

# Perkins V Work-Based Learning Handbook

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# WORK-BASED LEARNING HANDBOOK

## What is the purpose of this handbook?

The purpose of this handbook is to provide a shared resource for schools, districts, business, industry, and community partners in support of a statewide effort to build a robust work-based learning ecosystem in Oregon. The ultimate goals of supporting implementation of high quality work-based learning are to ensure equitable learning outcomes for students, to connect classroom learning with the world of work, and to strengthen community and school partnerships.

## Who should use this handbook?

At its widest reach, this handbook can be a resource for any school, district, non-profit, community-based organization, or business, or anyone with a role or interest in supporting work-based learning. Its most specific focus is for teachers, administrators, Regional Coordinators, and other educators involved with a Career and Technical Education Program of Study at the secondary level.

## How will this handbook be used?

Teachers and individuals designing new CTE pathways as well as those coordinating and overseeing work-based learning experiences will use this handbook in developing and implementing CTE work-based learning experiences as a component of Perkins V.

This handbook is a companion document to the [Career and Technical Education Policy Guidebook](#).

If you have questions or concerns, please reach out to your designated [Regional Career and Technical Education Coordinator](#).

## Handbook and Rubric Feedback

As users find information that may be erroneous, unclear, or left out of the Handbook and Rubric, they are encouraged to use the [Perkins V: WBL Handbook & Rubric Feedback form](#).

This handbook was co-authored by the Oregon Department of Education (ODE) and the Higher Education Coordinating Commission (HECC) in collaboration with a group of secondary and postsecondary CTE and work-based learning leaders over a nine-month timeframe. It has been more than 25 years since the first Oregon work-based learning handbook was developed and revised. The Oregon Department of Education (ODE) and Higher Education Coordinating Commission (HECC) would like to acknowledge and thank the following people for their time and expertise:

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## INTRODUCTION

The Oregon CTE State Plan reimagines and transforms the learner experience to enhance learners' future prospects, empower their communities, and ensure equitable access to an inclusive, sustainable, innovation-based economy.

As Oregon developed its CTE State Plan, community members—including business and industry representatives, educators, students, and parents—named work-based learning as an essential foundation for connecting learners to the skills necessary to obtain meaningful careers that support them and their families while they contribute to their communities. Oregon's approach to promoting high quality work-based learning emphasizes the following guiding principles:

- **Equity:** Considerations are provided to eliminate barriers to accessing work-based learning opportunities
- **Integration:** Align with CTE Program of Study curriculum and instruction
- **Partnerships:** Include sustained interaction with industry, business, or community professionals
- **Flexibility:** Be offered in-person, virtually, or in a simulated workplace setting
- **Attainment:** Lead to earning of credit and/or outcome verification

### What is Work-Based Learning?

Structured learning in the workplace or simulated environment that provides opportunities for sustained interactions with industry or community professionals that foster in-depth, firsthand experience of the expectations and application of knowledge and skills required in a given career field.

## Career and Technical Education in Oregon

*This guidance is specifically written for approved CTE Programs of Study at the secondary level.<sup>1</sup>*

Work-based learning (WBL) is a focal point of Perkins V legislation and receives widespread mention in the Oregon CTE State Plan. CTE includes content, programs, and instructional strategies based on business and industry skill sets and needs. Instruction incorporates standards-based academic content, technical skills, and workplace behaviors necessary for

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<sup>1</sup> [CTE Policy Guidebook](#).

success in careers of the 21st century. CTE incorporates applied learning that contributes to the development of higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship. CTE instruction in Oregon focuses on six career clusters, including: Agriculture, Food, and Natural Resources Systems; Arts, Information, and Communications; Business and Management; Health Sciences; Human Resources; and Industrial and Engineering Systems.

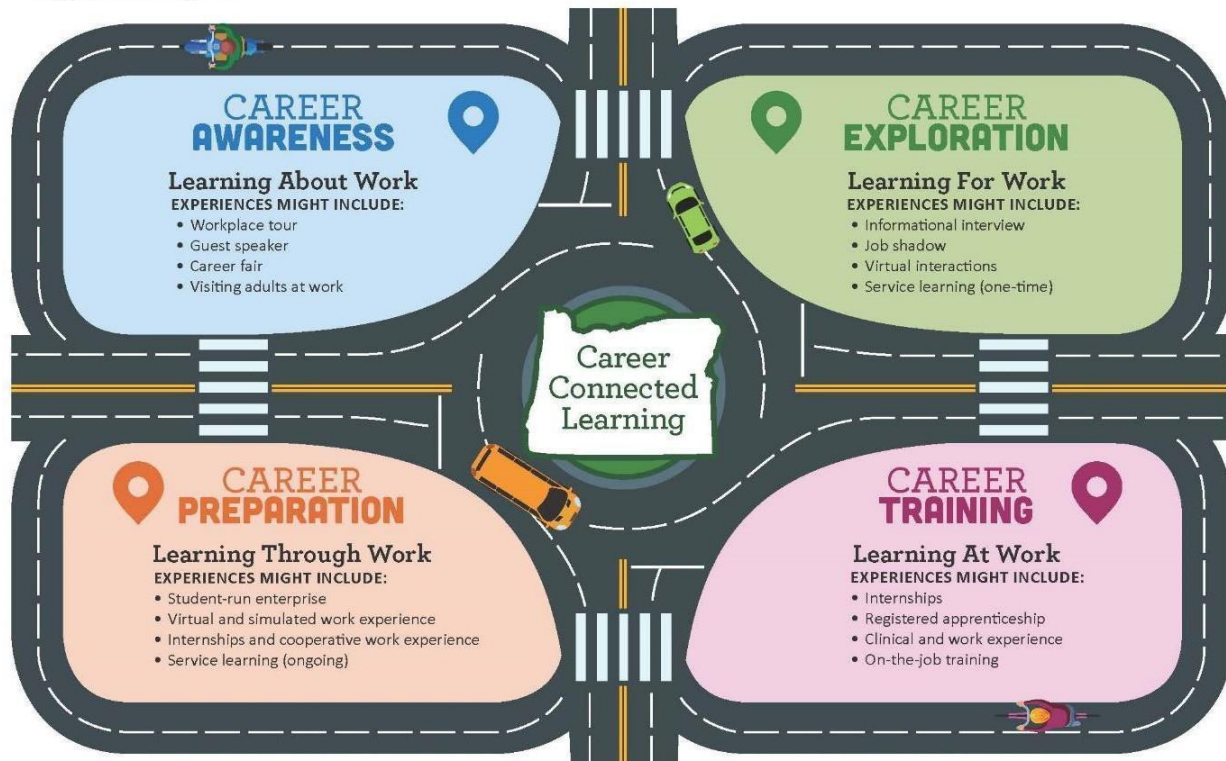
Work-based learning fits within the broader framework of Career Connected Learning, which contains four key stages:

- career awareness - learning ABOUT work
- career exploration - learning FOR work
- career preparation - learning THROUGH work
- career training - learning AT work

## OREGON CAREER CONNECTED LEARNING



Oregon defines the stages of career development through a system of Career Connected Learning, a framework of career awareness, exploration, preparation and training that is both learner-relevant and directly linked to professional and industry-based expectations.



CTE work-based learning is a component of Career Connected Learning that occurs in the career preparation and training stages. Students engage in high quality career preparation and training experiences, including work-based learning, both within and outside of CTE. This guidance is specifically referencing CTE work-based learning connected to a secondary CTE Program of Study.

## **Why Work-Based Learning Matters**

At the federal and state level there is agreement: work-based learning is a critical bridge that connects the classroom to the world of work and helps learners make informed decisions about their educational and career goals. Work-based learning allows learners to gain the experience employers are seeking and acquire the skills and credentials they need to enter and succeed in their careers. Work-based learning experiences are beneficial for all students, but can be particularly important to focal student groups and other students who have historically experienced disparities in our schools, including students of color; students with disabilities; emerging bilingual students; and students navigating poverty, homelessness, and foster care. The access to social networks and connections that work-based learning provides to learners has the potential to open doors and opportunities that are not available through classroom education alone.

Work-based learning provides learners with exposure to the world of work, where they gain both technical and professional skills. In addition, they are immersed in specific occupations or industries with firsthand engagement that can help them make long-term career goal decisions. The application of classroom learning in the world of work also reinforces academic instruction. In addition, there is potential for learners to earn a wage while engaged in their work-based learning experience.<sup>2</sup> Whether or not these experiences result in permanent employment, all work-based learning experiences yield long-term career benefits because participants acquire skills they can add to their resumes.

Business, industry, and communities participating in work-based learning benefit in a variety of ways. They can use work-based learning experiences to develop a future talent pipeline, create an accessible and diverse labor pool, and save time and money by investing in local talent. In addition to bolstering their workforce, companies and organizations strengthen their relationships with students, families, and communities as being a preferred place to work. Additionally, this can lead to the strengthening of the local business climate and foster economic growth by contributing to the creation of a skilled regional workforce.<sup>2</sup>

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<sup>2</sup> JFF. [Why Work-Based Learning?](#)



## Career and Technical Education Equity Efforts

The CTE community is focused on more fully integrating academic knowledge and technical employability skills for all learners and ensuring that historically and currently marginalized populations have the support needed to feel welcome and be successful in the CTE Program of their choice.<sup>3</sup>

ODE's commitment to equity means continuous examination of policies, practices, and procedures to ensure access to high quality CTE regardless of a learner's zip code or other demographic characteristics. To advance this commitment, the following practices will be emphasized:

1. Center on equity in rule making, budgeting, and resource allocation processes through close examination of data and stakeholder feedback to not only identify, but to also interrupt patterns of inequity
2. Build fluency and comfort with change by continually strengthening systems and partnerships to remove barriers
3. Utilize meaningful collaboration with communities and students who are impacted by decisions about CTE through comprehensive outreach and communication

See the [Oregon Career and Technical Education \(CTE\) State Plan](#) for more information about Oregon's commitment to equity in CTE.

## WORK-BASED LEARNING OVERVIEW

### Oregon's Work-Based Learning Definition for Perkins V

In writing the Oregon CTE State Plan, Oregon chose to measure and report the implementation of work-based learning in secondary schools as one of the state's federal quality performance measures. Additionally, work-based learning is a key strategy in reaching other goals in Oregon's CTE State Plan. Work-based learning is an important part of achieving Oregon's vision for preparing every student for meaningful careers and lifelong learning.

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<sup>3</sup> [CTE Policy Guidebook](#).

In February 2020, the Oregon State Board of Education approved the following work-based learning definition:

*Structured learning in the workplace or simulated environment that provides opportunities for sustained interactions with industry or community professionals that foster in-depth, firsthand experience of the expectations and application of knowledge and skills required in a given career field.*

## **Perkins V: Criteria for Quality Work-Based Learning**

All work-based learning experiences tied to a CTE Program of Study must include all of the following criteria, which are more fully described after the list:

- (1)** Align with CTE Program of Study curriculum and instruction
- (2)** Include sustained interaction with industry, business, or community professionals
- (3)** Be offered in-person, virtually, or in a simulated workplace setting
- (4)** Lead to earning of credit and/or outcome verification

### **(1) Align with CTE Program of Study curriculum and instruction**

In the CTE Program of Study, learning and experiences progress in difficulty and complexity. Professional skills developed by learners are key to successful CTE program outcomes. Learning and curriculum are aligned to industry validated skills. All of these components should also be true with work-based learning experiences and should be embedded in a CTE Program of Study.

A CTE Program of Study provides a sequence of courses that guide a student's learning progression in both skill attainment and career development as described by the Perkins V course-level descriptors:

- **Introductory Course** – A course that focuses on raising career awareness and learning basic professional and technical skills associated with the CTE Program of Study. The course helps develop student interest rather than technical proficiency in a CTE Program of Study.
- **Intermediate Course** – A course that focuses on exploring careers and learning specific technical and professional skills. The course builds on basic skills and moves toward technical proficiency in preparation for a career.
- **Advanced Course** – A course that focuses on preparing for a career and refining specific technical and professional skills. The course integrates multiple skills through project-based instruction and/or work-based learning. These courses focus on preparing students for entry-level work or postsecondary programs.

Students in introductory and intermediate CTE courses build foundational skills while exploring the career pathway and its specific job requirements. Students in intermediate and advanced courses may be ready to apply and further develop their skills in a work environment through a work-based learning experience.

The academic, technical, and/or professional skills reinforced through a work-based learning experience should align to industry validated skills the students have been developing as a result of their CTE Program of Study instruction. Please reference the [Oregon Skill Sets](#) to review the knowledge and skill sets by career cluster. The firsthand tasks the students engage in throughout the work-based learning experience should enable them to demonstrate clearly defined and measurable learning outcomes. Regular and specific feedback tied to the learning outcomes and reflection on their learning will allow students to make progress on tasks. Direct, in-depth experience and application of knowledge and skills required in a given career field allows students to improve understanding in that career field and make learning relevant. Clearly aligning classroom learning to real-world situations helps students make connections to their future career success.

As the curriculum progresses, work-based learning opportunities may be embedded into the curriculum and will continue to build on student interest and be offered in an in-person, virtual, or simulated workplace setting.

## **(2) Include sustained interaction with industry, business, or community professionals**

Perkins V defines sustained as a prolonged or extended period—not stand-alone or one-day. Work-based learning experiences can happen during a school term, summer term, or short-term intensive opportunity.

Sustained interactions also have the following expectations:

- Require direct and ongoing interactions between the student and industry, business, or community professionals in real or simulated workplace settings
- Foster in-depth, firsthand engagement with tasks in a given career field
- Align with the CTE Program of Study curriculum and instruction and involve measurable student learning outcomes that are academic and/or technical, and/or professional

Interactions between the student and industry partner include feedback to the student on their progress with a focus on supporting the student’s career growth and helping them expand their knowledge.

### **(3) Be offered in-person, virtually, or in a simulated workplace setting**

Work-based learning does not need to take place at a job site or workplace. Work-based learning is a continuum of experiences for the student to interact with the program of study curriculum, skill sets, and knowledgeable experts. Work-based learning could, for instance, take place in a classroom, virtual environment, or a workplace. Providing access to a variety of experiences based on student choice will provide the greatest opportunity to meet each student's needs. Programs should regularly review experiences to ensure that students benefit equally across all settings.

### **(4) Lead to earning of credit and/or documented outcome verification**

Work-based learning experiences may occur as a structured course within a pathway or be embedded within a CTE Program of Study that leads to [academic credit](#). Each school and district will need to determine the awarding of credit and/or outcome verification for each of these scenarios.

Evidence to support learner outcomes may include, but not be limited to, combinations including work portfolios highlighting completed work; academic, technical and/or professional skills assessments; completed projects and assignments; employability skills records; or any other specific type of evidence that documents achievement of measurable student learning outcomes.

Each school and district will need to determine the best way to verify work-based learning. Districts will identify and determine the experiences that meet the definition of work-based learning. Work-based learning activities are collected through the CTE Student Collection.

## **Perkins V Work-Based Learning Types**

Students should be at the center of the work-based learning experience. Opportunities should be guided by equity considerations and connect to students' personal career goals and/or interests. Oregon's CTE State Plan has identified the following types as measurable work-based learning experiences for Perkins V. As work-based learning experiences are being designed, be familiar with each of these definitions:

- Clinical | Internship| Practicum
- Cooperative Work Experience
- Pre-Apprenticeship
- School-Based Enterprise
- Service Learning
- Workplace Simulation

### **Clinical | Internship | Practicum**

*A structured work experience involving specific occupational skills and development goals that may or may not involve the awarding of academic credit*

There is an expectation that the student will demonstrate the skills necessary for entry-level employment and have the knowledge to make informed decisions about next steps in postsecondary choices, training, or employee advancement.

### **Cooperative Work Experience (CWE)**

*A structured educational strategy that involves the placement or approval of placement of students by an educational provider in a structured work-based learning experience that is directly related to their classroom studies, coordinated by the educational provider, and leads to the earning of academic credit*

Each student should have theoretical knowledge and/or practical experience in a relevant major field of study prior to being placed in a cooperative work experience.

### **Pre-Apprenticeship**

*An Oregon State Apprenticeship and Training Council (OSATC) approved program designed to prepare individuals from underrepresented or underserved backgrounds to enter and succeed in a Registered Apprenticeship program*

The program must have a documented partnership with at least one, if not more, registered apprenticeship committee(s) attesting that pre-apprenticeship completers will meet the minimum entry requirements, gain consideration, and are prepared for success in a registered apprenticeship program as a preferred applicant. Please refer to the Bureau of Labor and Industries (BOLI) [Pre-Apprenticeship Application Toolkit](#) if you are interested in starting a program.

### **School-Based Enterprise Experience**

*Hands-on and virtual learning opportunities that provide practical learning experiences to reinforce classroom instruction*

School-Based Enterprise Experiences are an extension of the classroom to be managed and operated by students. School-Based Enterprise Experiences can take place in or out of school and must align with [labor market demand](#) and have business and industry mentorship.

## **Service Learning**

*Structured, sustained learning experiences in organized community service projects that meet actual community needs*

Experiences are linked to classroom learning outcomes and career related knowledge and skills through a cycle of service and reflection. Students design service-learning projects collaboratively with community partners.

## **Workplace Simulation**

*Hands-on and virtual learning opportunities that provide practical learning experiences to reinforce classroom instruction*

Opportunities are provided to participate in a variety of real-world worksite activities and engage with business and industry to assist in understanding what it's like to work in the chosen career field. These experiences use a variety of technological tools and can take place in or out of school; they must align with [labor market demand](#) and have business and industry mentorship.

## **Developing Quality Work-Based Learning Experiences for Students**

The [Work-Based Learning Rubric](#) was created during the 2020-2021 school year. The rubric can be used by teachers, administrators, and other individuals to design and deliver quality and equitable work-based learning experiences for students within a CTE Program of Study that will meet the secondary Perkins V Program Quality Indicator. It can also be used as a resource to reflect on areas of strength and improvements and to adopt continuous improvement processes. Equity considerations are included in the rubric to support the elimination of barriers to access and participation in work-based learning. The rubric is focused primarily on quality work-based learning experiences—not programs—and performance levels are aligned with the High Quality Program of Study Rubric for an approved CTE Program of Study.

Continuous improvement of work-based learning should include gathering feedback using multiple methods and from all partners, should center student voice, utilize disaggregated data, and address inequities to improve future experiences.

## PERKINS V PROGRAM QUALITY INDICATOR OVERVIEW

### Measuring Program Quality, CTE Work-Based Learning

Oregon adopted CTE work-based learning as the Program Quality Indicator for Perkins V accountability. This metric measures the percent of CTE concentrators graduating from high school in a given report year with at least one qualifying CTE work-based learning experience in their ODE record history from the CTE Student collection. It is important to note the following

- 1) A qualifying work-based learning experience can happen over the course of the entire high school career of a student.
- 2) CTE WBL experiences are reported in the CTE Student collection during spring of the school year the student completed them.
- 3) A CTE student must have left high school with a diploma or modified diploma to be included in this metric.

In summary, program quality is measured by the number of students who were CTE concentrators and work-based learning participants. This information will be compiled into the CTE 90% Report and released each fall. In this report, outcomes for Perkins V Performance Indicator 5S3: Program Quality – Participated in work-based learning will be calculated using the data reported the previous spring.

### Perkins V Performance Target Levels for Work-Based Learning

Data collection and reporting has been part of CTE since 1998. Specific indicators have changed over time, but the importance of using data to inform decisions has been consistent. Both secondary and postsecondary institutions routinely report student data as a required component of their CTE programs. ODE and HECC report that data for statewide accountability and planning. As part of the federal requirements, Oregon does not have the option to change the performance indicators, but may choose the targets. Since the publication of this guidebook, Oregon requested an adjustment to the original performance levels, due to COVID-19.<sup>4</sup>

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<sup>4</sup> [CTE Policy Guidebook](#). Section 15 - Perkins Data and Accountability. *Overview of Accountability Measures*.

Perkins V Performance Indicator	Baseline Level*	Performance Levels FY2020	Performance Levels FY2021	Performance Levels FY2022	Performance Levels FY2023
5S3: Program Quality- Participated in Work-Based Learning	10.00%	10.00%	15.00%	23.00%	31.00%
<b>Adjusted target performance levels due to COVID-19</b>	<b>10.00%</b>	<b>5.00%</b>	<b>12.00%</b>	<b>20.00%</b>	<b>25.00%</b>

**Data Collection and Reporting**

Each school and district will need to determine the best way to track and verify CTE work-based learning. Students will engage in many valuable Career Connected Learning experiences, including work-based learning / work study / work experiences, that are not tied to a CTE Program of Study and/or do not meet the Perkins V criteria. Districts will need to identify and determine the experiences that meet the definition of CTE work-based learning. Only work-based learning that meets all of the Perkins V criteria and types will be collected through the CTE Student data collection, which occurs each year from [mid-May through the end of June](#).

Work-based learning should only be reported in the year that it occurred. The CTE Student Collection allows up to four CTE work-based learning experience types to be reported per student within the current school year. Beginning in the 2022-23 school year, each CTE work-based learning type will need to be reported with the CIP code of the Program of Study to which it was aligned. While it is not mandatory, districts have the option to enter a range signifying hours associated with each reported CTE Work-Based Learning experience. The reported data are summarized in the Career and Technical Education 90% report released each fall.



## LEGAL REQUIREMENTS

All partners in work-based learning have a duty to provide an educational and working environment that is safe and that does not discriminate. All partners must be committed to ensuring equal access for all students, regardless of race, religion, color, national origin, sex, age, mental or physical disability, sexual orientation, gender identity, and marital status.

Business and industry partners must also realize that once they agree to provide the workplace learning component, they must ensure a safe environment and comply with all civil rights laws.

### **Nondiscrimination/Civil Rights Laws and Requirements**

Work-based learning experiences must be available to students regardless of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, or disability. Schools must be able to ensure that:

- Demographics of students participating in work-based learning experiences reflect demographics of the total student pool. If this is not the case, the school should consider root causes to ensure the discrepancy is not the result of discriminatory practices, and provide a legitimate nondiscriminatory rationale as to why.
- Marketing and recruitment materials and activities do not exclude or limit opportunities for students, especially students from historically underrepresented groups. These efforts must include materials to be representative of diverse student groups and disseminated in languages of the community served by the school.
- Application processes are accessible to all students and their families, including students with disabilities or emergent bilingual students. Application forms must not contain questions or have requirements that would discourage participation from focal student groups.
- Placement criteria for work-based learning experiences do not have the effect of disproportionately excluding students from focal groups. Any criteria must be validated as essential to participation in that job, and is not just serving as a screening process. Examples to avoid on applications are: essay questions, teacher recommendations, grade point averages, requirements or test scores, ability to cover costs for transportation or equipment / safety gear.
- Grading practices and requirements for participation do not discriminate. It is vital for schools to be aware that this is an educational experience for students, and must comply with all civil rights laws that pertain to education activities. As such, it may not be appropriate to have the employer create the requirements.

- Partnering only occurs with employers that understand and agree in a written notice of nondiscrimination to follow all state and federal nondiscrimination laws. Oregon Administrative Rule 581-021-0046 prohibits schools from partnering with any organization which discriminates in providing aid, benefit, or services to students.
- Complaint procedures are in place to address potential discrimination. Because the work-based learning experience remains tied to the school's program, it is vital that school, student, and employer understand and advise participants of procedures for filing a complaint if they believe discrimination has occurred. Even in cases where the employer has a complaint process, the school must also provide the student with the process to file a complaint within the school system.

For more information, visit Guidelines VII-A, 34 CFR § 100, Appendix B. and OAR [581-821-0045](#) and [0046](#) (Discrimination Prohibited and Program Compliance Standards).

## **Workers' Compensation**

Students participating in some unpaid work-based learning experiences may become employees of the school district and subject to the school district's workers' compensation coverage. School districts should review the state statute to determine appropriate steps based on whether they are insured or self-insured. For more information, visit [ORS 656.033](#).

## **Minor Workers in Oregon**

Minors are generally protected by the same laws that protect adults, and they must be paid the same minimum wage as adults for all hours worked. Minors are also covered by overtime laws and laws regulating paydays, final paychecks, and deductions from wages. Although the age discrimination law in Oregon applies only to persons 18 or older, minors are otherwise protected by the same state and federal anti-discrimination laws that apply to adults.<sup>5</sup>

Minors, their parents, instructors, and employers should know about the laws that protect children at work. They include hiring and working conditions that are specific to minors, and restrictions on the hours and types of work a minor<sup>6</sup> can do. In addition, a [student learner](#)<sup>6</sup> (a trainee or student not employed) has certain exemptions from Hazardous Occupation requirements and Child Labor Laws.

For more information, visit [BOLI : Oregon Bureau of Labor & Industries: State of Oregon](#). You may also contact them at 971-673-0761 or at [help@boli.state.or.us](mailto:help@boli.state.or.us).

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<sup>5</sup> [BOLI's Minor Workers webpage](#).

<sup>6</sup> [BOLI's Student Learners webpage](#).

## RESOURCES

### Glossary of Terms

#### **Concentrator**

A secondary student who earns at least two credits in a single CTE Program of Study. One of those credits must be earned through a course or courses identified as intermediate or advanced.

#### **Participant**

A secondary student who earns one half (.5) or more credits in an Oregon state-approved CTE Program of Study.

#### **Clinical | Internship | Practicum**

A structured work experience involving specific occupational skills and development goals that may or may not involve the awarding of academic credit, with the expectation that the student will demonstrate the skills necessary for entry-level employment and have the knowledge to make informed decisions about next steps in postsecondary choices, training, or employee advancement.

#### **Cooperative Work Experience**

Cooperative work experience is a structured educational strategy that involves the placement or approval of placement of students by an educational provider in a structured work-based learning experience that is directly related to their classroom studies, coordinated by the educational provider, and leads to the earning of academic credit. Each student should have theoretical knowledge and/or practical experience in a relevant major field of study prior to being placed in a cooperative work experience.

#### **Pre-Apprenticeship**

An Oregon State Apprenticeship and Training Council (OSATC) approved program designed to prepare individuals from underrepresented or underserved backgrounds to enter and succeed in a Registered Apprenticeship program. Pre-Apprenticeship programs must have a documented partnership with at least one, if not more, registered apprenticeship committee(s) attesting that Pre-Apprenticeship completers will meet the minimum entry requirements, gain consideration, and are prepared for success in the program as a preferred applicant.<sup>7</sup>

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<sup>7</sup> [OAR 839-011-0335](#).

**School-Based Enterprise Experience**

Hands-on and virtual learning opportunities that provide practical learning experiences to reinforce classroom instruction. School-Based Enterprises are an extension of the classroom to be managed and operated by students. School-Based Enterprises can take place in or out of school and must align with [labor market demand](#) and have business and industry mentorship.

**Service-Learning**

Structured, sustained learning experiences in organized community service projects that meet actual community needs while also being linked to classroom learning outcomes and career related knowledge and skills through a cycle of service and reflection. Students design service-learning projects collaboratively with community partners.

**Workplace Simulation**

Hands-on and virtual learning opportunities that provide practical learning experiences to reinforce classroom instruction. Opportunities are provided to participate in a variety of real-world, worksite activities and engage with business and industry to assist in understanding what it's like to work in the chosen career field. These experiences use a variety of technological tools and can take place in or out of school; they must align with [labor market demand](#) and have business and industry mentorship.

## Frequently Asked Questions

**Q: Is it possible for the CTE classroom teacher to count as the business, industry, or community professional in a student’s work-based learning experience?**

**A:** Yes, but only if a relationship cannot be established with another business, industry, or community professional outside of the classroom. The goal for work-based learning is to have students engaged with partners and experiences beyond the classroom. A high quality work-based learning experience must focus on supporting a student’s learning by connecting the classroom to the professional world, providing opportunities for students to practice skills in real-world settings, develop professional skills, and network with potential employers. Therefore, having the CTE teacher serve as the business, industry, or community professional is an option **ONLY** when all other options are unavailable to the student.

If you can answer ‘yes’ to the following questions, this may be a viable option:

- Does the CTE instructor hold a CTE endorsement?
- Has the CTE instructor been working in the industry within the past five years?
- Does the instructor have a current industry certification or license (where applicable)?
- Did the CTE instructor work with their advisory committee to eliminate all other options for the experience?
- Did the CTE instructor reach out to their Regional Coordinator for support?

**Q: Is there any conversation at the state level to eventually use a data tracking mechanism for everyone?**

**A:** No, currently, CTE work-based learning can be tracked by any method that a local district and/or school deems appropriate. Each school district is responsible for determining a tracking system that is suitable for them. Through discussion with a range of school districts, proprietary systems, Google products, and Excel are all being used for tracking. As a best practice for data collection, having a team responsible for the tracking, collection, and submission of data is the most successful method. Typically, this involves a school administrator, teacher, and the person responsible for the submission of data to ODE. Perhaps the most important component in this process is open communication between all involved to ultimately submit the most accurate, relevant, and timely information.

ODE is providing pilot funding to CTE regions to develop, pilot, or enhance WBL tracking systems, specifically Group Trail, Seamless WBL, and Transeo. Participants will share lessons learned, recommendations, feedback by platform, and next steps across the state to support the evaluation of the tracking system pilots. Funding of the pilot is planned for the 2022-23 and 2023-24 school years.

**Q: What percentage of students need to participate in work-based learning in order to continue receiving Perkins V funds?**

**A:** The section titled Perkins V Performance Target Levels for Work-Based Learning lists the percentage of students needed to meet this target annually for the state. It is important to note that work-based learning is one of several Perkins V Performance Indicators that schools must report on. ODE does not intend to remove funding from any programs that fail to meet Perkins V Performance Indicators, but to support them in meeting the state's performance targets.

**Q: What data needs to be collected?**

**A:** Beginning in the 2022-23 school year, the CTE work-based learning type code will need to be reported, along with the CIP code of the Program of Study to which the experience was aligned. Districts have the option to enter a range signifying hours associated with each reported CTE work-based learning experience, but it is not required.

**Q: Does every CTE Program of Study have to provide a work-based learning experience? What if one CTE Program of Study doesn't?**

**A:** Yes, each school district should be building towards providing work-based learning experiences that align to their students' CTE Program of Study curriculum and instruction. Although schools and programs may be at different phases of implementation, efforts to design and implement high-quality work-based learning experiences for students should be part of a continuous improvement process.

Work-based learning is a component of the core elements of a Program of Study as outlined in the [CTE Program of Study Quality Rubric](#). Each Program of Study is asked to identify the types of work-based learning experiences offered in their program in the CTE Information System and report all experiences that meet the Perkins V criteria through the CTE Student data collection. Work-based learning is an essential component to achieving the vision for CTE in Oregon.

**Q: Does 5th year graduation count as part of the “must have graduated” part for 5S3-Program Quality: Participated in work-based learning?**

**A:** Yes, it would count, and the student would be included in the data with the cohort for the year that they left high school.

**Q: If the student is paid for the experience (such as a paid internship or summer job), can it be counted toward work-based learning?**

**A:** Yes. Paid experiences are a proven strategy for providing more equitable access to work-based learning. Paid experiences must also meet the four Perkins V work-based learning criteria in a CTE Program of Study.

**Q: Can Perkins V funds be used for work-based learning experiences?**

**A:** Yes, to a certain extent. To understand whether an activity is allowable under Perkins V, local grant recipients should refer to Section 135 of the Perkins V Act, which outlines the types of items for which Perkins V funds may be used at the local level. Additionally, the Uniform Grant Guidance provides insight as to whether specific purchases to implement the activities planned are allowable. For a list of allowable/unallowable use of Perkins V funds please refer to the [CTE Policy Guidebook, section 16.9](#).

If part of an experience requires a student to have clothing/equipment (hair nets, gloves, goggles, helmets, glasses, air filter, lab/chef coats, boots, dust masks, etc.), the school is responsible for paying for those items, not through Perkins funds.

**Q: What about using Perkins V funds for transportation?**

**A:** Unless the work-based learning experience is happening during the summer months (outside of the academic calendar year), Perkins V funds cannot be used for transportation.

There are other funds available to consider accessing such as General, Career Pathways, High School Success Funds, and Student Success Act. For more information please refer to the [CTE Policy Guidebook, section 16.9](#).

**Q: What is the background check policy for volunteers supporting work-based learning experiences?**

**A:** If a school district or public charter school allows volunteers to have direct, unsupervised contact with school children, the school district board or public charter school governing body must adopt and implement a policy that requires those volunteers to undergo a background check. Please reference your local school's/district's guidance around volunteers and visit [the ODE Volunteer Background Check web page](#) for more information.

**Q: What does sustained interactions mean?**

**A:** Sustained interactions focus on the depth and quality of the learning for the student as opposed to a specific amount of time. There are no hours requirements for work-based learning beyond the expectation that the experience will take place over a “prolonged or extended period” versus a “stand-alone or one-day” event. Sustained interactions refer to regular engagement between the student and professional. Interactions might take place in the classroom, at a work site, virtually, via email, etc.

**Q: Do the sustained interactions with professionals need to involve the same partners across the entire experience?**

**A:** No. A WBL experience may engage different partners across the experience. Connecting with multiple professionals can increase a student’s social capital, leverage the capacity of partners in smaller communities, and expand access to resources for both CTE programs and students.

**Q: Can a digital simulation count as a CTE WBL experience?**

**A:** Yes. WBL can take place virtually or in a simulated workplace setting as long as it meets the four Perkins V work-based learning criteria in a CTE Program of Study.

**Q: What if the WBL experience reported in the CTE student data collection is different from what was listed for my Program of Study in the CTE Information System during CTE Program Updates?**

**A:** This doesn’t impact your data. All work-based learning experiences that meet the Perkins V criteria and types should be submitted via the data collection, even if the type is different from what is listed for the program in the CTE Information System. The WBL types within the CTE Information System are informational only and can be updated annually during CTE Program Updates, but they do not have to match in order to be reported.



## Helpful Links and Resources

### State Resources

#### [Career and Technical Student Organizations \(CTSOs\)](#)

Link to Oregon's CTSOs that provide leadership opportunities at the local, state, and national levels

#### [Oregon Annual Employment Certificate Application](#)

Information and application for the application of permits and certificates of the employment of minors in Oregon

#### [Oregon's Every Student Succeeds Act \(ESSA\) Plan](#)

Link to Oregon's ESSA plan, which replaces for the Elementary and Secondary Education Act (No Child Left Behind)

#### [Oregon Apprenticeship](#)

Link to connect to Registered Apprenticeship in Oregon through the partnership of the Oregon Employment Department, Department of Education, Higher Education Coordinating Commission, and BOLI

#### [Oregon CTE Policy Guidebook \(2020-2021\)](#)

Resource for secondary and postsecondary educators who are interested in Career and Technical Education (CTE) or who work directly in CTE programming

#### [Oregon Career and Technical Education State Plan](#)

Link to Oregon's CTE State Plan along with information regarding aligned principles, commitments, and priorities

#### [Oregon Department of Education Division 22 - Chapter 581 - Standards for Public Elementary and Secondary Schools](#)

Link to Oregon Administrative Standards pertaining to public elementary and secondary schools

#### [Oregon Diploma - Personalized Learning Requirement, Education Plan & Profile Resources](#)

Link to Oregon guidelines regarding requiring learners to develop an education plan and profile

### [Oregon Employment and Labor Market Information](#)

Link to the Oregon Employment Department's Workforce and Economic Research Division labor market information website

[Oregon Chapter 653 - Minimum Wages; Employment Conditions; Minors](#) Oregon's child labor statute and employment conditions

### [Oregon Revised Statute 659A.350, Interns](#)

Oregon Unlawful Discrimination in Employment, Public Accommodations, and Real Property Transactions; Administrative and Civil Enforcement

### [Oregon Revised Statute - Chapter 344 – Career and Technical Education](#)

Link to the Oregon's revised statute pertaining to career and technical education

### [Oregon Revised Statute - Chapter 329.451 - High School Graduation Requirements](#)

Link to Oregon statute for diploma requirements

### [Oregon Young Employee Safety Coalition \(Oregon YES\)](#)

Coalition's mission is to prevent injuries and illnesses to young workers through outreach, advocacy, and sharing of resources with young workers, educators, employers, and labor organizations.

### [Student Learner Agreement](#)

Link to BOLI's Employers web page regarding Student Learners. Student learners may be exempt from certain laws to specific restrictions on work activities.

## **Federal Resources**

### [Association for Career and Technical Education Work-Based Learning](#)

Work-based learning is one of 12 elements of high quality CTE, defined in ACTE's comprehensive, research-based Quality CTE Program of Study Framework.

### [Career Development Association](#)

Link to the website of the National Career Development Association

### [Citizen and Immigration Services](#)

Provides information on working in the United States, including the I-9 form, E-Verify, etc.

[Equal Employment Opportunity Commission](#)

Provides information pertaining to employment discrimination

[Hazardous Occupations](#)

Information from the United States Department of Labor pertaining to hazardous jobs

[Individuals with Disabilities Education Act \(IDEA\) of 2004](#)

Provides information about IDEA 2004 and its implementing regulations

[Occupational Safety and Health Administration \(OSHA\) Young Worker](#)

Link to the young workers section of the United States Department of Labor website

[Reauthorization of Carl D. Perkins Career and Technical Education Act of 2006 Strengthening Career and Technical Education for the 21st Century Act 2018](#)

Link to the United States Department of Education information on the Carl D. Perkins Career and Technical Education Act, including links to the text of the Act and information on reauthorization of the Act

[United States Department of Labor – Apprenticeships](#)

Information from the United States Department of Labor, Office of Apprenticeship

[United States Department of Labor – Fair Labor Standards Act \(FLSA\)](#)

Information from the United States Department of Labor Wage and Hour Division pertaining to the Fair Labor Standards Act

[Workers Compensation Insurance](#)

Information from the United States Department of Labor pertaining to workers' compensation

[Workforce Innovation and Opportunity Act \(WIOA\)](#)

Information from the United States Department of Labor pertaining to WIOA

[Your Employment Rights with DACA and TPS](#)

An FAQ providing guidance on employment rights with DACA/TPS and an Employment Authorization Document (EAD)

[YouthRules!](#)

The youth worker site at the United States Department of Labor