

# Rubric for High-Quality Work-Based Learning Programs

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 can apply and develop their academic, technical, and employability skills, preparing them for success in college and career.

The GWB has identified five activities that meet the definition of WBL in Rhode Island:

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.

**The purpose of this document** is to use the rubric to support districts, schools, providers, and funders in assessing the quality of work-based learning (WBL) programs available to students and by doing so, establish a plan to enhance current programs and create new, high-quality WBL opportunities.

This document has two parts:

- Part 1 provides an overview of the rubric, including how it was developed, its purpose, intended audience, alignment with other initiatives and guidance for completion.
- Part 2 is the rubric. District/ school administrators or identified personnel can review measures of high-quality WBL programs and evaluate their progress in developing quality WBL programs, policies, and practices.

# Part 1: WBL Rubric Overview

## Rubric Development Process

- The rubric was developed using the [Governor's Workforce Board Work-Based Learning Standards](#) and the Rhode Island Department of Education (RIDE) vision for work-based learning.
- 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.

## Purpose of the Rubric

- Ensure consistency in WBL program quality for in-school and out-of-school programs (e.g., apprenticeship, internship, service learning, school-based enterprise, or industry project).
- Assess the quality of the WBL programs.
- Identify areas of strength and growth opportunities for increasing the quality of WBL programs.

## Intended Audience

- School leadership teams will use this to develop high quality WBL programs for all students.
- Career Coordinators will use this rubric to assess WBL program policies and procedures to identify areas of program strength and growth opportunities.
- Career Coordinators will compile data on program efforts to support rubric ratings.
- The GWB will use the rubric to assess WBL program quality with providers and employers.
- Adult education providers can use this in their support of working age Rhode Islanders.
- Students and parents can understand the expectations for their WBL experiences, including their responsibilities, the expectations for skills and knowledge development and outcomes they can expect.
- School counselors can use this document to ensure that student's in-school and out-of-school WBL experiences are of high quality and documented appropriately.

## Alignment with Other Initiatives

- [Individualized Learning Plans](#) (ILPs) play a central role in documenting student growth for employability skills. Districts should align ILP efforts and WBL efforts.
- [Career and technical education](#) (CTE) is one pathway for students to participate in WBL. Districts should align CTE efforts and WBL efforts.
- [PrepareRI Internship Program](#) provides paid summer internships for high school juniors in Rhode Island. Internship placements are assessed using the WBL program rubric.
- Adult education providers focused on upskilling Rhode Islanders.

## Guidance for Completion

The rubric allows providers, funders, and high school leadership teams (e.g. Building Leaders, CTE Directors, Career Coordinators, Counselors, etc.) to assess their WBL program on multiple dimensions of quality. Some in-school-specific elements may not be applicable to out-of-school programs. The rubric is divided across three performance levels:

- *Developing.* The program is in initial stages of developing program policies, relationships, and structures or students are participating in low quality WBL programs.
- *Effective.* The program has established some policies and structures and students are participating in WBL programs that have an appropriate level of quality.
- *Exemplary.* The program is operating at an expected level of quality and students are participating in WBL programs that are high quality.

The rubric is organized into three dimensions of quality. The dimensions include:

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

The rubric also identifies potential sources of evidence that support the rubric rating.

### \*\*\*Important COVID-19 Update\*\*\*

Recognizing that a 2020-21 return to school planning is still being determined, RIDE will continue to monitor local school district approaches to WBL and adapt this rubric to define high-quality work-based learning in a remote / virtual environment.

## Part 2: Work-Based Learning Program Rubric

Dimension	Key Aspects of Indicator	Exemplary Program	Effective Program	Developing Program
Dimension 1: WBL program prepare students for high-wage and high-demand industries.	Support for employability skills development for students	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, ad 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, ad health, safety, and rights on the job.
	Expose students to career pathways to identify professional goals	Exposes students to multiple career exploration activities throughout their education that align to their career interests.	Exposes students to different career pathways.	Does not expose students to career exploration activities 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
	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.
	Supports 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 experience develops employability skills critical for future workforce readiness.	WBL experience combines application of educational content and development of workplace knowledge.	The WBL experience provides multiple and varied opportunities to connect academic content in a real-world setting.	WBL experience provides opportunities to apply educational content in real-world setting.	WBL experiences does not provide an opportunity to apply academic content in a real-world setting.
		The WBL experience helps students to develop and maintain a professional network in their industry of interest.	WBL experience offers networking opportunities to support students in building their knowledge in their industry of interest.	The WBL experience does not provide opportunities to develop a professional network in their industry of interest.
		The WBL experience prepares students to identify workplace norms and culture independent of supervision or guidance.	WBL experience develops students' workplace norms and cultures.	The WBL experience 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 experience embeds ongoing opportunities for students to reflect on their WBL experience and the development of employability skills.	WBL experience requires students to reflect on their WBL experience and the development of employability skills.	The WBL experience does not provides students opportunities for reflection on the development of their employability skills.
		The WBL experience exposes students to multiple career exploration activities that align to their career interests throughout their education.	WBL experience aligns with the student's interests, including their future professional and educational goals.	The WBL experience does not align with the student's interests or future professional and educational goals.
	Industry partners inform WBL experience	The WBL experience is a joint collaboration between the school/ district/ career coordinator and industry stakeholders.	WBL experience is designed with industry representation and voice.	The WBL experience is designed and implemented without representation from industry stakeholders.

## Part 2: Work-Based Learning Program Rubric

Dimension	Key Aspects of Indicator	Exemplary	Effective	Developing
<b>Dimension 3: WBL program employs reporting protocols.</b>	ILPs are regularly updated 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.
	Employability skills development is assessed	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.
	Policies for quality WBL are established	The program regularly reviews, assesses and revises policies and guidance outlining key components, requirements and processes for WBL experiences.	The program has an established set of policies and guidance outlining key components, requirements and processes for WBL experiences.	The program has no established policies or guidance outlining key components, requirements and processes for WBL experiences.
<b>Sources of Evidence:</b>				
<ul style="list-style-type: none"> <li>○ Student career interest survey</li> <li>○ Student resume</li> <li>○ Student list of careers or industries of interest</li> <li>○ Student self-reflection essays</li> <li>○ Completed student ILP</li> <li>○ Student test scores and survey results</li> <li>○ Student employability skills assessment scores and survey results</li> <li>○ Student portfolios of work</li> <li>○ List of employability skills desired specific industries</li> <li>○ Networking events schedule</li> <li>○ Employer WBL survey results</li> <li>○ LEA/Employer meeting materials and notes</li> <li>○ WBL implementation guidance and policies</li> </ul>				