

FLORIDA'S WORK-BASED LEARNING QUALITY FRAMEWORK AND NEEDS ASSESSMENT

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FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

Florida's Work-Based Learning Quality Rubric

INTRODUCTION

The below framework and needs assessment instrument was developed for secondary and postsecondary educational staff – administrators, coordinators, and instructors – to assess work-based learning opportunities and to identify areas of strength as well as needs for future growth. The content in this self-assessment is most specific to off-campus work-based learning, though the principles can be adapted for on-campus simulated environments. Note that true self-assessment is done most authentically in collaboration with stakeholders and with data to back up conclusions.

For each of the below 25 criteria organized under 5 categories (Safety, Accessibility, Skill Building, Social Capital Building, Career Preparation, Collaborative Management), use the below scale developed by the [Association of Career and Technical Education in their High Quality CTE Framework](#) to assess the extent to which your agency is locally implementing each criterion. Once you have scored your implementation, please provide notes on the successes and areas of growth for each category. To calculate the percent of total points achieved, divide points earned by total possible points.

Assessment Scale:

- **"0 = Not at All Achieved"**: No evidence of the criterion in the implementation of work-based learning
- **"1 = Minimally Achieved"**: The criterion is minimally implemented locally. For example:
 - Implementation is just beginning
 - Implementation is evident infrequently
 - Implementation is evident in a small portion of work-based learning
 - Access is limited to a small segment of students
- **"2 = Moderately Achieved"**: The criterion is evident in the locally implemented work-based learning, but implementation is uneven or incomplete. For example:
 - Only part of the criterion is evident
 - Implementation is evident part of the time, but not on a sustained and regular basis
 - Implementation is evident in portions of the work-based learning
 - Access is available to most, but not all, students
- **"3 = Substantially Achieved"**: The criterion has been fully implemented throughout all work-based learning. For example:
 - All parts of the criterion are evident
 - Implementation is evident on a regular and sustained basis
 - Implementation is evident across all portions of the locally implemented work-based learning
 - Access is available to all students

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Safety in Work-Based Learning

		0 = Not at All Achieved	1 = Minimally Achieved	2 = Moderately Achieved	3 = Substantially Achieved
Injury Prevention	A safety checklist is used to assess the workplace prior to work commencing.				
	Students are given safety training and any necessary equipment prior to work commencing.				
	Workplace safety is monitored throughout the experience, including through regular, structured site visits.				
Reporting	Students are trained on how to report harassment, discrimination, and injury prior to work commencing.				
Insurance	Students are appropriately insured with either workers' compensation insurance or medical insurance coverage for injury/illness related to the work-based learning opportunity.				
Supervisor Background Checks	For employer supervisors that supervise minors, the policies and procedures of the educational institution regarding employer supervisor background checks are being followed, pursuant to Rule 6A-23.0042, F.A.C.				

Total Points Earned:

Total Points Possible: 18

Percentage Score (Points Earned/Points Possible):

Successes in Implementing WBL Safety:

Areas of Potential Growth in Implementing WBL Safety:

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Accessibility in Work-Based Learning

		0 = Not at All Achieved	1 = Minimally Achieved	2 = Moderately Achieved	3 = Substantially Achieved
Eligibility & Participation	Enrollment and participation data for work-based learning courses and programs are analyzed to identify gaps and access barriers in terms of gender, race, ethnicity, disability, and other historically underrepresented learner groups.				
	Measures are implemented to eliminate barriers and create opportunities to ensure students participating in work-based learning are representative of the larger student body.				
Transportation & Digital Access	Transportation and/or digital access limitations to work-based learning are identified and reduced.				
Accommodations for Students with Disabilities	Worksite accommodations are established prior to work commencing.				
	Worksite visits and experience evaluations identify gaps, if any, in worksite accommodations.				
Total Points Earned:					
Total Points Possible:					15
Percentage Score (Points Earned/Points Possible):					

Successes in Implementing WBL Accessibility:	Areas of Potential Growth in Implementing WBL Accessibility:

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Skill Building in Work-Based Learning					
		0 = Not at All Achieved	1 = Minimally Achieved	2 = Moderately Achieved	3 = Substantially Achieved
Training Agreement	The training agreement is collaboratively developed by all relevant parties and clearly establish the developmentally-appropriate, assessable, and career-field-specific employability, academic, and technical skill outcomes of the work-based learning experience.				
Skill Assessment	Skill mastery is assessed throughout the work-based learning experience through a variety of means, such as work observation/evaluation, standardized assessment/certification, project completion, or interview.				
Training and Coaching	Students are trained on foundational work-based learning concepts, including, but not limited to, work-based learning opportunity rules, procedures, policies, and professionalism expectations.				
	Students receive coaching throughout the work-based learning experience to develop the skills outlined in the training plan and this training is customized based on observation and assessment.				
Total Points Earned:					
Total Points Possible:					12
Percentage Score (Points Earned/Points Possible):					
Successes in Implementing WBL Skill Building:	Areas of Potential Growth in Implementing WBL Skill Building:				

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Social Capital Building in Work-Based Learning

		0 = Not at All Achieved	1 = Minimally Achieved	2 = Moderately Achieved	3 = Substantially Achieved
In-Depth Relationships	Students are able to have sustained interactions with industry professionals and form lasting relationships through means such as mentoring.				
Broad, Diverse Networking	Students are presented with a wide variety of opportunities to network with diverse industry professionals.				
Relationship Maintenance	Relationship maintenance after the work-based learning experience is facilitated through contact information sharing and reconnection opportunities.				
Total Points Earned:					
Total Points Possible:					9
Percentage Score (Points Earned/Points Possible):					

Successes in Implementing WBL Social Capital Building:

Areas of Potential Growth in Implementing WBL Social Capital Building:

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Career Preparation in Work-Based Learning					
		0 = Not at All Achieved	1 = Minimally Achieved	2 = Moderately Achieved	3 = Substantially Achieved
Career Alignment	Students are placed in work-based learning opportunities aligned with their career goals.				
Classroom Integration	Work-based learning is aligned to curriculum and instruction, including academic content.				
Resume and Work Product Development	The experience culminates in the development of content relevant to the student's future employment and/or postsecondary education, such as a portfolio of work products, professional online presence, letter of recommendation, and/or attainment of a credential of value.				
Reflection	Structured opportunities are given to students to reflect on their work-based learning experience, including what they accomplished, what they learned about themselves, how their future academic and career plans have been affected by their experience, and how the work-based learning opportunity could be improved for future students.				
Career Preparation and Planning	Students are given career and postsecondary guidance and counseling related to their career path.				
Total Points Earned:					
Total Points Possible:					15
Percentage Score (Points Earned/Points Possible):					
Successes in Implementing WBL Career Preparation:			Areas of Potential Growth in Implementing WBL Career Preparation:		

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Collaborative Management in Work-Based Learning

		0 = Not at All Achieved	1 = Minimally Achieved	2 = Moderately Achieved	3 = Substantially Achieved
Student Voice and Choice	The student has informed voice and choice regarding the placement, operation, and evaluation of the work-based learning experience.				
Employer Voice and Choice	The employer has informed voice and choice regarding the establishment, operation, and evaluation of the work-based learning experience.				
Instructor Site Visits	The work-based learning instructor regularly visits (in-person and virtually) the work site to ensure the needs of both the student and the employer are being met.				
Personnel Training, Equipping, and Engagement	All relevant personnel are fully trained, equipped, and engaged in the establishment, operation, and evaluation of the work-based learning experience, including employers, counselors, administrators, coordinators, and instructors.				
Total Points Earned:					
Total Points Possible:					12
Percentage Score (Points Earned/Points Possible):					

Successes in Implementing WBL Career Preparation:	Areas of Potential Growth in Implementing WBL Career Preparation:

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Score Totaling and Planning

Category	Points Earned	Total Possible Points	Percent Achieved (Earned/Possible)
Safety:		18	
Accessibility:		15	
Skill Building:		12	
Social Capital:		9	
Career Preparation:		15	
Collaborative Supervision and Management:		12	
Total:		81	

Successes in Implementing WBL:

Areas of Potential Growth in Implementing WBL: