NEW MEXICO
Public Education Department
College and Career Readiness

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State Leaders Connecting Learning to Work

NEW MEXICO WORK-BASED LEARNING Quality, Evidence, and Readiness Guide

NEW MEXICO WORK-BASED LEARNING TOOLKIT

PART 4

This resource offers guidance and tools to support the implementation of high-quality work-based learning (WBL), including quality indicators and evidence, strategies and recommended actions for leaders and educators, guidance for continuous improvement, and templates for documentation.

STATEWIDE WBL QUALITY INDICATORS

WBL across New Mexico can support students' career goals through a variety of arrangements, stages, and aligned credit opportunities. Regardless of the WBL experience or setting, WBL should align with the New Mexico WBL guiding principles and grade-band standards outlined in the ***New Mexico Work-Based Learning Framework*** and ***New Mexico Work-Based Learning Continuum and Progression Guide***. The following indicators leverage both resources to illustrate high-quality WBL implementation across New Mexico and can serve as exemplars and assessment tools to inform program evaluation and continuous improvement.

Note:

- Grade-band standards define *what students should know and be able to do*.
- Quality indicators define *what strong implementation looks like in practice*.

LEARNING OF WORK	LEARNING ABOUT WORK	LEARNING FOR WORK	LEARNING THROUGH WORK
EQUITY			
Career awareness experiences reflect diverse industries, cultures, and programs of study present in New Mexico communities. Students see representation of professionals with varied backgrounds, including workers who are Native American, are multilingual, or have disabilities.	Students are encouraged to explore careers aligned with their interests, without limitations based on bias, assumptions, or tracking. Mentorship and exploration opportunities are intentionally designed to reflect students' backgrounds, experiences, needs, and interests.	All students have access to skill-building experiences, including students who have been historically underrepresented in WBL. Participation is not restricted by prior experience or other program enrollment barriers.	Students from all backgrounds are represented in high-quality placements (e.g., internships, apprenticeships). Students are paid or otherwise compensated (e.g., wages, stipends, credit, bus passes, gas cards, equipment, meals) in ways that make participation possible, regardless of barriers related to income, transportation, caregiving responsibilities, or other circumstances.
ACCESS			
All students participate in career awareness activities. Systems and supports are structured so that participation is not limited by family resources, transportation, extracurricular involvement, or other circumstances.	Exploration opportunities are available to all students, not just select groups. Barriers such as scheduling, transportation, and awareness are proactively addressed through coordination among the student, school staff, and industry partner.	Schools provide necessary resources to participate (e.g., materials, transportation, scheduling flexibility). Any additional barriers to participation are proactively addressed through supports such as accessible materials.	Students can earn credit and/or compensation without financial or logistical barriers. Supports such as required equipment, uniforms, certifications, transportation, flexible scheduling, and child or dependent care are available when needed. Flexible WBL arrangements (e.g., part time, summer, virtual) expand access and participation.

LEARNING OF WORK	LEARNING ABOUT WORK	LEARNING FOR WORK	LEARNING THROUGH WORK
QUALITY			
Experiences connect academic content to careers and real-world applications through hands-on activities, industry examples, and authentic problem-solving. Students engage in structured reflection (e.g., "What did I learn about this career?").	Experiences include aligned preparation activities (e.g., reviewing workplace expectations and required technical skills), engagement with professionals, and reflection on how these elements connect to students' career interests. Students can articulate the required skills, educational pathways, and workplace norms for the careers they are interested in pursuing.	Experiences reflect real-world workplace expectations and include the development of technical skills and career-ready practices. Students receive feedback that is aligned to clear performance criteria before, during, and after experiences.	Experiences include structured supervision, clearly defined learning objectives, and alignment to programs of study. Students demonstrate mastery of technical skills and career-ready practices in authentic workplace settings.
ADAPTABILITY			
Career awareness experiences reflect state, regional, and local labor market needs. Schools incorporate community assets (e.g., local businesses, Tribal enterprises, public-sector organizations) through WBL experiences that align with local context and student interests.	Exploration opportunities reflect high-demand and emerging industries. Delivery models (e.g., virtual, in person, hybrid) are adapted to fit local context and community needs.	Experiences align with workforce needs and are designed with industry input. Schools adapt WBL arrangements (e.g., student-led enterprises, service learning) based on available resources.	Experiences are shaped by local industry partnerships and aligned with state and regional economic priorities. Experiences are regularly refined in response to employer feedback, labor market trends, and evolving workforce needs.

WBL READINESS ASSESSMENT

WBL leaders can use this tool repeatedly to begin, strengthen, or enhance WBL systems in their school districts and charter schools. The readiness assessment aligns with the WBL quality indicators and can be used by key partners in the following ways:

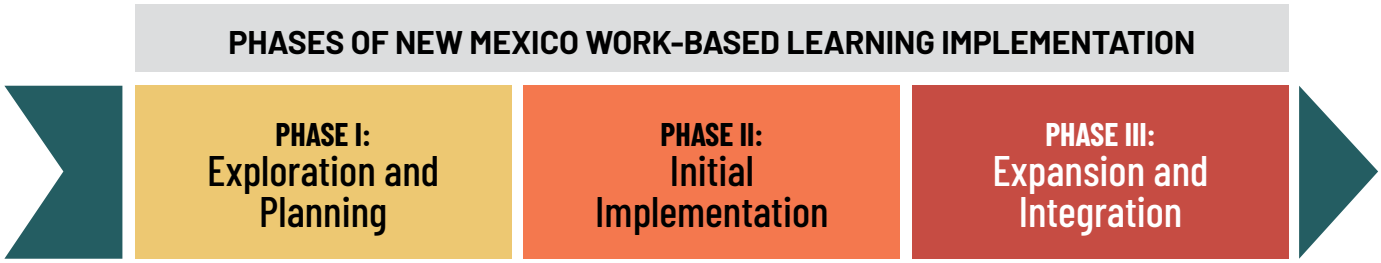
- Self-assess WBL offerings.
- Identify gaps in WBL offerings across the stages of the WBL continuum (Of Work, About Work, For Work, Through Work).
- Align monitoring, guidance, and support for high-quality WBL implementation.

To leverage the readiness assessment to guide planning, implementation, and continuous improvement, complete the following steps:

1. Download, or make a copy of, the ***New Mexico Work-Based Learning Readiness Assessment***.
2. Complete the first tab of the assessment.
    - **NOTE:** Users are encouraged to complete the entire assessment during each use, as each phase of implementation and stage of the WBL continuum builds upon the others and can inform priorities and targeted improvement. However, a user *can* choose to bypass one or more implementation phases.
3. After completing the first tab of the assessment, review the calculated total score for one or all implementation phases. After reviewing the score, note the corresponding readiness phase in the tool. Navigate to the appropriate implementation phase in this document to explore additional strategies, recommended actions, and next steps.

NEW MEXICO WBL IMPLEMENTATION MODEL

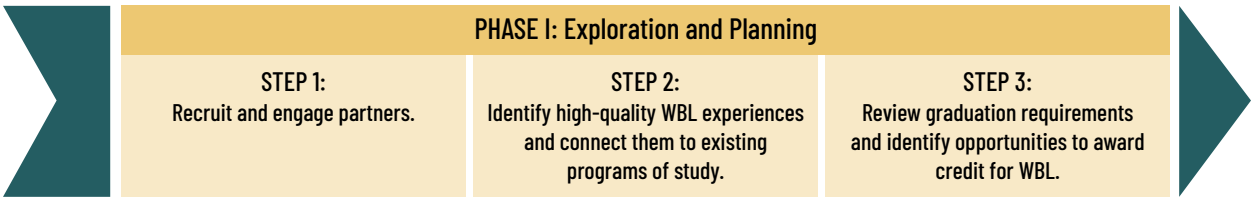
The ***New Mexico Work-Based Learning Framework*** provides a three-phase roadmap for school districts and charter schools that are developing or strengthening WBL opportunities. Each phase contains priority considerations for action.



The following sections break down this roadmap into actionable steps for local leaders and partners.

WBL IMPLEMENTATION GUIDE

This guide is designed to facilitate the implementation of WBL experiences that align with the WBL quality indicators and ensure that students have access to and benefit from a wide range of WBL experiences. To adhere to the WBL quality indicators and ensure that students can meet WBL grade-band standards, school districts and charter schools should prepare students before experiences begin, work with partners to identify necessary resources and supports, and provide engagement and reflection activities to reinforce learning. The implementation phases, strategies, and steps outlined throughout this guide are grounded in research, existing best practices, and the guidance within the ***New Mexico Work-Based Learning Framework***.



In Phase I, WBL leaders should focus on:

- Establishing partnerships.
- Identifying high-quality WBL experiences.
- Connecting WBL experiences to coursework and credits.

Before beginning Phase I, refer to the ***New Mexico Work-Based Learning Framework*** to ensure a clear understanding of the different roles involved in WBL implementation.

Step 1: Recruit and engage partners.

- District leaders should work with local staff (including educators, counselors, and school partners responsible for WBL) to evaluate their relationships with WBL implementation partners. Partner mapping can help identify existing connections and relationships that need to be built or strengthened (see the ***Work-Based Learning Partner Mapping Template***).
  - Categorize partners based on their role in implementation. For example, some partners, such as the New Mexico Public Education Department (PED), establish standards and frameworks for WBL; others serve as WBL providers; and others support students throughout the experience. Start by thinking about current or potential connections with local employers or businesses, community organizations, local governments, and workforce development boards.
  - Encourage school districts and charter schools to consider contacting their local America's Job Center New Mexico to identify partners available through the New Mexico Department of Workforce Solutions and the broader workforce development system.
- District and local staff should communicate a clear, consistent message about what WBL is, the role partners play in implementation, and the benefits of participating as they build partnerships.
  - Focus on building buy-in before asking a partner to participate or support. The ***New Mexico Work-Based Learning Outreach and Engagement Resources*** provide ready-made messages and resources to engage potential partners, including educators and learners as well as employers.
  - Develop shared goals with partners to clearly define what the school and employer want to achieve through the partnership. Create success criteria to measure progress toward goals, including quantitative measures (e.g., number of students participating) and qualitative measures (e.g., student skill development or progress toward learning objectives).

- Define the roles of the school, employers, and any other partners involved in coordination. Find a cadence for regular communication to provide progress updates and establish continual feedback loops.
- Ground partnerships in relationships with organizations or entities, rather than relying on a single point of contact.

- Partnership engagement should clearly communicate the time, money, and personnel investment required of employers. Hosting introductory or orientation sessions is a great way to ensure that partners understand their level of commitment and learn how to engage with different parts of WBL implementation.
- Staff should decide how and where partners show up based on the type of WBL experience. This guideline helps clarify how much preparation is needed to ensure that partners are ready to engage meaningfully and consistently with students. Participating in career awareness and exploration activities is typically less intensive for employers and can serve as a great starting point for developing relationships and engaging partners in WBL experiences.
- Communications can build trust among partners by providing updates on student progress or learning, including notes from students to thank partners for their time, and by sharing examples of the positive impact of partner engagement.
- As collaboration and relationship-building continue, staff ideally should be designated to coordinate among partners, a role that may look different depending on the school district's or charter school's capacity.

Step 2: Identify high-quality WBL experiences and connect them to existing programs of study.

- WBL leaders can decide which WBL experiences are most viable based on the availability of industry partnerships and staff capacity to coordinate, deliver, and monitor WBL experiences. Leaders should collaborate with partners to design and implement WBL experiences that reflect local context and student needs.
  - Connect educators, counselors, school partners, and other relevant staff with industry partners to design and facilitate WBL experiences that help students associate their learning with their career interests and real-world applications. Partners should also collaborate to determine the most appropriate modality for the WBL experience (e.g., virtual or in person, in or out of school) and the best approach for implementation.
  - Engage employers to identify the technical skills, occupational knowledge, and career-ready practices students need to succeed and then work with school partners to incorporate them into learning objectives for WBL experiences.
  - Assess whether virtual WBL is appropriate. Virtual WBL experiences can be a practical option, especially for students in rural areas or those experiencing geographic barriers to participation. However, virtual experiences should still adhere to the WBL quality indicators and provide meaningful, ongoing engagement with employers.
- Programs of study should be reviewed to consider how students can engage in experiences within different stages along the WBL continuum, using the ***New Mexico Work-Based Learning Continuum and Progression Guide***. WBL leaders should also identify in-demand, high-wage industries; assess existing partnerships within those industries; and determine how those partnerships could enable student engagement in WBL experiences throughout the WBL continuum.

- School districts and charter schools should offer training and/or professional development for educators, counselors, and other staff to help build partnerships and effectively support WBL implementation.
  - Build educator capacity and knowledge by helping them:
    - Develop lesson plans that help students learn about careers and industries, as well as the technical skills and career-ready practices needed for success.
    - Co-design WBL experiences with employers and industry partners so experiences align with classroom instruction.
    - Place, monitor, supervise, and support students throughout WBL experiences, including developing learning plans and/or training agreements.
  - Build counselor capacity and knowledge by helping them:
    - Administer career-interest and aptitude surveys and use the results to help students identify and discuss education and career goals aligned with their strengths, aptitudes, and interests.
    - Support students in identifying programs of study and WBL experiences that align with their career interests and goals.
    - Regularly engage with students to assess progress toward their education and career goals.

Step 3: Review graduation requirements and identify opportunities to award credit for WBL.

- Districts may award academic credit for PED-approved WBL courses that follow established guidelines. Districts must align WBL experiences with the New Mexico Adopted Content Standards to be eligible for core academic credit.
- To learn more about aligning WBL with academic content standards and graduation requirements, review the ***New Mexico Work-Based Learning Academic Credit and Graduation Alignment Guide***.

PHASE II: Initial Implementation

STEP 1:	STEP 2:	STEP 3:	STEP 4:
Build and implement WBL experiences across the WBL continuum.	Coordinate high-quality WBL experiences.	Embed WBL experiences into programs of study.	Measure and evaluate WBL experiences.

In Phase II, WBL leaders should focus on:

- Building and implementing WBL experiences across the WBL continuum that reflect WBL quality indicators and standards.
- Coordinating WBL experiences.
- Aligning WBL experiences with academic content standards and learning objectives.
- Documenting student participation, measuring progress, and evaluating WBL experiences.

Step 1: Build and implement WBL experiences across the WBL continuum.

LEARNING OF WORK (INDUSTRY AND CAREER AWARENESS)

Student Preparation: This stage helps students connect their interests and "likes" (such as school subjects, hobbies, or personal passions) to potential careers and begin thinking about where they see themselves in the world of work. Students typically learn about different careers and industries through instruction, introductory courses, counseling, and/or career advising.

Partners and Resources: Staff and educators should clearly communicate to partners what students should gain from interactions with industry professionals, including how these experiences connect to WBL grade-band standards, learning objectives, and student interests or feedback. Partners should also understand any specific content they are expected to address, such as "a day in the life," career pathways, salary expectations, etc. Many experiences at this stage *can* be offered virtually, but they should still meet the WBL quality indicators and encourage strong student and partner engagement. Different WBL arrangements (e.g., career fairs, workplace tours, career presentations) should reflect local industries and professionals of diverse backgrounds, ensuring that students are exposed to a wide range of potential careers and professionals with varied experiences.

Engagement and Reflection: Educators and counselors can work together to develop age-appropriate engagement and reflection activities to help students build connections between their budding career interests and classroom learning, occupations, and industries.

Before and after students participate in WBL experiences during this stage, consider asking questions such as:

BEFORE:
- What is your favorite school subject?
- What do you like to do outside of school?

AFTER:
- What careers did you learn about? Which ones interest you and why?
- What companies or organizations interested you and why?

LEARNING ABOUT WORK (INDUSTRY AND CAREER EXPLORATION)

Student Preparation: This stage provides an opportunity for students to learn more about how their interests connect to specific industries, the skills and education required for careers they are interested in, and pathways available to obtain those skills and credentials. To support stronger career exploration, school partners may incorporate career-interest and aptitude surveys. Educators and counselors can then meet with students to discuss survey results, identify career areas and occupations of interest, and help students make connections across industries and disciplines.

Partners and Resources: As with Learning Of Work, Learning About Work requires educators, counselors, and school partners to connect with employers and industry professionals, communicate intended student outcomes, and set expectations for how partners will interact with students. For more intensive experiences, such as career mentorship, matching students based on their career-interest survey results and providing guiding questions to support relationship-building may be helpful. Many activities at this stage can be offered virtually to reduce barriers to in-person participation, but they should still align with WBL quality indicators and grade-band standards.

Engagement and Reflection: Engagement and reflection activities should prompt students to think about how the careers or industries they explored align with their interests and broader career goals. Activities should help students connect the dots between what they like to do, what they are learning, and what opportunities are available within their potential career pathways. Even if students are not introduced to professionals in their exact career fields of interest, experiences should still help them identify aspects of work environments or jobs they do and do not prefer, such as travel requirements, pace of work, work setting, or level of collaboration.

Before and after students participate in WBL experiences during this stage, consider asking questions such as:

BEFORE:

- What would you like to do or accomplish in your future career?
- What careers or industries align with your interests and goals?
- What would you like to learn more about related to this career or industry?

AFTER:

- Did this experience change your career interests or future goals? If so, how?
- What skills and education are needed for the careers you are interested in?

LEARNING FOR WORK (CAREER PREPARATION)

Student Preparation: This stage supports students as they continue to develop and refine their career interests. School partners can help co-design WBL experiences that support career preparation. Service-learning projects, student-led enterprises, and simulated work experiences should focus on developing the technical skills and career-ready practices needed for success in the students' desired career fields.

Partners and Resources: As WBL leaders design these experiences, leaning on external partners to identify the materials, resources, and supports needed for students to access and meaningfully participate in experiences may be helpful. WBL leaders should think about which community organizations could support service-learning projects or how employers could help deliver a simulated work experience, including providing relevant equipment, materials, or industry insight. WBL leaders should also have a clear understanding of the technical skills and career-ready practices students need to develop and how simulated work experiences will help students build those skills.

Engagement and Reflection: Upon completing the experience, students should meet with their educator, counselor, and/or career mentor (if applicable) to reflect on achievements, identify areas for growth, and discuss feedback related to their readiness for real-world experiences.

LEARNING THROUGH WORK (CAREER ENTRY)

Student Preparation: This stage supports students in identifying WBL experiences that best align with their education and career goals while helping them explore future aspirations. WBL leaders must ensure that clear learning objectives are established for each WBL experience and that students have an interest in and understanding of the related career field. Students under age 18 will also need to obtain parental consent to participate. Additional preparation may include resume development, interview preparation, and assistance with any application processes.

Partners and Resources: Internships, pre-apprenticeships, and apprenticeships will likely require the most time, coordination, and resources of any WBL arrangement. Schools will need to work with employers or industry partners to develop a learning plan or training agreement among the school, student, parent or guardian, school partner supervising the student (e.g., educator, counselor, another professional), and employer. The agreement should outline the time commitment, work activities, qualifications, and any compensation associated with the experience, while also ensuring compliance with child labor laws for students under age 18. The school partner supervising the student should also work with the employer to create a learning plan that determines projects, work tasks, and other responsibilities that support the student's learning, growth, and career development. Experiences should be age-appropriately rigorous and relevant.

Engagement and Reflection: While participating in the WBL experience, students should receive ongoing mentorship and have regular check-ins with their school supervisor, who should also check in with the employer to assess student progress. At the conclusion of the experience, students should have an opportunity to demonstrate the knowledge and skills they gained through a project, presentation, portfolio, or other culminating activity. Educators and counselors should work with students to connect their WBL experience to their broader postsecondary and career plans.

Step 2: Coordinate high-quality WBL experiences.

PREPARE INDUSTRY PROFESSIONALS FOR ENGAGEMENT.

- Schools should prepare partners and employers to work effectively with students before engaging with them in a WBL experience, particularly if the partners and employers have limited or no prior experience working with young people. Hosting introductory meetings or orientations can help partners understand expectations for the WBL experience, support students' knowledge and skill development, and address any questions or concerns.
- Schools and districts should provide employers with clear information about the WBL experience, including timelines (start date, end date, and duration) and location.
- Staff should work with employers to validate the necessary technical skills and career-ready practices that will inform learning objectives for WBL experiences.
- Communications with employers should emphasize that minor labor laws still allow students under age 18 to participate in WBL experiences. Employers are required to adhere to labor laws set by the U.S. Department of Labor, which states that the minimum age for employment is 14 and limits the hours that youth under 16 may work. For additional information on federal and state labor laws, refer to the appropriate federal and New Mexico child labor resources.

MATCH STUDENTS WITH THE BEST OPPORTUNITIES.

- Educators and counselors should work with students to identify WBL opportunities that align with students' career interests, strengths, and goals. During the Learning About Work stage, they should intentionally connect students with industry professionals and mentors to help students build social capital, expand their professional networks, and gain exposure to career pathways and opportunities they may not otherwise be aware of.
- Schools should work with employers to define expectations, responsibilities, and qualifications for the WBL experience and ensure that students clearly understand the level of commitment required for successful participation.

MONITOR AND SUPERVISE EXPERIENCES.

- The student's school supervisor should establish regular check-ins with both the student and the employer, as well as conduct on-site visits when WBL experiences take place in person and out of school. Check-ins should focus on student progress and any additional supports needed. All relevant paperwork, learning plans and training agreements, and evaluations should be maintained in a centralized location.

DETERMINE FLEXIBLE WBL DELIVERY MODELS TO EXPAND ACCESS.

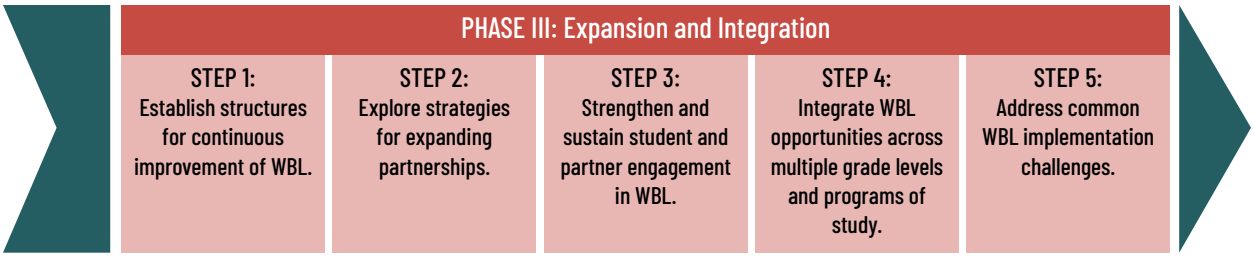
- WBL experiences may be offered on or off school grounds, during or outside of school hours, and in person or virtually. These decisions should be based on the type of WBL experience, available school resources, and students' ability to participate. When determining whether experiences should occur during school hours, on school grounds, or in person, districts should consider factors such as schedule flexibility, transportation needs, and whether the experience can still maintain high quality in a virtual format.

Step 3: Embed WBL experiences into programs of study.

- All WBL experiences should align with relevant learning objectives, including academic content standards, Career Technical Education standards, and other applicable skills. Regardless of whether students earn academic credit through the experience, strong alignment to learning objectives helps ensure that WBL experiences are rigorous, relevant, equitable, and high quality for all students.
- The ***New Mexico Work-Based Learning Continuum and Progression Guide*** provides examples of how students can engage in WBL experiences, as well as standards for what students are expected to know and demonstrate upon completion. WBL leaders and partners can use the WBL continuum as a foundation for designing connected WBL experiences within programs of study that progressively build students' skills and application of learning.
- As WBL opportunities are introduced and expanded, school districts and charter schools should communicate clearly with students and families about available WBL experiences and their benefits. The ***New Mexico Communication and Messaging Resources*** provide ready-made messages and tools for a variety of audiences.

Step 4: Measure and evaluate WBL experiences.

- One way for WBL leaders to track participation is to monitor students who participate in PED-approved WBL courses. School districts can also use course enrollment data to assess access to and participation in WBL experiences across student demographic groups.
- School leaders organizing WBL should revisit the goals and success criteria established for WBL experiences and use those metrics to evaluate success. WBL leaders are encouraged to measure success through student outcomes such as skill attainment, credential attainment, or employment placement.
- WBL experiences can also be evaluated based on the experiences of students and employers. Quantitative methods (e.g., surveys) and qualitative methods (e.g., interviews or focus groups) can help WBL leaders identify what is working well and where improvements are needed. School districts and charter schools can gather feedback from students, educators, employers, and other WBL partners to inform continuous improvement efforts.
- The ***New Mexico Work-Based Learning Outreach and Engagement Resources*** provide sample learning plans and training agreements that support documenting and evaluating student performance in WBL experiences.



In Phase III, WBL leaders should focus on:

- Establishing structures for continued improvement.
- Expanding partnerships.
- Sustaining engagement.
- Integrating WBL opportunities across additional grade levels and programs of study.
- Addressing common WBL implementation challenges.

Step 1: Establish structures for continuous improvement of WBL.

- School and district staff should create and maintain collaborative structures (e.g., advisory committees, school forums, regular partner meetings) to support continuous improvement and sustain active feedback loops. They can work within these structures to discuss current needs, identify what is and is not working, and determine which strategies or WBL experiences can be replicated across schools or programs of study. These spaces can also support shared learning among employers, educators, counselors, school leaders, and other partners by providing opportunities to discuss challenges, share promising practices, and problem-solve collaboratively.
- WBL organizers should collaborate to develop data-collection methods to assess access, participation, completion, and student outcomes. As WBL expands, they can coordinate among partners to monitor student progress, track experiences, and manage implementation logistics.

Step 2: Explore strategies for expanding partnerships.

- WBL partners should consider the committees, networks, and organizations that school leaders, educators, and employers already participate in and identify opportunities to strengthen relationships or build new connections through those existing networks. They can leverage industry associations, chambers of commerce, and state or local workforce development boards to expand industry partnerships and identify additional WBL opportunities.
- Current partners should connect schools with other employers, organizations, or industry professionals interested in supporting WBL.
- School partners and employers should have access to opportunities to learn about strategies for building and sustaining strong partnerships that support long-term WBL implementation. Districts and schools should consider hosting panels, peer learning sessions, or workshops featuring speakers who have successfully developed and maintained high-quality partnerships.

Step 3: Strengthen and sustain student and partner engagement in WBL.

- Educators and counselors can ensure that all students receive adequate preparation and guidance for participation in WBL experiences by working together to strengthen career advising and navigation supports. Helping students explore careers, identify the skills they need, and clarify their career interests and goals better prepares them to participate meaningfully in a variety of WBL experiences.
- Employers or industry partners should be included in multiple WBL experiences across the WBL continuum—from early career awareness activities to internships, pre-apprenticeships, and apprenticeships—to support sustained interaction with students over time.
- Feedback and WBL experience evaluation data can be leveraged to identify successful and promising practices that can be expanded across programs of study or schools. Sharing outcomes with partners can also demonstrate the value and impact of WBL experiences, helping strengthen ongoing partner engagement and investment.

Step 4: Integrate WBL opportunities across multiple grade levels and programs of study.

- Learning objectives for WBL experiences should be continually refined to align them with career-ready practices, workforce needs, and students' education and career interests and goals. WBL grade-band standards and quality indicators can support intentional integration of WBL experiences across multiple grade levels and programs of study.
- Ongoing professional development for educators, counselors, and other school partners can strengthen implementation of best practices. Professional learning should address the integration of WBL within programs of study, alignment of learning objectives with academic and technical content standards, and effective support for students' career navigation and progression through the WBL continuum.

Step 5: Address common WBL implementation challenges.

PROVIDE CAREER ADVISING, COACHING, AND COUNSELING TO SUPPORT STUDENT RETENTION AND COMPLETION.

- To progress through the WBL continuum, students will likely need multiple forms of academic and social support. Educators, counselors, mentors, and employers can coordinate to create a supportive network that offers students strong career advising, navigation, coaching, and direction throughout their WBL experiences.

ADDRESS FINANCIAL AND GEOGRAPHIC BARRIERS THROUGH PARTNERSHIPS.

- Transportation, uniforms, materials, and other costs often pose barriers to student participation in WBL. Partnerships with state agencies, community organizations, and intermediary organizations focused on reducing student barriers can help schools provide the resources and supports needed for students to fully and meaningfully engage in WBL experiences.
- School districts and charter schools may also consider partnering with organizations that support the delivery of high-quality virtual WBL experiences, particularly for students in rural or geographically isolated communities.
- To expand access, districts and schools can also provide WBL opportunities directly through schools or district offices, with school staff supporting activities such as industry tours, job shadowing, mentorship, and simulated work experiences.

EXPLORE FLEXIBLE SCHEDULING MODELS.

- For PED-approved WBL courses, districts and schools should consider how WBL experiences will be integrated into classroom time. For more intensive experiences, such as internships or apprenticeships, consider how class schedules and programs of study can be designed to give students dedicated time to participate before, during, and after the school day.
- School districts and charter schools should also consider WBL opportunities that occur outside traditional school hours, such as during the summer or after school, to expand flexibility and student access.

TEMPLATES FOR WBL QUALITY, EVIDENCE, AND READINESS

The following templates are designed to support WBL implementation, scaling, and continuous improvement. Users are encouraged to download the templates and adjust them for their specific needs.

- The ***Work-Based Learning Partner Mapping Template*** helps identify, categorize, and track WBL partners.
- The ***Work-Based Learning Experience Design Template*** helps co-design high-quality WBL experiences.
- The ***Work-Based Learning Student Readiness and Placement Template*** helps match students to WBL experiences.
- The ***Work-Based Learning Barrier Identification and Solution Planning Template*** helps address equity and access challenges that may limit student participation.
- The ***Work-Based Learning Evidence of Quality Rubric Template*** helps evaluate and demonstrate how WBL experiences align with New Mexico's WBL quality indicators.
- The ***Work-Based Learning Experience Tracking and Outcomes Template*** helps monitor student participation, progress, and outcomes in WBL experiences.
- The ***Work-Based Learning Student Reflection Template*** helps guide student reflection across WBL experiences.
- The ***Work-Based Learning Continuous Improvement Cycle Template*** supports system-level reflection and action planning to continuously improve and scale WBL experiences.

This resource is Part 4 of the *New Mexico Work-Based Learning Toolkit*, a suite of resources that support the development of sustainable, equitable, and high-quality WBL systems across New Mexico. All resources are housed on the New Mexico Work-Based Learning website.

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