



Work-Based Learning Implementation Toolkit

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RIDE Rhode Island
Department
of Education



Governor's Workforce Board
RHODE ISLAND
train for success - connect for growth



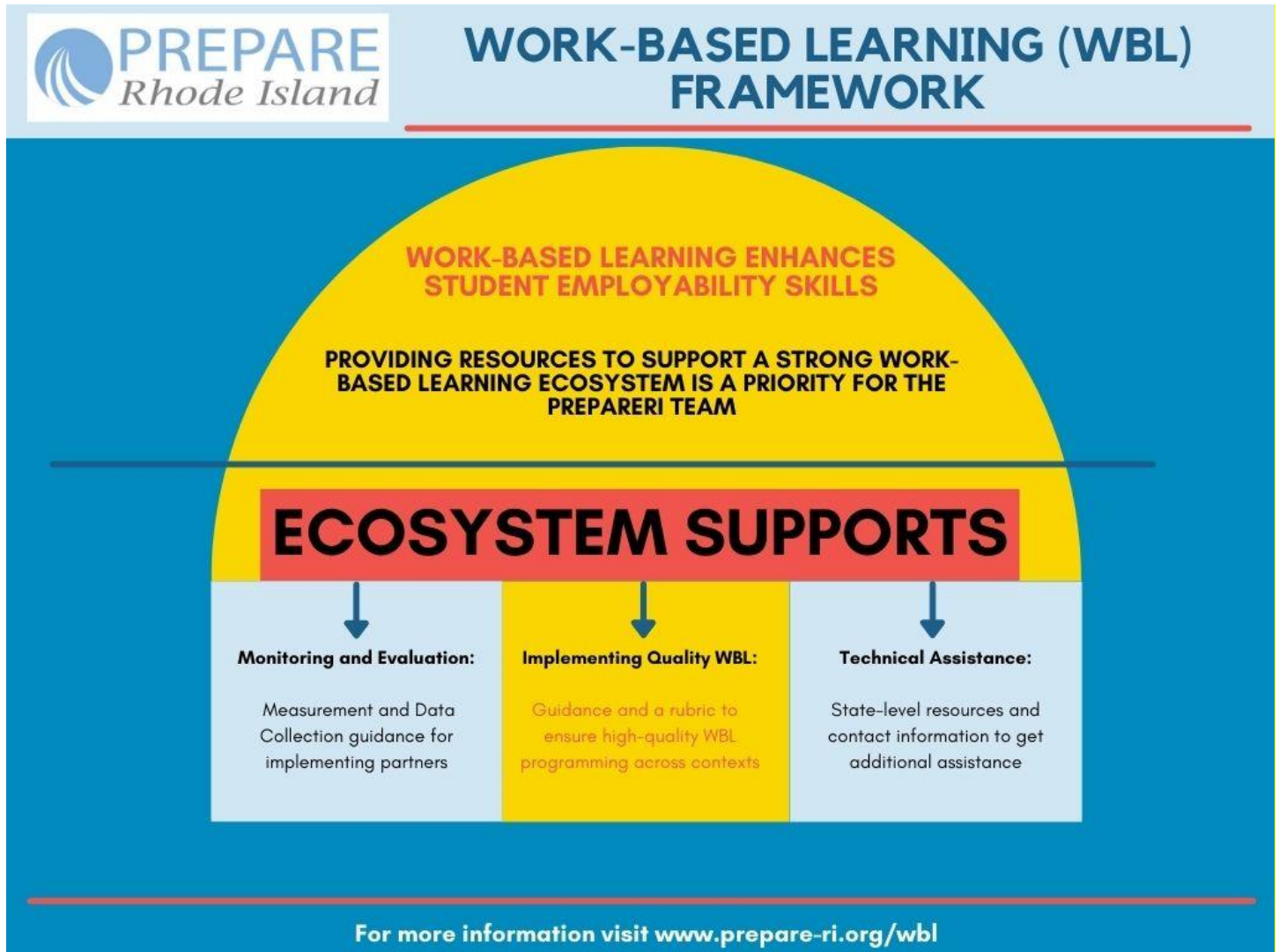
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I. INTRODUCTION

This implementation toolkit is a resource for Rhode Island educators and other work-based learning providers serving K-12 students. It brings together definitions, guidance, and implementation resources in one location.

This toolkit is a living document. Check back for updates and additional tools!



What is work-based learning?

Work-based learning (WBL) is a planned, structured learning experience that provides youth (ages 14-24, in-school or out-of-school) with real-life or simulated work experiences where they can develop and apply academic, technical, and essential skills; and contributes to the achievement of their postsecondary and employment goal(s). It is a critical component of a student's career pathway as it helps develop the student's career readiness.

Types of work-based learning

Rhode Island employs a flexible definition of work-based learning, encompassing the following five types of experiences.

1. **Internship:** A position for a student or trainee to work in an organization, sometimes without pay, to gain work experience, satisfy requirements for a credential, and/or gain course credit.
2. **Apprenticeship:** Highly formal job training experience that involves studying with a master of the trade on the job.
3. **Service-learning:** A program or project which combines community service with an outside organization with a structured opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning.
4. **School-based enterprise:** Students produce and sell goods or services in the school and learn about business skills and entrepreneurship. This may be part of an entrepreneurship course, and a business professional may serve as a mentor and advisor for the enterprise.
5. **Industry project:** Individual, group, or class-wide projects in which students address a real-world, industry-focused question or problem with the guidance of industry professionals.

These work-based learning experiences are often credit-bearing opportunities and provide students with rigorous opportunities to pursue career and industry-connected learning both during and outside of the traditional school day.

Work-based learning experiences can occur through a variety of delivery mechanisms and settings, including but not limited to:

- **In secondary schools**, such as through career and technical education (CTE) programs, and through dual and concurrent enrollment courses.
- **Outside school**, including state-sponsored expanded learning opportunities (ELOs), summer youth employment programming, through RIDE's [All Course Network](#), and other Governor's Workforce Board opportunities and PrepareRI connected programs.
- **Independent student work experiences** that the student seeks out independently with an employer, not affiliated with school or state programs.

The Governor's Workforce Board developed [guidance](#) to set expectations for work-based learning through conversations with the Rhode Island Department of Education, feedback from employers, educators, and other stakeholders through the Governor's Workforce Board Career Pathways Advisory Committee, expert recommendations, and a review of the [Workforce Innovation and Opportunity Act \(WIOA\) definitions](#). Work-based learning should meet the following standards of quality (see section on **Rhode Island's Rubric for High-Quality Work-Based Learning Programs** in this Toolkit):

- **Rigorous:** Skill-based and tied to measurable outcomes. The experience should allow a student to gain measurable skills, whether those be essential skills (also known as professional skills, soft skills, or 21st century skills) or hard technical skills. The entire activity, including corresponding classroom time, should encompass a minimum of eighty hours.

- **Relevant:** Connected to a student’s interests, as indicated in his/her Individualized Learning Plan (ILP) and to the real world of work. Projects and tasks should mirror those that exist in a real workplace, and should align to [Priority Sectors](#) in Rhode Island.
- **Reflective:** Engages the student in reflection and analysis throughout and after the experience, including guided self-reflection (e.g., through the ILP process) and meaningful evaluations from industry professionals. In this process, students should connect the work-based learning experience to their academic work as well as future professional and educational goals.
- **Interactive:** Providing multiple and extended opportunities for students to interact with industry professionals, whether as supervisors, mentors, advisors, or collaborators.
- **Integrated:** Connected with the student’s school-based curriculum. A work-based learning experience is a practical application of academic and/or technical learning and should allow the student to practice the theory learned in the classroom in a real-world setting.

Per the [Governor’s Workforce Board guidance](#), high-quality work-based learning experiences should be designed in order for youth to develop and apply the following essential skills:

- **Collaboration and teamwork:** Works effectively within and contributes to teams, learns from and works collaboratively with others, shows adaptability and flexibility, and effectively negotiates conflict.
- **Communication:** Listens actively and articulates and presents information clearly and effectively in written, visual, and verbal forms.
- **Critical thinking and problem solving:** Distills and analyzes information, makes judgements based on evidence, and uses data and information to solve problems.
- **Initiative and self-management:** Works independently as needed, monitors and prioritizes his/her own time and tasks, takes initiative to solve problems as appropriate, and employs persistence to take tasks to completion.
- **Professionalism:** Follows and can articulate workplace norms such as punctuality, appropriate workplace communication and interactions, and professional dress.

The work-based learning continuum

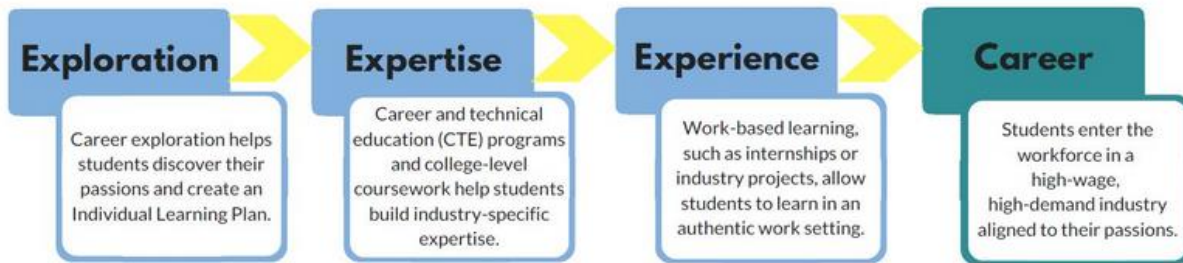
Educators often find it useful to think of career readiness experiences on a continuum from initial career exploration to highly structured job training as seen in Figure 1 below. The five types of work-based learning reflected in Rhode Island’s definition are at the upper end of this continuum. However, students benefit from participation in the full range of experiences starting in the middle grades. The earlier **career exploration** experiences, such as job fairs, employer talks, and industry field trips, give students opportunities for *learning about work* in a wide range of different industry sectors and occupations and begin to think about which ones fit their interests and goals. Further experiences such as job shadowing and mentoring with an industry partner allow students to explore particular areas of interest in more depth. Experiences to develop **career expertise and experience**, such as internships and school-based enterprises, support *learning through work*. These experiences help students develop technical occupation-specific skills as well as more broadly transferable career readiness skills.¹

Career exploration experiences should be incorporated into a student’s [Individual Learning Plan \(ILP\)](#). While appropriate and foundational, these experiences – such as job shadowing and career fairs – do not meet the

¹ Source: ConnectEd. (2012). Work-Based Learning in Linked Learning: Definitions, Outcomes, and Quality Criteria. Retrieved from <https://connectednational.org/learn/key-resources/work-based-learning/>

requirements for rigor associated with work-based learning career preparation in Rhode Island. The information discussed in this document refers to the five types of work-based learning listed under the definition above. These experiences fall within the **expertise and experience** sections on the work-based learning continuum (figure 1).

Figure 1. PrepareRI Work-based Learning Continuum



Vision

Work-based learning is a component of accountability measures established in Rhode Island’s state plan for the [Every Student Succeeds Act](#) (ESSA). The ESSA Post-Secondary Success Indicator measures students’ success in demonstrating achievements beyond those needed to earn a high school diploma. One of the student outcomes used to measure this indicator is a Pathway Endorsement, which students can earn through a combination of academic study, work-based learning, and performance-based assessment. In addition, student completion of a high-quality work-based learning experience is one of the performance measures stated in Rhode Island’s [Perkins V state plan](#), which was developed in alignment with the state’s [Workforce Investment and Opportunity Act](#) (WIOA) plan.

Roles and responsibilities for work-based learning

Work-based learning happens in many settings in Rhode Island and several different agencies and programs have responsibility for setting policy and implementing work-based learning experiences.

Table 2. Roles and responsibilities for work-based learning

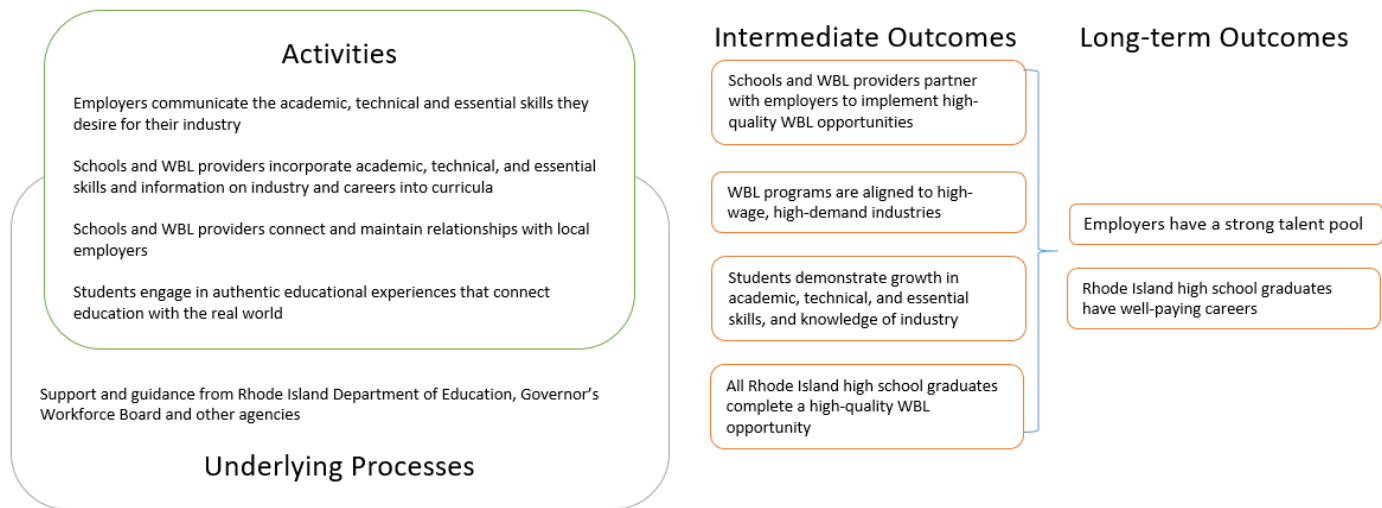
Agency	Work-based learning settings	Roles
Rhode Island Department of Education (RIDE)	<p>In-School:</p> <ul style="list-style-type: none"> Associated with career and technical education programs offered in a comprehensive high school or career and technical education center General work-based learning in a high school setting but not associated with a CTE program 	<ul style="list-style-type: none"> Sets minimum requirements for work-based learning experiences that occur in secondary schools Leads the PrepareRI initiative, a cross-agency collaboration Tracks Individualized Learning Plans (ILPs), which play a central role in documenting student growth for employability skills. Districts should align ILP efforts and work-based learning efforts

	<ul style="list-style-type: none"> ● Programs through grants, such as Computer Science for Rhode Island (CS4RI) <p>Out of school:</p> <ul style="list-style-type: none"> ● RIDE manages the All Course Network (ACN) which offers a variety of supplemental, out of school WBL course options 	
Career and Technical Education Board of Trustees and its industry subcommittees	<p>In-school CTE</p> <ul style="list-style-type: none"> ● Associated with career and technical education programs offered in a comprehensive high school or career and technical education center 	<ul style="list-style-type: none"> ● Sets industry-specific standards for CTE programs taking place in comprehensive high schools and in CTE centers ● Sets requirements for work-based learning that takes place within CTE programs ● Involves industry partners in setting direction of career and technical education programs in the state
Governor's Workforce Board (GWB)	<p>Out-of-school:</p> <ul style="list-style-type: none"> ● PrepareRI internships ● Real Skills for Youth Summer/Academic Year Programming ● Other WIOA-funded opportunities 	<ul style="list-style-type: none"> ● Funds out-of-school work-based learning and career exploration through the PrepareRI Internship and Real Skills for Youth programs ● Sets requirements for work-based learning occurring outside the secondary and higher education settings that are funded by the GWB ● Provides supplemental support of year-round work-based learning initiatives ● Through the Career Pathways Advisory Committee, engages industry stakeholders in setting career pathways and work-based learning policies and standards ● Collects and analyzes data from GWB funded programming through the work-based learning Summer Outcomes survey
Department of Commerce and the Community College of Rhode Island	<p>In-school:</p> <ul style="list-style-type: none"> ● P-TECH early college program through which high school students can earn college credits and credentials 	<ul style="list-style-type: none"> ● Jointly manages the P-TECH program with the Community College of Rhode Island and Rhode Island Office of the Postsecondary Commissioner

Why is work-based learning important?

Providing high-quality work-based learning experiences for all students is an essential piece of Rhode Island's strategic plan to close the gap between what students learn in school and what they need for high demand jobs. As displayed in the theory of action below (figure 2), building students' skills through work-based learning will help fill the pipeline to well-paying careers and ensure that employers have the talent they need to thrive in the economy of tomorrow.

Figure 2. Work-Based Learning Theory of Action



Although rigorous experimental evidence is lacking, research on work-based learning suggests many benefits for students' educational attainment, skill development, and employment outcomes. For example,

- Work-based learning helps students build career readiness skills (Kenney et al., 2016; Steedle & Hepburn, 2020).
- Students who participate in an *internship or apprenticeship* are more likely to enroll in a two-year college or be employed within the first two years after high school (Bishop & Maine, 2004; Neumark & Rothstein, 2003). *Apprenticeships* for high school students that combine adequate time in the workplace setting with learning opportunities are associated with labor market advantages (Neyt, Verhaest, & Baert, 2018; Wolter & Ryan, 2011).
- Students who participate in a *school-based enterprise* may gain employability skills (Hughes & Golann, 2007) and are more likely to enroll in college (Neumark & Rothstein, 2003). *Industry projects* also hold promise: There is some evidence that instructional activities that integrate academic content with career technical skills are associated with gains in students' academic achievement (Parr, Parr, & Mohon, 2019; Pierce & Hernandez, 2015; Stone, Alfeld, & Pearson, 2008). Studies also point to the potential for a relationship between project-based learning in general and student academic achievement, engagement, and motivation (Condliffe, 2017).

II. HIGH-QUALITY WORK-BASED LEARNING PROGRAMS

One strategy the state can use to address the aforementioned vision is to create more work-based learning opportunities for students through programs in- and out-of-school. However, in doing so, it is important to focus on both expanding *access* to programs and ensuring the *quality* of programs. Students should have access to programs that meet the state’s standards of quality —that is, they are rigorous, relevant, reflective, interactive, and integrated. These quality indicators are applicable when developing a new work-based learning program and when reviewing an existing program. For developing programs, having clear quality expectations is useful. For existing programs, having criteria to identify areas of strength and areas for growth is helpful. Meeting both of these objectives is possible when using a rubric such as the state’s Rubric for High-Quality Work-based Learning Programs (see table 2). The following sections describe how this rubric can be used to support the development and implementation of a high-quality work-based learning program.

In addition, career and technical education programs offered in high schools and technical education centers use quality rubrics developed for specific industry sector needs. These rubrics are developed and approved by the state’s [Career and Technical Education Board of Trustees and can be found here](#).

Rhode Island’s rubric for high-quality work-based learning programs

A cross-agency team representing RIDE and the Governor’s Workforce Board collaborated with the [Regional Educational Laboratory Northeast and Islands](#) to create a rubric for high-quality work-based learning programs in the state.² The rubric was developed using the [Governor’s Workforce Board Work-Based Learning Standards](#) and was initially released in 2020.

The purpose of this [rubric](#) is to support districts, schools and community partners in assessing the quality of work-based learning programs available to students and by doing so, establish a plan to enhance current programs and create new, high-quality work-based learning opportunities. For the purposes of this rubric, a work-based learning program is a formal program that establishes work-based learning experiences for students and has structured policies and procedures for implementation. Specifically, the purpose of the rubric is to:

- Ensure consistency in work-based learning program quality for in-school and out-of-school programs (e.g., apprenticeship, internship, service learning, school-based enterprise, or industry project).
- Provide quality indicators that can be used to assess the quality of work-based learning programs.
- Identify areas of strength and growth opportunities for increasing the quality of work-based learning programs.

Intended audience and application of the rubric

Below are examples of how this optional rubric can be used by work-based learning program providers and other stakeholders.

- School leadership teams can use this rubric to develop high quality WBL programs for all students.

² The [Regional Educational Laboratory Northeast and Islands](#) convened members from RIDE, the Governor’s Workforce Board, educators, PrepareRI and business representatives to develop and review the rubric.

- Career Coordinators can use this rubric to assess WBL program policies and procedures and to identify areas of program strength and growth opportunities.
- School counselors can use this rubric to ensure that student's in-school and out-of-school WBL experiences are of high quality and documented appropriately.
- The Governor's Workforce Board can use the rubric to assess internship program quality with businesses.
- Adult education providers can use this in their support of working age Rhode Islanders.
- Students and parents can understand the expectations for work-based learning experiences, including student responsibilities, skill and knowledge development, and outcomes.

Rubric structure

The rubric is organized across three dimensions of quality, including:

- **Dimension 1:** The program prepares students for high-wage and high-demand industries.
- **Dimension 2:** The experience develops employability skills critical for future workforce readiness.
- **Dimension 3:** The program employs reporting protocols.

For each dimension there are three performance levels, which are the rubric ratings. These include:

- **Developing:** The program is in the initial stages of developing program policies, relationships, and structures, or students are participating in low quality work-based learning programs.
- **Effective:** The program has established some policies and structures, and students are participating in work-based learning programs that have an appropriate level of quality.
- **Exemplary:** The program is of high quality.

For each dimension there are several indicators--these are the rows in the table. For each of these rows there is a description of performance with a table cell corresponding to each of the three performance levels.

At the end of the rubric, the document includes potential sources of evidence that could be used to inform the rubric rating.

How to use the rubric

The following steps outline the process that high school leadership teams or groups of program administrators can undertake to review the quality of a WBL program. Prior to these steps, high school leadership teams or administrators should decide and communicate who is going to be part of the review team. This task may be dependent upon Step 1 and team membership may change for each program reviewed.

1. **Decide which WBL program will be reviewed.** There may be several formal work-based learning programs within a school--will you review each one or just choose one for now? Keep in mind that the rubric works best for a formal program, such as a course that integrates WBL opportunities into the curriculum or a formal internship program operated by the school, rather than evaluating a single WBL experience, such as a stand-alone internship that a student obtained on his or her own, without formal support from the school.

2. **Collect all available and relevant information about the WBL program.** This might include course curriculum, employability skills frameworks, meeting materials from meetings between the work-based learning program manager and industry partners, and measures of student learning for the work-based learning experience. The team should review these materials.
3. **Orient team members to the work-based learning materials, including this rubric, and calibrate on its criteria.** Each team member should have a copy of the materials from Step 2 and the rubric. To calibrate on the materials and the rubric, members can utilize the following protocol if interested:
 - a. **Examine** the materials and the rubric.
 - b. **Clarify** anything unclear about the materials or about the rubric criteria by asking clarifying questions to the group.
 - c. **Read and rate** the work-based learning program for each indicator (i.e., row) in the rubric using the three performance levels. Take notes to justify your rating so that you can discuss your thought process.
 - d. **Share** ratings, one team member at a time, without providing explanation. The group facilitator can record the team's ratings.
 - e. **Discuss** where there are differences in ratings and why. Team members can explain and justify their ratings by referring to specific language in the rubric and evidence in the work-based learning program materials. Discussion continues until consensus is reached. It can be helpful to document examples of areas where raters disagreed, and the rationale for the consensus rating of such areas, to guide future program ratings.
4. **Debrief ratings and identify implications for the program.** Where can the program improve and where is it strong?
5. **Develop a plan.** A team member will then want to create a plan to address any needed changes with consultation from the rest of the group.

Table 2. Rhode Island's Rubric for High-Quality Work-based Learning Programs (*screenshots only, full rubric in Appendix*)

Dimension	Key Aspects of Indicators	Exemplary Program	Effective Program	Developing Program
Dimension 1: WBL program prepares students for high-wage and high-demand industries.	The program supports students' employability skills development.	Provides ongoing opportunities to students to identify and develop employability skills. Provides multiple opportunities for students to develop their skills in resume building, job searching, interviewing, email etiquette, financial literacy, and health, safety, and rights on the job.	Works with students to identify the employability skills to develop. Supports students in developing their skills in resume building, job searching, interviewing, email etiquette, financial literacy, and health, safety, and rights on the job.	Does not support students in identifying the employability skills to develop. Does not support students in building foundational skills including resume building, job searching, interviewing, email etiquette, financial literacy, and health, safety, and rights on the job.
	The program exposes students to career pathways to identify professional goals.	Exposes students to multiple career exploration experiences throughout their education that align to their career interests. Develops a professional and educational plan that connects their WBL experience to their future goals.	Exposes students to different career pathways. Helps students identify their future professional and educational goals.	Does not expose students to career exploration experiences that align to their interests. Does not make connections between students' WBL experience and their future professional and educational goals.
	The program leaders communicate employability skills in key industries/jobs.	Regularly reviews, collects and updates information on the required employability skills for key industries.	Communicates the required employability skills in key industries or has a process to collect that information from industry leaders.	No communication regarding the required employability skills in key industries is done and no process to collect information from industry leaders exists.
	The program leaders support teachers in integrating employability skills.	Supports teachers in incorporating employability skills for different industries and careers into curricula.	Supports educators in teaching and integrating employability skills into instruction.	There is no support for educators to integrate employability skills into instruction.
Dimension 2: WBL program develops employability skills critical for future workforce readiness.	The WBL program combines application of educational content and development of workplace knowledge.	The WBL program provides multiple and varied opportunities to connect academic content in a real-world setting. The WBL program helps students to develop and maintain a professional network in their industry of interest.	The WBL program provides opportunities to apply educational content in a real-world setting. The WBL program offers networking opportunities to support students in building their knowledge in their industry of interest.	The WBL program does not provide an opportunity to apply academic content in a real-world setting. The WBL program does not provide opportunities to develop a professional network in their industry of interest.
	The WBL program prepares students to identify workplace norms and culture independent of supervision or guidance.	The WBL program prepares students to identify workplace norms and culture independent of supervision or guidance.	The WBL program develops students' workplace norms and cultures.	The WBL program does not expose students to different workplace norms and culture.
	Students reflect on WBL experience and the development of skills aligned with their professional interests.	The WBL program embeds ongoing opportunities for students to reflect on their WBL experience and the development of employability skills. The WBL program exposes students to multiple career exploration experiences that align to their career interests throughout their education.	The WBL program requires students to reflect on their WBL experience and the development of employability skills. The WBL program aligns with the student's interests, including their future professional and educational goals.	The WBL program does not provide students with opportunities for reflection on the development of their employability skills. The WBL program does not align with the student's interests or future professional and educational goals.
	Industry partners inform WBL program.	The WBL program is a joint collaboration between the school/ district career coordinator and industry stakeholders.	The WBL program is designed with industry representation and voice.	The WBL program is designed and implemented without representation from industry stakeholders.

Dimension	Key Aspects of Indicator	Exemplary	Effective	Developing
Dimension 3: WBL program employs reporting protocols.	Education regularly update LPs to report on student learning and professional goals.	Student LPs are regularly updated to report their development of employability skills. The career coordinators, or other appropriate designees, regularly update student LPs to report their future professional and educational goals.	Student LPs are used to report the development of their employability skills. The career coordinators, or other appropriate designees, use the student LPs to report their future professional and educational goals.	Student LPs are not used to report the development of their employability skills. The career coordinators, or other appropriate designees, do not use the student LPs to report their future professional and educational goals.
	Teachers or employers assess student employability skill development.	Multiple assessments are used to assess student's employability skill development.	Student's employability skills development is assessed.	Student's employability skills development is not assessed.
	Program leaders establish policies for WBL quality.	The program regularly reviews, assesses, and revises policies and guidance outlining key components, requirements, and processes for WBL programs.	The program has an established set of policies and guidance outlining key components, requirements, and processes for WBL programs.	The program has no established policies or guidance outlining key components, requirements, and processes for WBL programs.
Sources of Evidence: The following can be examined to inform the rubric ratings.				
<ul style="list-style-type: none"> o Use of employability skills desired specific industries o Networking events schedule o Employer WBL survey results o ICA/ Employer meeting materials and notes o WBL implementation guidance and policies o Student career interest survey o Student resume o Student list of careers or industries of interest o Student self-reflection essays o Completed student LP o Student test scores and survey results o Student employability skills assessment scores and survey results o Student portfolios of work 				

High-quality work-based learning in a remote learning context

School closures during the COVID-19 pandemic have led schools and employers to develop alternative approaches to work-based learning that deliver a high-quality experience in a remote learning context. While the standards of quality remain the same, the implementation will differ. Evidence from virtual programs ([Hora et al., 2020](#)) suggests that virtual work-based learning requires:

- Additional preparation for students and employers/teachers to set clear expectations for the experience.
- Support for students to reduce social isolation in the absence of face-to-face interaction.
- Regular, explicit communication between work-based learning program organizers, students, and employers.

Some resources for virtual work-based learning are provided below.

- Resources, tools & examples: High-quality CTE in a COVID-19-impacted school year. [Association for Career and Technical Education \(2020\)](#)
- FAQ on state and district response to COVID-19 outbreak: What are states doing to support students' work-based learning opportunities? [Regional Educational Laboratory Northeast and Islands \(2020\)](#)

III. WORK-BASED LEARNING DATA COLLECTION - July 2021

Data collection related to work-based learning will be implemented in a phased approach. For schools in the 2021-2022 school year, RIDE will implement a new data collection related to work-based learning, that data managers within each district will include as part of their normal data process with RIDE. Schools will use this data collection to report on all student work-based learning experiences for all students in grades 9-12, including those in CTE programs and others. Data fields required will include the setting, number of hours, industry sector, employer or community partner, paid or unpaid status, and associated class if any.

The Prepare RI Team will review the initial data from 2021-2022 and work with stakeholders to develop additional data points and collections for future phases. The 2021-2022 WBL Data Collection specifications can be found [HERE](#) on RIDE's website and are attached in the appendix.

IV. WORK-BASED LEARNING IMPLEMENTATION TOOLKIT FOR TEACHERS AND DISTRICT LEADERS

Operationalizing Guidance

This toolkit provides models to assist teachers, program directors, and community or industry partners in developing and implementing work-based learning experiences for their students. Below are examples of approaches to **service learning**, **school-based enterprises**, and **industry-based projects**. The guidance focuses on these three types of work-based learning because they are experiences primarily within a teacher's control to design and plan. Guidance for **internships** and **apprenticeships** can be found elsewhere. Guidance for implementing youth apprenticeship strategies is being developed through the [PrepareRI Youth Apprenticeship](#)

[Program \(PRIYA\)](#) and the Youth Apprenticeship Committee of the Statewide Apprenticeship Council under the [Department of Labor and Training](#). Internships and apprenticeships should still meet the expectations outlined by the Governors Workforce Board for work-based learning. RIDE is collecting exemplars of all types of work-based learning and will share them in this Toolkit in the near future.

Service learning, school-based enterprise, and industry-based projects are all types of WBL that can be implemented for all students in a course under the direction of a teacher in partnership with community members, non-profits, and industry representatives. In preparation for any WBL activity, instructors and industry partners should consult [this guidance](#) to ensure standards for high quality work-based learning will be met.

Guidance specific to work-based learning connected to Career and Technical Education (CTE) [can be found here](#).

Implementing service learning

Service learning is a program or project which combines community service with an outside organization with a structured opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning.

Sample approach:

1. Teacher or Career Coordinator reaches out to community partner(s) to discuss collaborating to provide students with real-world problems to solve.
2. Rigor and Relevance: Community partner presents context and problem to students. During discussion, the teacher identifies relevant skills that students will practice during the course of the project. Through conversation with the community partner, the teacher will determine how the students know they have been successful in completing the project.
3. Teacher facilitates as students work in teams to develop solutions to propose to the community partner. Teacher discusses essential skills with students and provides structured time to reflect on how students are doing in their practice of these essential skills and areas for improvement. Teacher requires student teams to develop a plan of work with a timeline and report back periodically on progress and challenges.
4. Student teams present proposed solutions to community partner. Community partner gives students feedback on proposed solutions.
5. Students reflect on feedback and revise proposed solutions before proceeding to build out and enact the approved solution(s).
6. Students present outcomes in a professional and reflective manner to community partner and other stakeholders. Students discuss how this work is connected to their school program and what they have learned about themselves and their future plans.

Example:

A science teacher is preparing for a unit on watersheds. He wants to conduct a service-learning project, so he reaches out to the local conservation district to ask about opportunities for collaboration. The community partner presents to the class and speaks about sources of pollution and how they affect the watershed.

Students are tasked with creating a community education tool to inform community members about how they impact their environment. Student teams research the issue and develop plans. The community partner returns to hear the proposal and offer feedback. Students take the feedback, modify, and execute their plans. The work products are sent to the community partner who then uses them to reach citizens through their website, newsletters, and a town billboard.

Implementing a school-based enterprise

Students produce and sell goods or services in the school and learn about business skills and entrepreneurship. This may be part of an entrepreneurship course, and a business professional may serve as a mentor and advisor for the enterprise.

Sample approach:

1. Teacher and students collaborate with the School Improvement Team (SIT) to identify needs in the school that the class can collectively address.
2. Rigor and Relevance: Teachers facilitate discussion with students about the range of relevant professional skills to be practiced in creating and maintaining the school-based enterprise. How will the students know they have been successful?
3. Teacher mentors students as they work in teams on proposed solutions. Teacher discusses essential skills with students and provides structured time to reflect on how students are doing in their practice of these essential skills and areas for improvement. Teacher requires student teams to develop a plan of work with timeline and report back periodically on progress and challenges.
4. Student teams present proposed solution to the SIT. SIT gives students feedback on proposed solutions. In subsequent years for ongoing enterprise, teams from class will provide regular feedback to the SIT, and administration and will seek feedback from customers to monitor satisfaction and look for areas of improvement.
5. Students reflect on feedback and proposed improvements. Teacher establishes protocols for an interactive process of improvement to the enterprise.
6. By the end of the school year, all class members will have given a professional presentation to the SIT and written a reflection about the experience and how they practiced essential workplace skills.
7. Collectively, the group develops and executes a plan for running the school-based enterprise. This could include a school store, a student-run cafe, a student-led broadcasting studio, a student-run art gallery or many more creative enterprises.

Example:

Students in a journalism pathway approach their teacher about teaming up to create a broadcasting club to help with school culture and to communicate about all sorts of topics with the student body. The group engages with administrators, teachers, their peers, and community members to assess their needs and the opportunities. They develop a communication plan and a schedule and get to work. As part of their plan, they regularly collect and reflect on feedback from their stakeholders, and report to the School Improvement Team.

Implementing industry-based projects

Individual, group, or class-wide projects in which students address a real-world, industry-focused question or problem with the guidance of industry professionals.

Sample approach:

1. Teacher or Career Coordinator reaches out to industry partner to discuss collaborating to provide students with a real-world problem to solve.
2. Rigor and Relevance: Industry partner presents context and problem to students. Discussion should include skills that students will practice during the course of the project and the outcomes. How will the students know they have been successful in completing the project?
3. Teacher facilitates as students work in teams on proposed solutions. Teacher discusses essential skills with students and provides structured time to reflect on how students are doing in their practice of these essential skills and areas for improvement. Teacher requires student teams to develop a plan of work with a timeline and report back periodically on progress and challenges, so students practice project management skills.
4. Student teams present proposed solutions to industry partner. Industry partner gives students feedback on proposed solutions.
5. Students reflect on feedback and revise proposed solution before proceeding to create and test the proposed solution.
6. Students present their final solution in a professional manner to industry partner and other stakeholders. Students discuss how this work is connected to their school program and what they have learned about themselves and their future plans.

Example:

An art teacher partners with a local arts organization. They need a poster design for their annual festival. A community partner, who is also an artist, meets with the class to explain the need and parameters of the project. The students work in teams to generate ideas. The community partner views presentations of initial ideas from the teams and provides feedback. The students integrate feedback and complete the project, presenting their final result to the community partner. The community partner is able to use the student work to promote the event.

APPENDICES

- A. Glossary**
- B. GWB Work-Based Learning Guidance**
- C. CTE Board of Trustees Work-Based Learning criteria and resources**
- D. Work-Based Learning criteria rubric**
- E. Work-Based Learning Data Collection Specifications**

Appendix A: Glossary

All Course Network (ACN)- Designed to help districts and schools create opportunities for Rhode Island students to envision, pursue and realize their individualized graduation pathway outside of the traditional school day by providing supplemental course options for K-12 students at no cost to students and families. It provides students with the ability to explore new areas of interest, earn college credit and engage in work-based learning opportunities.

Apprenticeship- Highly-formal job training experience that involves studying with a master of the trade on the job.

Career and Technical Education Board of Trustees- Advises the Rhode Island Commissioner of Elementary and Secondary Education and the Board of Education about creating a system of career and technical education that prepares students to meet the evolving needs of Rhode Island employers.

Career awareness experiences - Experiences, such as job fairs, employer talks, and industry field trips, that give students opportunities for *learning about work* in a wide range of different industry sectors and occupations and begin to think about which ones fit their interests and goals.

Career exploration experiences - Experiences, such as job shadowing and mentoring with an industry partner, that give students a more in-depth experience with particular areas of interest.

Career preparation and training experiences - Experiences, such as internships and school-based enterprises, that support *learning through work*. These experiences help students develop technical occupation-specific skills as well as more broadly transferable career readiness skills.

Computer Science for Rhode Island (CS4RI)- A state initiative bringing high-quality computer science (CS) learning experiences to all students. As a partnership between the State of Rhode Island, the Rhode Island Department of Education, K-12 schools, higher education, private industry, and nonprofits across RI, CS4RI focuses on building educator capacity by providing access to quality computer science professional development opportunities; developing rigorous and sustainable K-12 pathways, supporting districts with implementation strategies and resources; and accelerating demand and momentum for CS education.

Concurrent enrollment- A program that allows high school students to take approved college courses taught by instructors on staff at the students' high school. Students earn credits that are accepted by the high school as well as by the college.

Dual enrollment- A program that allows high school students to attend college courses taught by college faculty from a public or private college, usually offered on a college campus or online. Students earn credits that are accepted by the high school as well as by the college.

Elementary and Secondary Schools Act (ESSA) Post-Secondary Success Indicator- This indicator is a measure of students' success in demonstrating achievements beyond those needed to earn a high school diploma.

Experiential Learning- Another term that can be used for Work Based learning, often in the postsecondary space.

Governor's Workforce Board (GWB)- The Rhode Island Governor's Workforce Board (GWB) is the governing body charged with the continuous improvement of the workforce system and oversight of Workforce Innovation and Opportunity Act (WIOA) funds and programs. GWB's Board consists of industry leaders from across the state who are appointed by the Governor to oversee workforce development activities statewide. Local Workforce Investment Boards (WIBs) fall under the auspices of GWB, which is part of the PrepareRI umbrella. GWB also has a seat on the CTE Board to further ensure alignment between the CTE Board and the workforce investment boards. The GWB sets requirements for work-based learning occurring outside the secondary and higher education settings.

[Individualized Learning Plans \(ILPs\)](#)- A student directed planning and monitoring tool that customizes learning opportunities throughout their secondary school experience, broadens their perspectives and supports attainment of goals. The ILP documents students' interests, needs, supports, course selections (including access to college level programming), transition placements and other learning experiences both in- and out-of-school. The information produces a thoughtful program of study leading to proficiency for graduation and postsecondary experiences.

Industry project- Individual, group, or class-wide project in which students address a real-world, industry-focused question or problem with the guidance of industry professionals.

Internship- A position for a student or trainee to work in an organization, sometimes without pay, to gain work experience, satisfy requirements for a credential, and/or gain course credit.

[Pathway endorsement](#)- A certification on a student diploma certifying that the student has completed a specified combination of academic study, work-based learning, and performance-based assessment.

[Perkins V State Plan](#)- A plan submitted by Rhode Island to the U.S. Department of Education detailing how the state will allocate its funds received through Perkins for CTE programs.

[Pathways in Technology Early College High School \(P-TECH\) Programs](#)- Comprehensive early college program through which high school students can earn college credits and industry-recognized credentials.

School-based enterprise- A program in which students produce and sell goods or services in the school and learn about business skills and entrepreneurship. School-based enterprises may be part of an entrepreneurship course, and a business professional may serve as a mentor and advisor for the enterprise.

School improvement team (SIT)- A group of educators and other stakeholders who consult with and assist the school principal in making important governance decisions and/or leading and coordinating school-improvement initiatives.

Service learning- A program or project which combines community service with an outside organization with a structured opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning.

[Skills for Rhode Island's Future \(SkillsRI\)](#)- Rhode Island's statewide intermediary that breaks down barriers to economic opportunity by connecting unemployed and underemployed Rhode Islanders to jobs with socially responsible, civic-minded employers. SkillsRI also manages the [PrepareRI WBL Navigator](#).

[Workforce Investment and Opportunity Act \(WIOA\)](#)- Legislation designed to strengthen and improve the nation's public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers.

Work-based learning- Work-based learning is a planned, structured learning experience that provides youth (ages 14-24, in-school or out-of-school) with real-life or simulated work experiences where they can develop and apply academic, technical, and essential skills; and contributes to the achievement of their postsecondary and employment goal(s).



Workforce Guidance

TO: RHODE ISLAND DEPARTMENT OF EDUCATION, RHODE ISLAND OFFICE OF THE POSTSECONDARY COMMISSIONER, WORKFORCE NETWORK PARTNERS

FROM: Governor's Workforce Board

SUBJECT: Defining Work-based Learning Activities and Standards

DATE: January 18, 2018

PURPOSE

To provide guidance to high schools, postsecondary institutions, training providers, nonprofits, government agencies, and other workforce network partners regarding the Governor's Workforce Board's (GWB) vision for work-based learning activities for youth, particularly youth enrolled in high school or of high school age.

BACKGROUND

The PrepareRI initiative represents a strategic partnership between the Rhode Island government, private industry leaders, the public education system, universities, and non-profits across the state working in collaboration to prepare all Rhode Island youth with the skills they need for jobs that pay.

There currently exists a wide skills gap in the state: nearly 60% of Rhode Island employers surveyed report having a very hard time filling vacancies in high-skill positions. The two greatest barriers employers face in hiring middle and high-skill positions are lack of job-specific technical skills and lack of relevant work experience, and the #1 request from surveyed employers is to strengthen educational programs that prepare students for jobs and careers in high-demand occupations and industries.

PrepareRI aims to close the gap between what students learn in school and what they need for high-demand jobs. The initiative was built on the belief that all young people — regardless of their previous background or intended career — will need some form of postsecondary credential and practical work experience to be successful. For businesses, PrepareRI ensures that employers have the workforce they require to thrive in the economy of tomorrow. This fills a crucial need in Rhode Island; currently, less than 45 percent of residents have a postsecondary degree or industry-recognized certificate, yet 70 percent of jobs will require those credentials by 2020. PrepareRI will restructure the entire talent pipeline in Rhode Island, from kindergarten to career, by ensuring that all students are college and career ready, and on career paths in high-wage, high-growth industries.

GUIDANCE

The GWB presents the following definitions, standards, and guidance regarding work-based learning for youth, particularly youth enrolled in high school and of high school age. This work was developed through a series of conversations and relied on the following:

- Best practices from other states;
- Research and recommendations from an outside consultant;
- Employer, educator, and other stakeholder feedback from the GWB’s Career Pathways Advisory Committee;
- Feedback from the Rhode Island Department of Education; and
- Workforce Innovation and Opportunity Act (WIOA) definition of a “work experience.”

The GWB intends for this document to inform other state agency work, investments, and programming as it relates to career readiness and work-based learning. However, it is by no means an exclusive or exhaustive document, and should be supplemented with ongoing conversations with stakeholders. This and corresponding documents will be reviewed on an ongoing basis and is subject to change as stakeholders continue to provide feedback and develop best practices. Included in this guidance is:

1. Vision for work-based learning
2. Definition of work-based learning
3. Standards and expectations for high-quality work-based learning (both general and for specific activities)
4. Guidance for schools and employers regarding insurance and liability as it relates to internships

VISION

Work-based learning is an essential component of a student’s career pathway, building on their classroom knowledge with practical experience in the workplace and interaction with industry and community professionals. Work-based learning allows students to apply and develop their academic, technical, and essential skills, shows students the relevance of their education as it connects to the real world, and prepares them for success in college and career. Our vision is that by 2020:

- All high schools will have high-quality work-based learning programming
- All career pathway programs will be aligned to Rhode Island’s high-wage, high-demand career fields

DEFINITION

The GWB defines a **work-based learning activity** as a planned, structured learning experience that provides youth (ages 14-24, in school or out of school) with real-life or simulated work experiences where they can develop and apply academic, technical, and essential skills; and contributes to the achievement of their postsecondary and employment goal(s). The GWB is employing a flexible definition of WBL, encompassing the activities below:

- **Internship:** A position for a student or trainee to work in an organization, sometimes without pay, to gain work experience, satisfy requirements for a credential, and/or gain course credit.
- **Apprenticeship:** Highly-formal job training experience that involves studying with a master of the trade on the job.¹
- **Service-learning:** A program or project which combines community service with an outside organization with a structured opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning.
- **School-based enterprise:** Students produce and sell goods or services in the school and learn about business skills and entrepreneurship. This may be part of an entrepreneurship course, and a business professional may serve as a mentor and advisor for the enterprise.
- **Industry project:** Individual, group, or class-wide projects in which students address a real-world, industry-focused question or problem with the guidance of industry professionals.

These experiences are often credit-bearing opportunities that provide students with rigorous opportunities to pursue career and industry-connected learning both during and outside of the traditional school day. Work-based learning experiences can occur through a variety of delivery mechanisms, including but not limited to

¹ Registered apprenticeships should be designed with the support and guidance of ApprenticeshipRI and should be approved by the Rhode Island Apprenticeship Council – details around that process are still being developed.

expanded learning opportunities (ELOs), summer youth employment programming, in-school courses, dual enrollment, Advanced Course Network courses, and online or blended learning options.

The GWB recommends that schools, districts, industry partners, businesses, community-based organizations, and others engaged in work-based learning design and implement activities which are safe, follow all State and Federal labor laws, allow students to earn academic credit and/or wages, and meet standards for quality outlined below, and in the additional detailed work-based learning guidance document.

- **Rigorous:** Skill-based, and tied to measurable outcomes. The experience should allow a student to gain measurable skills, whether those be essential skills (also known as professional skills, soft skills, or 21st century skills) or hard technical skills. The entire activity, including corresponding classroom time, should encompass a minimum of 80 hours.
- **Relevant:** Connected to a student's interests, as indicated in his/her Individualized Learning Plan (ILP) and to the real world of work. Projects and tasks should mirror those that exist in a real workplace, and should align to high-wage, high-demand industries in Rhode Island.
- **Reflective:** Engages the student in reflection and analysis throughout and after the experience, including guided self-reflection (ex. through the ILP process) and meaningful evaluations from the industry professionals. In this process, students should connect the work-based learning experience to their academic work as well as future professional and educational goals.
- **Interactive:** Providing multiple and extended opportunities for students to interact with industry professionals, whether as supervisors, mentors, advisors, or collaborators.
- **Integrated:** Connected with the student's school-based curriculum. A work-based learning experience is a practical application of academic and/or technical learning and should allow the student to practice the theory learned in the classroom in a real-world setting.

The GWB recommends that high-quality work-based learning activities be designed in order for youth to develop and apply the following essential skills:

- **Collaboration and teamwork:** Works effectively within and contribute to teams, learns from and works collaboratively with others, shows adaptiveness and flexibility, and effectively negotiates conflict.
- **Communication:** Listens actively and articulates and presents information clearly and effectively in written, visual, and verbal forms.
- **Critical thinking and problem solving:** Distills and analyzes information, makes judgements based on evidence, and uses data and information to solve problems.
- **Initiative and self-management:** Works independently as needed, monitors and prioritizes his/her own time and tasks, takes initiative to solve problems as appropriate, and employs persistence to take tasks to completion.
- **Professionalism:** Follows and can articulate workplace norms such as punctuality, appropriate workplace communication and interactions, and professional dress.

Questions or comments concerning this guidance may be directed by phone or by email at:

*Rhode Island Department of Labor and Training
Governor's Workforce Board RI
1511 Pontiac Avenue, Building 72-3
Cranston, Rhode Island 02920
(401) 462-8860
www.gwb.ri.gov*

STANDARDS FOR HIGH-QUALITY K-12 WORK-BASED LEARNING

Internship: A position for a student or trainee to work in an organization, sometimes without pay, to gain work experience, satisfy requirements for a credential, and/or gain course credit.	
Outcomes:	<ul style="list-style-type: none"> • Student earns wages and/or academic credit and/or industry credential (as defined in the RI CTE Recognized Credential List) • Student demonstrates knowledge of occupation and industry • Student demonstrates knowledge and capacity for networking, professional culture • Student demonstrates growth in industry knowledge, technical skills, and essential skills according to assessments, reflections, portfolios, and/or employer evaluations • Student and employer have positive experience according to feedback and evaluations
Youth-serving organization (school, youth center, community-based organization, other) and/or Intermediary expectations: <i>*For the GWB Summer Internship Pilot and program, the centralized intermediary will fulfill these roles.</i>	<ul style="list-style-type: none"> • Work with employers to identify needed skills and develop job descriptions outlining relevant, rigorous, and age-appropriate tasks and projects which allow student to practice a variety of professional, academic, and technical skills* • Ensure student preparation with regard to essential skills and required technical skills*; if applicable, deliver pre-internship curriculum and/or internship orientation to prepare students* • Screen applicants, and facilitate interviews and placements* • Support supervisors and interns during internship as primary point of contact* • Conduct a minimum of one site visit and one check-in call to ensure quality and appropriateness of placement* • Establish and make students aware of clear process and protocol for intervention in the case of a conflict or issue* • Develop and ensure completion of supervisor and intern evaluations* • Manage payroll and liability logistics (if applicable)* • <i>Award academic credit to student</i> • <i>Intentionally connect internship to career education pathway, Individualized Learning Plan (ILP), and/or academic curriculum</i>
Employer expectations:	<ul style="list-style-type: none"> • Recruit internship supervisors and mentors • With assistance from youth-serving organization and/or intermediary, develop clear job description outlining relevant, rigorous, and age-appropriate tasks and projects which allow student to practice a variety of professional, academic, and technical skills • Verify that internship meets all safety regulations and labor laws • Help interview and select interns • Supervisor onboards interns and meets regularly with student to provide feedback and assess progress • Supervisor completes evaluations (at least midpoint and final) tied to measurable outcomes and skills outlined in the job description to evaluate intern performance and progress • <i>Provide intern access to a professional mentor to guide him/her in career goals</i> • <i>Integrate intern into company teams and facilitate regular engagement with employees</i> • <i>Provide opportunities for intern to have ownership of distinct projects in addition to day to day work</i> • <i>Pay wages to student</i>
Student expectations:	<ul style="list-style-type: none"> • Successfully complete application and/or work readiness training prior to internship • Demonstrate competency in essential skills, such as arriving to work on time, dressing and communicating professionally, adhering to deadlines, etc. • Reflect on experience and learning in ILP (individualized learning plan) • Complete internship evaluation

Standards in italics are encouraged but not required.

*Note: "Student" may also refer to a young person participating in a work-based learning activity but not enrolled in school.

Industry Project: Individual, group, or class-wide projects in which students address a real-world, industry-focused question or problem with the guidance of industry professionals.	
Outcomes:	<ul style="list-style-type: none"> • Students earn academic credit, whether for the project itself or as part of a credit-bearing course • Students demonstrate knowledge of occupation and industry • Students demonstrate growth in industry knowledge, technical skills, and essential skills according to assessments, reflections, portfolios, and/or employer evaluations • Students and employer mentor have positive experience according to feedback and evaluations
Youth-serving organization (school, youth center, community-based organization, other) expectations:	<ul style="list-style-type: none"> • Work with employer or industry mentors to develop an age-appropriate and rigorous industry project with clear timeline, outcomes, and deliverables that applies or mimics the real world of work as it relates to that industry and allows students to practice a variety of professional, academic, and technical skills (could be in combination with a service-learning project) • Ensure student preparation with regard to industry knowledge and required academic, professional, and technical skills • Support industry mentors throughout the project, act as co-teachers, continue industry project work on days when industry mentor is not present in the classroom, and ensure students complete homework as needed • Ensure all students participate and are engaged in the industry project • Develop and ensure completion of mentor and student evaluations • Award academic credit to students • <i>Intentionally connect industry project to career education pathway, Individualized Learning Plan (ILP), and/or academic curriculum</i>
Employer expectations:	<ul style="list-style-type: none"> • Recruit industry mentors to lead projects • Work with youth-serving organization to develop an age-appropriate and rigorous industry project with clear timeline, outcomes, and deliverables that applies or mimics the real world of work as it relates to that industry and allows students to practice a variety of professional, academic, and technical skills • Verify that industry project meets all safety regulations • Industry mentor engages regularly with students (in person or virtually) to provide guidance and feedback from the industry perspective and assess progress • Industry mentor recruits other industry representatives for a culminating presentation of student work • Industry mentor completes evaluations to give feedback • <i>Provide students access to additional mentors to guide them in career goals</i> • <i>Provide opportunities for students to visit the company off-site to see how their work connects to the real world</i>
Student expectations:	<ul style="list-style-type: none"> • Fully engage in industry project preparation activities • Fully engage in industry project according to assigned role • Present final project outcomes to industry representatives • Reflect on experience and learning in ILP (individualized learning plan) • Complete industry project evaluation

Standards in italics are encouraged but not required.

*Note: "Student" may also refer to a young person participating in a work-based learning activity but not enrolled in school.

Service Learning Project: A program or project which combines community service with an outside organization with a structured opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning.	
Outcomes:	<ul style="list-style-type: none"> • Students earn academic credit, whether for the project itself or as part of a credit-bearing course • Positive impact on the community • Students demonstrate growth in technical and essential skills according to assessments, reflections, portfolios, and/or community partner evaluations • Students demonstrate growth in perceived agency, passion, empathy, sense of pride and accomplishment • Students and community partner have positive experience according to feedback and evaluations
Youth-serving organization (school, youth center, community-based organization, other) expectations:	<ul style="list-style-type: none"> • Work with community partners to develop an age-appropriate and rigorous service learning project with clear timeline, outcomes, and deliverables that responds to an authentic community need and allows students to practice a variety of professional, academic, and technical skills • Ensure student preparation with regard to industry knowledge and required academic, professional, and technical skills • Support community partners throughout the service learning project, act as co-teachers, continue project work on days when community partner is not present in the classroom, and ensure students complete tasks as needed • Ensure all students participate and are engaged in the service learning project • Develop and implement concurrent learning and reflection activities in the classroom • Develop and ensure completion of mentor and student evaluations • Award academic credit to students • <i>Intentionally connect service learning project to career education pathway, Individualized Learning Plan (ILP), and/or academic curriculum</i>
Community Partner expectations:	<ul style="list-style-type: none"> • Work with youth-serving organization to develop an age-appropriate and rigorous service learning project with clear timeline, outcomes, and deliverables that responds to an authentic community need and allows students to practice a variety of professional, academic, and technical skills (could be in combination with an industry project) • Be the liaison between students and members of the community, and ensure that the service learning project goals are developed with community input (<i>facilitate students and community members working together to identify community needs and develop project goals</i>) • Verify that service learning project meets all safety regulations • Community partner mentors engages regularly with students (in person or virtually) to provide guidance and feedback from the community perspective and assess progress • Community partner mentors recruit community members for a culminating presentation of student work • Community partner mentors complete evaluations to give feedback • <i>Provide students access to additional community and professional mentors to guide them in career goals</i>
Student expectations:	<ul style="list-style-type: none"> • Fully engage in service learning project preparation activities • Fully engage in service learning project according to assigned role • Present final project outcomes to community representatives • Reflect on experience and learning in ILP (individualized learning plan) • Complete service learning project evaluation

Standards in italics are encouraged but not required.

*Note: "Student" may also refer to a young person participating in a work-based learning activity but not enrolled in school.

School-based Enterprise: Students produce and sell goods or services in the school and learn about business skills and entrepreneurship. This may be part of an entrepreneurship course, and a business professional may serve as a mentor and advisor for the enterprise.	
Outcomes:	<ul style="list-style-type: none"> • Students earn academic credit, whether for the project itself or as part of a credit-bearing course • Students successfully sell product and make a profit, or recognize deficiencies if sales are not successful • Students demonstrate growth in entrepreneurship and business knowledge and skills, and essential skills according to assessments, reflections, portfolios, and/or industry partner evaluations • Students and industry partners have positive experience according to feedback and evaluations
Youth-serving organization (school, youth center, community-based organization, other) expectations:	<ul style="list-style-type: none"> • Work with industry partners to develop an age-appropriate and rigorous school-based enterprise with clear timeline, outcomes, and deliverables that responds to a needs assessment and meets a real-life consumer demand and allows students to practice a variety of professional, academic, and technical skills • Ensure student preparation with regard to entrepreneurship and business knowledge • Support industry partners throughout the school-based enterprise, act as co-teachers, continue enterprise work on days when industry partner is not present in the classroom, and ensure students complete tasks as needed • Ensure all students participate and are engaged in the school-based enterprise • Verify that school-based enterprise meets all safety and financial/tax regulations • Develop and ensure completion of industry partner and student evaluations • Award academic credit to students • <i>Intentionally connect service learning project to career education pathway, Individualized Learning Plan (ILP), and/or academic curriculum</i>
Employer expectations:	<ul style="list-style-type: none"> • Work with youth-serving organization to develop an age-appropriate and rigorous school-based enterprise with clear timeline, outcomes, and deliverables that responds to a needs assessment and meets a real-life consumer demand and allows students to practice a variety of professional, academic, and technical skills • Advise students on how to conduct a needs assessment and determine a real-life consumer demand • Industry mentors engages regularly with students (in person or virtually) to provide guidance and feedback from the business perspective and assess progress • Industry mentors complete evaluations to give feedback • <i>Provide students access to additional professional mentors to guide them in career goals</i>
Student expectations:	<ul style="list-style-type: none"> • Fully engage in school-based enterprise preparation activities • Fully engage in school-based enterprise according to assigned role, including the conceptualization, development, marketing, and management of the enterprise • Reflect on experience and learning in ILP (individualized learning plan) • Complete school-based enterprise evaluation

Standards in italics are encouraged but not required.

*Note: "Student" may also refer to a young person participating in a work-based learning activity but not enrolled in school.



Legal Questions around Youth Internships

Our goals are for schools and businesses to design and implement internships that are:

- Meaningful and valuable to the student and business;
- Safe for the student and everyone at the workplace; and,
- Opportunities for students to learn valuable technical and professional skills and earn wages and/or credit.

When students participate in internships at a workplace outside of school, questions and concerns often arise around legal issues, and particularly regarding liability and insurance. Schools and businesses will generally find that they already possess the necessary insurance coverage to engage in student internships with limited added risk. The best way to reduce risk is to ensure that students, businesses, and parents/guardians are fully aware of the nature of the internships and additional risks, and prepared in terms of knowledge and skills that will limit potential for injury or accident. Additionally, paid internships create an employer-employee relationship and provide clear recourse should accidents occur.

Age Restrictions: Students 16+ can engage in internships, and businesses should follow [child labor laws](#) around hours worked and hazardous occupations when designing these opportunities. Students 14-15 may also legally work, however the laws are stricter.

Recommendation: The GWB recommends that internships be designed for students 16 and over. For students under 16, there are [other options](#) for work-based learning opportunities.

Liability of Businesses: The issue of liability arises whenever any business has individuals on its work site. A business' Comprehensive General Liability (CGL) policy should cover students and volunteers engaging in internships, whether paid or unpaid. Exposure to liability is generally no different than what exists relative to employees and the general public, such as when visitors enter the workplace; and CGL policies should not increase in cost because of minors at the work-site. If students are paid and considered employees of the business, students and the business are protected as in any other employer-employee relationship, and the student would be eligible for Workers' Compensation benefits should he/she be injured during the internship. Workers' Compensation costs are based on wages, and not age of the employee, therefore Workers' Compensation premiums should not increase substantially because wages for student interns will be low. If the student is unpaid, the business' CGL policy should cover what the student's personal health insurance will not in the case of injury.

Recommendation: To participate in paid or unpaid internships, businesses must have Comprehensive General Liability (CGL) policies and must ensure that those policies will cover student interns. Whenever possible, students should be paid for their work experiences, and paid students must be covered by the employer's Workers' Compensation insurance. For unpaid internships, it is recommended that schools and internship hosts enter into "Indemnification, Hold Harmless" contracts in which schools extend their liability policies to businesses to provide added peace of mind. Unpaid internships should also follow the criteria as put forth by the [U.S. Department of Labor](#).

Liability of Schools: School liability policies generally do cover school-sponsored activities off-site, including internships. Schools, school staff, and school committee members are generally protected under school liability policies if students are hurt, injure another employee, or do damage at a worksite. School liability policies typically do not cover individual students for any activities, in the event that they are injured or cause damage. Those districts covered under The Trust (RI Interlocal Risk Management Trust) can view an FAQ document [here](#). Districts not covered under The Trust should contact their providers.

Recommendation: Schools should have liability insurance policies and ensure with their provider that those policies cover off-site school-sponsored internships. Schools should also consider offering basic accident or catastrophic insurance to students as added protection in the case of accident or injury.

Safe and Informed Experiences: Above all, students, parents/guardians, and businesses should be fully aware of the opportunities and risks of internships, and should be clear on the expectations of the experience. Businesses should be expected to maintain safe working environments in terms of physical safety and discrimination and harassment. Students should be fully prepared for the experiences and expected to follow the norms and expectations of their worksite.

Recommendation: Schools and/or intermediaries managing internships should hold comprehensive orientations for businesses and students covering topics such as workplace safety, workers' rights, and discrimination and harassment and clear lines of recourse in case any situations should occur. Parents should sign permission forms and waivers for their students to engage in internships and acknowledge the added risks of these activities. Parents and guardians should also give permission for transportation to the internship sites, whether that is through public transportation, school transportation, or students transporting themselves. Schools and/or intermediaries may also want to request and confirm student medical and auto insurance coverage, if applicable.

This document does not substitute for the advice of an attorney or of the government agencies charged with administering and enforcing the laws.

Rhode Island Career and Technical Education Board of Trustees Work-Based Learning Criteria and Resources



Purpose

The purpose of this document is to outline the Work-Based Learning (WBL) requirements for Rhode Island's Career and Technical Education (CTE) programs and provide context and definitions for the CTE programs in providing WBL activities.

Overview

The Governor's Workforce Board (GWB) of Rhode Island has named work-based learning (WBL) as an essential component of *every* student's career pathway. Paired with core content and classroom knowledge, WBL provides the practical experiences and interaction with professionals that connects students to the real world. In turn, students are able to explore and learn from experts, and apply and develop their academic, technical, and essential skills, preparing them for success in college and careers.

The Career and Technical Education Board of Rhode Island agrees that this practice is an essential part of any CTE Program and that it must meet the criteria of being: Rigorous, Relevant, Reflective, Interactive, and Integrated. In order to meet these goals, The GWB has identified five activities that meet the definition of WBL in Rhode Island:

1. **Internship/Externship:** A position for a student or trainee to work in an organization, with a mentor, sometimes without pay, to gain work experience, satisfy requirements for a credential, and/or gain course credit. In some cases, as defined by the CTE program subcommittee, students may be directed to complete intensive informational interviews and shadow days as an internship..
2. **Pre-Apprenticeship/Apprenticeship:** Highly-formal job training experience that involves studying with a master of the trade on the job.
3. **Service-learning:** A program or project which combines community service with an outside organization with a structured opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning.
4. **School-based enterprise:** Students produce and sell goods or services in the school and learn about business skills and entrepreneurship. This may be part of an entrepreneurship course and a business professional may serve as a mentor and advisor for the enterprise.
5. **Industry project:** Individual, group, or class-wide projects in which students address a real-world, industry-focused question or problem with the guidance of industry professionals.

CTE Program Approval Process (WBL)

During the CTE program approval process the CTE subcommittees will validate that each CTE program submitted for approval meets or exceeds the CTE WBL requirements set forth below. Approved and active CTE programs will be required to submit their WBL plan for subcommittee approval prior to the start of the next calendar year. CTE subcommittees will generate and make available formal guidance as to the recommended WBL activities of greatest benefit to students for their respective programs.

Student Work Based Learning Requirements

All CTE students in Rhode Island will complete a **minimum** of **80 hours** of Work-Based Learning in their program area over the course of the program. Programs can work with industry to require more, pursuant to the needs of preparation in that industry. **Students may complete these hours in any or all of the 5 work-based learning activities described herein.**

Note that Career Awareness does not count as an accepted Work-Based Learning activity. While appropriate and foundational, career awareness activities do not meet the requirements for rigor associated with WBL career preparation goals.

Program Requirements

All CTE programs must include a Work-Based Learning (WBL) plan with the following:

- A clear structure that provides students with ample time, resources, and support to allow for their completion of at least 80 hours of WBL activities prior to graduation. These hours can be completed in any combination of the GWB required types of WBL.
- One or more activities coordinated for students that are in service of an industry, community, or entrepreneurial need requiring the direct application of skills taught within their CTE program of study
- One or more activities which provide students with direct, indirect, or simulated exposure to work environments directly related to their CTE program of study
- A process for tracking and accountability where at least two parties validate the completion of each student's required WBL activities. These parties must hold different titles and can include industry practitioners, CTE teachers, or CTE program directors. All hours counted towards completion must be performed in direct support of the planning or execution of the WBL activities described within that program's WBL plan. Data must be provided to RIDE yearly in accordance with data requirements.

WBL Expanded Definitions

- These definitions represent the application of skills in service of solving a problem for a customer or community that exists beyond the classroom.
- A student can earn 80 hours from any combination of the WBL elements described herein. Students are encouraged to engage in multiple areas with the appropriate level of depth and rigor over the course of their education. CTE subcommittees will provide guidance regarding the activities of greatest benefit to the students for their respective programs.
- "Mentor" is an industry mentor and practicing expert who can provide students with real-world context and feedback

Work Based Learning Explanations



Descriptions: This table outlines the different examples of WBL for each of the 5 WBL Activities.

All CTE Programs	Required Elements	Example	Tracking and Validation (assessment)	Curriculum or materials
<p>Internship/Externship: A position for a student or trainee to work in an organization, with a mentor, sometimes without pay, to gain work experience, satisfy requirements for a credential, and/or gain course credit.</p>	<p>Working alongside, working with...</p> <ul style="list-style-type: none"> → Ongoing and structured → Relationship between school and Mentor or site. → CTE and 21st Century Skills identified to learn and/or apply to mastery. → Application of skills in context → in program that they are enrolled in → Time length? 20 hours min per internship. → Multiple Rigorous Informational Interviews and/or shadow days 	<ul style="list-style-type: none"> • One on one or pair with one person. • Prepare - RI Summer Internships • CNA Practicum • Students complete 5 informational interviews and one shadow day on site with specific focus on career preparation investigations. 	<p>Mentor signs off on hours or competencies.</p> <p>Teacher or CTE Director logs hours.</p>	<p>21st Century Skills (Career Readiness and Awareness)</p> <p>Workplace Skills and knowledge.</p>
<p>School Based Enterprise: Students produce and sell goods or services in the school and learn about business skills and entrepreneurship. This may be part of an entrepreneurship course, and a business professional may serve as a mentor and advisor for the enterprise. Payment goes to the school.</p>	<p>The execution of providing goods and/or services to customers in or out of school.</p> <ul style="list-style-type: none"> → in program that they are engaged in → Can be individual or group → Engaged in selling product or service → Process of engaging and design of the product or service (in response to identified need, etc.), then selling it. → Learning Reflection with a mentor - to connect with competencies. → Documentation of Learning with reflection 	<ul style="list-style-type: none"> • In House Culinary Kitchen / Restaurants • Marine Program • School Store in a business or Entrepreneurial program. • Managing an E-Commerce Shop. • FFA (plant sales, wreaths) • Automotive programs when they are selling service. • Making and selling school gear • School store/ DECA store 	<p>CTE Director sign off Mechanism to Vet</p> <p>Track - Design Process - Product development- if the product or service is sold.</p> <p>Customer Service? Teacher or CTE Director logs hours.</p>	<p>Should we cap the percent of production hours?</p> <p>Could be a resume builder in trying to get to the Internship/ externship. .</p>

3

<p>Service Learning (Project) : A program or project which combines community service with an outside organization with a structured opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning.</p>	<ul style="list-style-type: none"> → Out of the school application in program that they are engaged in → Applying learned goals and competencies → Has a product at the end. → Not as long term as an industry project. → Documentation of Learning with reflection 	<ul style="list-style-type: none"> → Community Garden Work planting, building. → Helping to build a bench in a community garden 	<p>Host signs off on hours, completed work, or competencies (21st century skills). Classroom teachers sign off on specific CTE competencies.</p> <p>Teacher or CTE Director logs hours.</p>	<p>Could be a resume builder in trying to get to the Internship/ externship.</p>
<p>Industry Project: Individual, group, or class-wide projects in which students address a real-world, industry-focused question or problem with the guidance of industry professionals. Project process (in multiple phases) would be a minimum of 10 hours.</p>	<ul style="list-style-type: none"> → Have a RW mentor → Project Benefit RW Mentor or site in program that they are engaged in → Includes one visit to the site → Documentation of Learning 	<ul style="list-style-type: none"> → RI Builders → IOWA Big → Capstone → Project Playhouse → National Guard - Air Show (Design Think) 	<p>Count mentor hours</p> <p>Work on the project time (teacher sign off)</p> <p>Presenting solution</p> <p>RWL Mentor signs off hours or competencies (They are included in developing the final competency)</p> <p>Don't count: resume building, career awareness,</p>	<p>May need software with drop downs</p> <p>Could be a resume builder in trying to get to the Internship / externship..</p>
<p>Pre-Apprenticeships / Apprenticeships: Highly-formal job training experience that involves studying with a master of the trade on the job.</p> <p>This type of WBL will adopt the guidance and regulations currently being developed.</p>	<ul style="list-style-type: none"> → Driven by employer → Leverage after 18 	<ul style="list-style-type: none"> → Plumbing → Electric 		

4

Work Based Learning Activity: Example - RI Homeshow



Description: This table outlines the different examples of WBL for the students (for each of the 5 WBL Activities)
Participating at the RI Homeshow

RI Home Show Example	Required Elements	Home Show Example	Tracking and Validation (assessment)
Internship / Externship: A position for a student or trainee to work in an organization, with a mentor, sometimes without pay, to gain work experience, satisfy requirements for a credential, and/or gain course credit.	Working alongside, working with → Ongoing and structured → Relationship between school and Mentor on site. → CTE and 21st Century Skills identified to learn and/or apply to mastery. → Application of skills in context in program that they are enrolled in → Time length? 20 hours min per internship. → Multiple Rigorous Informational Interviews and/or shadow days	Rare example. Often not in the organization offsite. Often not one on one or one to a small group.	Mentor signs off on hours or competencies (tbd) Students document and reflect on the work
Service Learning (Project) : A program or project which combines community service with an outside organization with a structured opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning.	→ Out of the school application in program that they are engaged in → Applying learned goals and competencies → Has a product at the end. → Not as long term as an industry project. → Documentation of Learning with reflection	Examples - spending a day with the radio announcer to work and learn alongside. FFA connection? Catering? Band/ Music? Photography? Art Show?	Host signs off on hours, completed work, or competencies (21st century skills). Classroom teachers sign off on CTE specific competencies Students document and reflect on the work
Industry Project: Individual, group, or class-wide projects in	→ Have a RW mentor → Project Benefit RW Mentor or site in program that they are engaged in	The industry mentor meets with the educator and the class(es) The class(es) is working on a specific product or set of products to be	Count mentor hours Work on the project time (teacher sign off)

which students address a real-world, industry-focused question or problem with the guidance of industry professionals. Project process (in multiple phases) would be a minimum of 10 hours.	→ Includes one visit to the site? → Documentation of Learning	completed at or for the home show that demonstrates applied work. Shows the impact the work shows on the student's curriculum. Mentor and educator sign off on the rigor of the project. Mentor meets with class(es) multiple time, not less than 3 times. Nursery/ Landscaping? - for push blooming them. Electrical - through time (50s, 60s, 70s)	Presenting solution RWL Mentor signs off hours or competencies (They are included in developing the final competency) Students document and reflect on the work Don't count: resume building, career awareness.
Pre-Apprenticeships / Apprenticeships: Highly-formal job training experience that involves studying with a master of the trade on the job. This type of WBL will adopt the guidance and regulations currently being developed.	→ Driven by employer → Leverage after 18	→ Plumbing → Electric	

Tracking Documents and Examples



Description: The CTE Board requires tracking of WBL hours for all CTE students in CTE Programs to be reported to the Rhode Island Department of Education (RIDE) yearly.

A process for tracking and accountability where at least two parties validate the completion of each student's required WBL activities. These parties must hold different titles and can include industry practitioners, CTE teachers, or CTE program directors. All hours counted towards completion must be performed in direct support of the planning or execution of the WBL activities described within that program's WBL plan.

1) Activity Sign Off Sheet - Internal Use: [Sample](#)

CTE Program/ School:	
Teacher/ Advisor:	
Student Name:	
Site:	
Mentor/ Site Contact:	

2) School Hours Tracking Sheet: Sample Tracking Google Sheet: [Link](#)

WBL data must be shared with RIDE each year. The data must track the performance of each student and their accumulation of hours. A sample tracking spreadsheet like the one linked here will help to produce the report for RIDE.



District Code	School	Sasid	Student Last	Student First	Date	WBL	Hours	School Adult Approval	Mentor Approval	Mentor Organization

Summary of Supporting Documents

- 1) [Subcommittee Presentation](#)
- 2) [WBL CTE Program Planning Template](#)
- 3) [Sample Sign Off Form](#)
- 4) [Sample Data Tracker](#)

WBL Exemplar Template



Description: Use this template to define the various WBL activities for your CTE Program.

CTE Program:	Required Elements:	Specific Example:	Tracking and Validation (assessment)	Notes
<p>Internship / Externship: A position for a student or trainee to work in an organization, with a mentor, sometimes without pay, to gain work experience, satisfy requirements for a credential, and/or gain course credit.</p>	<p>Working alongside, working with</p> <ul style="list-style-type: none"> → Ongoing and structured → Relationship between school and Mentor on site. → CTE and 21st Century Skills identified to learn and/or apply to mastery. → Application of skills in context → in program that they are enrolled in → Time length? 20 hours min per internship. → Multiple Rigorous Informational Interviews and/or shadow days 			
<p>Service Learning (Project): A program or project which combines community service with an outside organization with a structured opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning.</p>	<ul style="list-style-type: none"> → Out of the school application in program that they are engaged in → Applying learned goals and competencies → Has a product at the end. → Not as long term as an industry project. → Documentation of Learning with reflection 			
<p>Industry Project: Individual, group, or class-wide projects in which students address a real-world, industry-focused question or problem with the guidance of industry professionals. Project process (in multiple phases) would be a minimum of 10 hours.</p>	<ul style="list-style-type: none"> → Have a RW mentor → Project Benefit RW Mentor or site in program that they are engaged in → Includes one visit to the site? → Documentation of Learning 			
<p>Pre-Apprenticeship/ Apprenticeships: Highly-formal job training experience that involves studying with a master of the trade on the job.</p> <p>This type of WBL will adopt the guidance and regulations currently being developed.</p>	<ul style="list-style-type: none"> → Driven by employer → Leverage after 18 			

Appendix D: Work-Based Learning Criteria Quality Rubric

Dimension	Key Aspects of Indicators	Exemplary Program	Effective Program	Developing Program
Dimension 1: WBL program prepares students for high-wage and high-demand industries.	The program supports students' employability skills development.	Provides ongoing opportunities to students to identify and develop employability skills.	Works with students to identify the employability skills to develop.	Does not support students in identifying the employability skills to develop.
		Provides multiple opportunities for students to develop their skills in resume building, job searching, interviewing, email etiquette, financial literacy, and health, safety, and rights on the job.	Supports students in developing their skills in resume building, job searching, interviewing, email etiquette, financial literacy, and health, safety, and rights on the job.	Does not support students in building foundational skills including resume building, job searching, interviewing, email etiquette, financial literacy, and health, safety, and rights on the job.
	The program exposes students to career pathways to identify professional goals.	Exposes students to multiple career exploration experiences throughout their education that align to their career interests.	Exposes students to different career pathways.	Does not expose students to career exploration experiences that align to their interests.
		Develops a professional and educational plan that connects their WBL experience to their future goals.	Helps students identify their future professional and educational goals.	Does not make connections between students' WBL experience and their future professional and educational goals.
	The program leaders communicate employability skills in key industries/jobs.	Regularly reviews, collects and updates information on the required employability skills for key industries.	Communicates the required employability skills in key industries or has a process to collect that information from industry leaders.	No communication regarding the required employability skills in key industries is done and no process to collect information from industry leaders exists.
The program leaders support teachers in integrating employability skills.	Supports teachers in incorporating employability skills for different industries and careers into curricula.	Supports educators in teaching and integrating employability skills into instruction.	There is no support for educators to integrate employability skills into instruction.	
Dimension 2: WBL program develops employability skills critical for future workforce readiness.	The WBL program combines application of educational content and development of workplace knowledge.	The WBL program provides multiple and varied opportunities to connect academic content in a real-world setting.	The WBL program provides opportunities to apply educational content in a real-world setting.	The WBL program does not provide an opportunity to apply academic content in a real-world setting.
		The WBL program helps students to develop and maintain a professional network in their industry of interest.	The WBL program offers networking opportunities to support students in building their knowledge in their industry of interest.	The WBL program does not provide opportunities to develop a professional network in their industry of interest.
	Students reflect on WBL experience and the development of skills aligned with their professional interests.	The WBL program prepares students to identify workplace norms and culture independent of supervision or guidance.	The WBL program develops students' workplace norms and cultures.	The WBL program does not expose students to different workplace norms and culture.
		The WBL program embeds ongoing opportunities for students to reflect on their WBL experience and the development of employability skills.	The WBL program requires students to reflect on their WBL experience and the development of employability skills.	The WBL program does not provide students with opportunities for reflection on the development of their employability skills.
	Industry partners inform WBL program.	The WBL program exposes students to multiple career exploration experiences that align to their career interests throughout their education.	The WBL program aligns with the student's interests, including their future professional and educational goals.	The WBL program does not align with the student's interests or future professional and educational goals.
	The WBL program is a joint collaboration between the school/ district career coordinator and industry stakeholders.	The WBL program is designed with industry representation and voice.	The WBL program is designed and implemented without representation from industry stakeholders.	
Dimension	Key Aspects of Indicator	Exemplary	Effective	Developing
Dimension 3: WBL program employs reporting protocols.	Educators regularly update ILPs to report on student learning and professional goals.	Student ILPs are regularly updated to report their development of employability skills.	Student ILPs are used to report the development of their employability skills.	Student ILPs are not used to report the development of their employability skills.
		The career coordinators, or other appropriate designee, regularly update student ILPs to report their future professional and educational goals.	The career coordinators, or other appropriate designee, uses the student ILPs to report their future professional and educational goals.	The career coordinators, or other appropriate designee, do not use the student ILPs to report their future professional and educational goals.
	Teachers or employers assess students' employability skill development.	Multiple assessments are used to assess student's employability skills development.	Student's employability skills development is assessed.	Student's employability skills development is not assessed.
Program leaders establish policies for WBL quality.	The program regularly reviews, assesses, and revises policies and guidance outlining key components, requirements, and processes for WBL programs.	The program has an established set of policies and guidance outlining key components, requirements, and processes for WBL programs.	The program has no established policies or guidance outlining key components, requirements and processes for WBL programs.	

Sources of Evidence: The following can be examined to inform the rubric ratings.

- o List of employability skills desired specific industries
- o Networking events schedule
- o Employer WBL survey results
- o LEA/Employer meeting materials and notes
- o WBL implementation guidance and policies
- o Student career interest survey
- o Student resume
- o Student list of careers or industries of interest
- o Student self-reflection essays
- o Completed student ILP
- o Student test scores and survey results
- o Student employability skills assessment scores and survey results
- o Student portfolios of work

Appendix E: [Work-Based Learning Data Collection Specifications](#)

Rhode Island Department of Education Data Collection Specifications – Work-Based Learning (WBL)



Last Updated on April 28, 2021

About

The purpose of the work based learning (WBL) data collection is to collect the number of WBL hours that each student is completing. All students in grades 9-12 should be participating in a high-quality work based learning opportunity. All students seeking completer status in a CTE program or for a pathway endorsement must complete a minimum of 80 hours of high quality WBL in one of 5 categories identified by the Governor's Workforce Board (GWB): School-Based Enterprise, Service Learning, Industry-Based Project, Internship, or Apprenticeship. For CTE programs to meet standards, students must complete WBL hours identified in their program standards. The goal is that by 2025, all students will complete at least one high quality WBL experience.

Guidance on high-quality WBL programs is available at: <http://ride.ri.gov/WorkBasedLearning-QualityRubric>

Requirements

All work based learning for students in grades 9-12 must be reported in this collection. This student level collection will include the setting, number of hours, sector and partner must be reported for each work based learning experience. If the work based learning experience is part of a class, then the class identifier (localsectionid) must be reported in order to link the WBL with the class. This collection should be reported daily to RIDE through the ADT.

Changes for 2021-22 School Year

This is a new collection for the 2021-22 school year.

Submission Process

Work based learning data can be submitted through eRIDE (www.eride.ri.gov) using the Enrollment Census application or through the Automated Data Transfer (ADT) agent through the *Work-based learning* submission type.

Work Based Learning

Data Elements (Items in red are changes from the previous year's collection)

FieldName	FieldNameLong	FieldType	FieldLength	Required	ElementDescription
DISTCODE	State Assigned District ID	TEXT	2	Y	The identifier assigned to a local education agency (LEA) by the State Education Agency (SEA). Also known as the State ID.
SCHCODE	State Assigned School ID	TEXT	5	Y	State Assigned School Code
SASID	State Assigned Student Identifier	TEXT	10	Y	A 10-digit unique numeric ID assigned to each student in R.I. by the State.
LASID	Locally Assigned Student Identifier	TEXT	16	Y	Unique student ID assigned by LEA or school
LASTNAME	Student Last Name	TEXT	50	Y	Student Last Name
FIRSTNAME	Student First Name	TEXT	50	Y	Student First Name
WBLSETTING	Setting of Work Based Learning	TEXT	20	Y	The setting of Work Based Learning (WBL).
LOCALSECTIONID	Locally Assigned Section ID	TEXT	50	C	The locally assigned code that identifies each class. This code may be used in combination with the Local Course ID to differentiate between individual classes. (Ex: First period Business Math vs. second period Business Math, Language Arts class taught both virtually and in a traditional classroom.)
WBLPARTNER	Industry Partner of Work Based Learning	TEXT	200	Y	The industry partner where the Work Based Learning (WBL) takes place.
WBLSECTOR	Sector of Work Based Learning	TEXT	20	Y	The sector of Work Based Learning (WBL).
WBLTYPE	Type of Work Based Learning	TEXT	20	Y	The type of Work Based Learning (WBL).
WBLHOURS	Number of Work Based Learning Hours	NUMERIC	6	Y	The total number of Work Based Learning (WBL) hours the student earned within each work based learning type.
WBLHOURSPAID	Number of WBL Hours Student Is Paid	NUMERIC	6	Y	The total number of Work Based Learning (WBL) hours the student earned within each work based learning type that the student received payment for.

Acceptable Values for WBLSETTING

Item Value	Value Name	Definition/Description
CLASSECTION	Class Section	WBL that is part of a class
CLUB	Club	WBL that is not part of a class that happens through a club. This can be before or after school.
OTHER	Other	WBL that is not part of a class or a club.

Acceptable Values for WBLTYPE

Item Value	Value Name	Definition/Description
APP	Apprenticeship	Highly-formal job training experience that involves studying with a master of the trade on the job.
INT	Internship	A position for a student or trainee to work in an organization, sometimes without pay, to gain work experience, satisfy requirements for a credential, and/or gain course credit.

IP	Industry Project	Individual, group, or class-wide projects in which students address a real-world, industry-focused question or problem with the guidance of industry professionals.
SBE	School Based Enterprise	Students produce and sell goods or services in the school and learn about business skills and entrepreneurship. This may be part of an entrepreneurship course, and a business professional may serve as a mentor and advisor for the enterprise.
SL	Service Learning	A program or project which combines community service with an outside organization with a structured opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning.

Acceptable Values for WBLSECTOR

Item Value	Value Name	Definition/Description
AC	Architecture & Construction	Architecture & Construction
ATC	Arts, A/V Technology & Communications	Arts, A/V Technology & Communications
BMAF	Business Management, Administration, & Finance	Business Management, Administration, & Finance
ELF	Environmental and Life Sciences	Environmental and Life Sciences
ETHS	Education, Training, and Human Services	Education, Training, and Human Services
HSMP	Health Sciences / Medical Pathways	Health Sciences / Medical Pathways
HT	Hospitality & Tourism	Hospitality & Tourism
IT	Information Technology	Information Technology
LPSG	Law, Public Safety, and Government	Law, Public Safety, and Government
MANU	Environmental and Life Sciences Manufacturing	Manufacturing
MT	Marine Technology	Marine Technology
STEM	STEM	STEM
TDL	Transportation, Distribution & Logistics	Transportation, Distribution & Logistics

Validations

DISTCODE – This field must be a valid LEA in the RIDE master directory and must also be the district associated with the user that is submitting the data.

SCHCODE – This field must be a valid school in the RIDE master directory and must also be a school within the *DISTCODE*.

LOCALSECTIONID – This must be defined in the K12 SECTION – SECTION submission for the *DISTCODE/SCHCODE*.

SASID – This field must be a valid student id in the RIDE student master directory. This field is also validated against the enrollment data submission to ensure that the student is enrolled in the school.

SASID/FIRSTNAME/LASTNAME – The *SASID* must match the firstname and lastname for the student in the RIDE student master directory. This validation is a warning to identify any potential *SASID* errors.

SASID/LOCALSECTIONID – When *LOCALSECTIONID* is not blank, then the *SASID* must be reported in the K12 SECTION – STUDENT for the *LOCALSECTIONID*.

WBLSETTING/LOCALSECTIONID – When *WBLSETTING* is 'CLASSECTION' then *LOCALSECTIONID* is required.

WBLHOURS/WBLHOURSPAID – *WBLHOURSPAID* must be equal to or less than *WBLHOURS*.