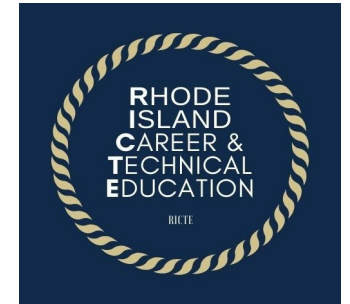


Rhode Island Career and Technical Education Board of Trustees

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

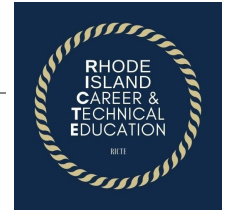
All CTE programs must include a Work-Based Learning (WBL) plan with the following:

- 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>

<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 Work on the project time (teacher sign off) Presenting solution 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 		

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)
<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>Rare example. Often not in the organization offsite. Often not one on one or one to a small group.</p>	<p>Mentor signs off on hours or competencies (tbd)</p> <p>Students document and reflect on the work</p>
<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>Examples - spending a day with the radio announcer to work and learn alongside.</p> <p>FFA connection? Catering? Band/ Music? Photography? Art Show?</p>	<p>Host signs off on hours, completed work, or competencies (21st century skills).</p> <p>Classroom teachers sign off on CTE specific competencies</p> <p>Students document and reflect on the work</p>
<p>Industry Project: Individual, group, or class-wide projects in</p>	<ul style="list-style-type: none"> → Have a RW mentor → Project Benefit RW Mentor or site in program that they are engaged in 	<p>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</p>	<p>Count mentor hours</p> <p>Work on the project time (teacher sign off)</p>

<p>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"> → Includes one visit to the site? → Documentation of Learning 	<p>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)</p>	<p>Presenting solution RWL Mentor signs off hours or competencies (They are included in developing the final competency)</p> <p>Students document and reflect on the work</p> <p>Don't count: resume building, career awareness.</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 	

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.

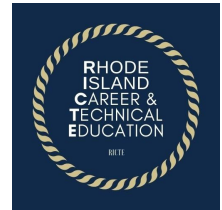
A process for tracking and accountability where at least two parties validate the completion of each student’s required WBL activities. These parties must hold different titles and can include industry practitioners, CTE teachers, or CTE program directors. All hours counted towards completion must be 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.

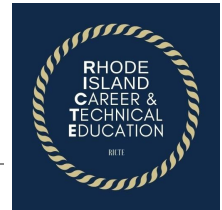


District Code	School	Sasid	Student Last	Student First	Date	WBL	Hours	School Adult Approval	Mentor Approval	Mentor Organization

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 			