



Career and Technical Education (CTE)

Perkins V Quality Indicator Guidance

Work-Based Learning Activities Definitions

Federal Perkins V definition of work-based learning (WBL) means, “sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.” Reported information will inform district accountability for Perkins **5S3 Program Quality – Participation in Work-Based Learning** and will be reflected in the OSPI Perkins Dashboard in Tableau and annual report to the Department of Education. Activities that are not included in valid values were not included based on stakeholder engagement feedback to ensure quality criteria are met. The following definitions should inform what is reported in **Element E16 – Student Work-Based Learning Activities** in the Student Schedule File and **Element H32 – Student Work-Based Learning Activities** in the Grade History File. For questions regarding reporting Perkins V indicators, contact clarisse.leong@k12.wa.us. For feedback to inform the WBL Manual, contact cte@k12.wa.us. For additional information regarding the Comprehensive Education Data and Research System (CEDARS) or reporting guidance, visit the [OPSI webpage](#).

CEDARS Valid Value Definitions – E16 & H32

1–Career Research and Job Interview/Job Shadow in Course Related Area

Students reflected in this category will have participated in a combination of the activities to meet the criteria. Students will have built career awareness through research that identifies training and skill requirements for a chosen career or field of interest; built practical skill through preparing materials and conducting a job interview with a career professional; and/or interacting with and observing one or more employees based on a student’s interest in a specific career and/or organization. Job shadowing experiences may be done in-person, virtually, one-on-one, or in a group experience.

2–Guest Speaker Series with Assigned Career Mentors or Structured Field Trip to Related Job Site

Students reflected in this category will have participated in a combination of the activities to meet the criteria. Students will have targeted career exploration through learning from guest speakers; professionals related to the CTE course; being connected with a professional with experience in the occupational field or career cluster to serve as a mentor; and/or, opportunities to visit and learn from on-the-job site tours to build a better understanding of the skills and abilities necessary to be successful in the career path.

3–School Based Enterprises

Students lead business enterprises that provide goods or services. These businesses are operated from the school campus utilizing facilities, equipment, and other resources provide school or CTE department, but are student-led. While the instructor can provide guidance, the enterprises are student led, and are specific to the CTE course. Students should guide and inform the business plan of the school-based enterprises.

4–Placement/Unpaid Internship (Minimum 20-hour experience)

Students are placed in workplace environments to develop and practice career-related knowledge and skills for a specific career field related to the student’s career interests, abilities, and goals (HSBP). Student progress is overseen by a worksite supervisor

5–Placement/Paid Internship

Students are placed in workplace environments to learn about a particular industry or occupation related to the student’s career interests, abilities, and goals (HSBP). Students are paid either through wages or other compensation to work for an employer for a specific period of time. Student progress is overseen by a worksite supervisor. A Training Plan and Training Agreement are planning components of this activity.

6–Apprenticeship Preparation Program/Registered Apprenticeship

Students participating in programs that have been formally recognized by the Washington State Apprenticeship Training Council as an apprenticeship preparation program, or are registered as an apprentice with Labor and Industries (L&I), and are participating in an apprenticeship program registered in Washington.

7–Ownership/Entrepreneurship

Students create, own, and operate a business related to the CTE course, that provides goods and/or services to the marketplace. An entrepreneurship experience provides students the opportunity to develop the skills necessary to become established in their own business or to gain employment. The entrepreneurship experience is student-driven and managed.

8–Health Care Clinical

Students in health and medical science courses integrate knowledge acquired in the classroom with clinical practice in a variety of healthcare settings with patients at different stages of medical practice to understand the scope of healthcare professions and practice the skills they have learned in the classroom. Clinicals are required as part of the student's certification program and require on-site supervision.

9–Course Related Service-Learning Project

Students plan, conduct, and evaluate a project designed to provide a service to public entities or the community that must provide benefit to an organization, group, or individuals. The project must be of sufficient scope to enable development and demonstration of skills and competencies related to the CTE course.

10–Student did not participate in any of the above WBL activities

Student did not participate in any of the WBL activities over the duration of the course enrolled in.

11–Could not obtain WBL activity details from prior enrollment (transfer courses) (Element H32 only)