

# 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><b>Internship/Externship:</b> 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><b>Working alongside, working with...</b></p> <ul style="list-style-type: none"> <li>→ Ongoing and structured</li> <li>→ Relationship between school and Mentor or site.</li> <li>→ CTE and 21st Century Skills identified to learn and/or apply to mastery.</li> <li>→ Application of skills in context</li> <li>→ in program that they are enrolled in</li> <li>→ Time length? 20 hours min per internship.</li> <li>→ Multiple Rigorous Informational Interviews and/or shadow days</li> </ul>	<ul style="list-style-type: none"> <li>• One on one or pair with one person.</li> <li>• Prepare - RI Summer Internships</li> <li>• CNA Practicum</li> <li>• Students complete 5 informational interviews and one shadow day on site with specific focus on career preparation investigations.</li> </ul>	<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><b>School Based Enterprise:</b> 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><b>The execution of providing goods and/or services to customers in or out of school.</b></p> <ul style="list-style-type: none"> <li>→ in program that they are engaged in</li> <li>→ Can be individual or group</li> <li>→ Engaged in selling product or service</li> <li>→ Process of engaging and design of the product or service (in response to identified need, etc.), then selling it.</li> <li>→ Learning Reflection with a mentor - to connect with competencies.</li> <li>→ Documentation of Learning with reflection</li> </ul>	<ul style="list-style-type: none"> <li>• In House Culinary Kitchen / Restaurants</li> <li>• Marine Program</li> <li>• School Store in a business or Entrepreneurial program.</li> <li>• Managing an E-Commerce Shop.</li> <li>• FFA (plant sales, wreaths)</li> <li>• Automotive programs when they are selling service.</li> <li>• Making and selling school gear</li> <li>• School store/ DECA store</li> </ul>	<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>

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<p><b>Service Learning (Project):</b> 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"> <li>→ Out of the school application in program that they are engaged in</li> <li>→ Applying learned goals and competencies</li> <li>→ Has a product at the end.</li> <li>→ Not as long term as an industry project.</li> <li>→ Documentation of Learning with reflection</li> </ul>	<ul style="list-style-type: none"> <li>→ Community Garden Work planting, building.</li> <li>→ Helping to build a bench in a community garden</li> </ul>	<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><b>Industry Project:</b> 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"> <li>→ Have a RW mentor</li> <li>→ Project Benefit RW Mentor or site in program that they are engaged in</li> <li>→ Includes one visit to the site</li> <li>→ Documentation of Learning</li> </ul>	<ul style="list-style-type: none"> <li>→ RI Builders</li> <li>→ IOWA Big</li> <li>→ Capstone</li> <li>→ Project Playhouse</li> <li>→ National Guard - Air Show (Design Think)</li> </ul>	<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><b>Pre-Apprenticeships / Apprenticeships:</b> 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"> <li>→ Driven by employer</li> <li>→ Leverage after 18</li> </ul>	<ul style="list-style-type: none"> <li>→ Plumbing</li> <li>→ Electric</li> </ul>		

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