overview of many careers. Students learn about particular careers in which they are interested through career exploration activities aligned to the program of study (e.g., informational interviews, job shadows).  |
| <b>2.3</b><br><b>Career Preparation</b> | Career preparation enables students to experience firsthand what it might be like to have a specific career. Students participate in career preparation activities that actively link the program of study with practical experiences and interactions with professionals over one or more grade levels within the pathway (e.g., internships, school-based enterprises). |
| <b>2.4</b><br><b>Collecting Data</b>    | Pathway teams collect data on career awareness, exploration, and preparation, and use it to evaluate effectiveness and reach.   |

# 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><br><b>Student Orientation</b>            | Orientation activities prepare students for pathway success. As appropriate, these activities occur yearly to ensure preparation for success at each grade level.  |
| <b>3.2</b><br><b>Equitable Admissions</b>           | The pathway has an equitable, open admissions policy—based on student interest—that ensures access regardless of prior academic experience, background, or history. As relevant, the pathway has identified areas of opportunity for more equitable pathway enrollment and takes effort to address these through intentional pathway recruitment strategies. |
| <b>3.3</b><br><b>Differentiated Interventions</b>   | Referral-based services and differentiated interventions (whether through the pathway, school, or community partnerships) help struggling students through academic, social-emotional, or other support. Students access support services and extended learning opportunities if needed.   |
| <b>3.4</b><br><b>College and Career Plans</b>       | College and career planning may include (but is not limited to) overall educational goals, preliminary college and career interests, and a plan for exploring those interests (through work-based learning, self-directed research, etc.). Students complete a college and career plan and update it annually.   |
| <b>3.5</b><br><b>College Admissions Preparation</b> | College admissions activities prepare and support students as they navigate the college admissions process. These activities occur throughout the pathway and are connected, as appropriate, to the pathway theme.   |
| <b>3.6</b><br><b>Job Application Skills</b>         | Job application activities prepare students to navigate career choices. These activities occur throughout the pathway and are connected, as appropriate, to the pathway theme.   |
| <b>3.7</b><br><b>Collecting Data</b>                | Pathway teams collect data on pathway admissions, intervention services, and college/career planning, and use it to analyze equity of access and services.   |