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Work-Based Learning Handbook

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About the WBL 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 (WBL) ecosystem in Oregon. The ultimate goals of supporting implementation of high-quality WBL 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, nonprofit, community-based organization, business, or anyone with a role or interest in supporting WBL.

Its most specific focus is for teachers, administrators, CTE regional coordinators, and other educators involved with a Career and Technical Education Program of Study (POS) at the secondary level. Educators and individuals designing new CTE pathways as well as those coordinating and overseeing WBL experiences will use this handbook in developing and implementing CTE WBL 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 CTE Regional Coordinator.

What additional resources can support WBL learning and implementation?
To delve deeper into specific topics and gain practical insights to support WBL implementation, explore the WBL Canvas modules. Throughout this handbook, you will find references to specific modules that offer additional resources, guidance, and tools that complement the information presented. **Click the right pointing triangle ▸ icon** as shown below to access relevant modules and *go beyond* the information presented in this handbook.



***Go Beyond* the Handbook**
Visit the WBL Canvas Course - Home Page ▸ Work-Based Learning

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INTRODUCTION

What is Work-Based Learning?

Work-Based Learning (WBL) is ***structured learning in the workplace or a simulated environment that provides opportunities for sustained interactions with industry or community professionals***. These experiences ***foster in-depth, firsthand understanding of the expectations and application of knowledge and skills required in a given career field***.

WBL supports a well-rounded education by helping learners apply classroom learning, build foundational and technical skills, and achieve meaningful outcomes. A crucial aspect of WBL is direct interaction with industry professionals, which offers learners authentic opportunities to apply their knowledge, receive valuable feedback from professionals in their desired career fields, and expand their professional networks.

Stages of Career Connected Learning

WBL is a component of Oregon's broader Career Connected Learning (CCL) framework, which encompasses four stages of career development: awareness, exploration, preparation, and training. WBL occurs in the career preparation and training stages.

Stage	Sample Experiences	
Career Awareness *Learning About Work* 	☒ Job Research ☒ Guest Speaker ☒ Career/College Fair	☒ Workplace Tour ☒ Interest Assessment
Career Exploration *Learning For Work* 	☒ Introductory Career Certification ☒ Career Plan Development ☒ Career and Technical Student Organization (CTSO) Activities	☒ Informational Interview ☒ Job Shadow
Career Preparation *Learning Through Work* 	☒ Volunteering ☒ Industry Certification ☒ CTSO Competition ☐ **Service Learning** ☐ **Cooperative Work Experience** ☐ **School-Based Enterprise** ☐ **Workplace Simulation**	*These experiences are considered WBL when they meet Oregon's WBL criteria, as described in the WBL Criteria section.*

Stage	Sample Experiences	
Career Training *Learning At Work*	☒ General Employment ☒ Research Assistant	
	☐ **Clinical | Internship | Practicum** ☐ **Registered Pre-Apprenticeship** ☐ **Registered Youth Apprenticeship**	*These experiences are considered WBL when they meet Oregon's WBL criteria, as described in the WBL Criteria section.*

High-quality WBL should be available both within and outside of Career and Technical Education (CTE) programs to ensure that all learners have equitable access to career preparation and training opportunities. When designed intentionally and equitably, WBL supports learners in clarifying—rather than locking in—their goals. Whether confirming interest or discovering that a career isn't the right fit, WBL empowers students to make informed choices and refine their next steps toward further education or the workforce.

Schools can guide a student's learning progression in skill attainment, career development, and readiness for WBL by focusing on the key areas and providing targeted support:

What to Emphasize	How to Support Learners
Foster community engagement	Involve business, industry, and community partners early in the design and implementation of CCL/WBL. By collaboratively setting clear goals and expectations, schools foster shared responsibility and investment in student success. Schools should facilitate these connections, ensuring equitable access, sustainably engaging partners, and supporting both students and educators.
Begin with career awareness opportunities	Provide learners with chances to explore their interests and various career pathways.
Offer targeted instruction and career exploration activities	Offer quality career guidance, helping learners set career goals and understand the opportunities available to them. Build essential academic, technical, and employability skills while guiding understanding of the requirements of specific jobs.
Ensure readiness for real-world application	As the curriculum progresses, prepare learners to apply and further develop their skills in real-world settings by ensuring they have the foundational knowledge, professional behaviors, and confidence needed to engage meaningfully in a work environment aligned with their individual goals.

What to Emphasize	How to Support Learners
Provide regular and specific feedback	Tie CCL/WBL experiences and feedback to learning outcomes and offer opportunities for reflection to help learners grow, recognize their progress, and plan next steps.

Why Work-Based Learning Matters

At the federal and state level, there is agreement: WBL is a critical bridge between the classroom and the world of work. It helps learners make informed decisions about their educational and career goals while meeting workforce needs across communities. WBL experiences are beneficial for all learners, but can be particularly impactful for 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, houselessness, and foster care.

Benefits for Learners

- Gain real-world experience that employers are seeking
- Develop both technical and employability skills
- Acquire skills and credentials needed to enter and succeed in future careers
- Access social networks and connections
- Open doors and opportunities that are not available through classroom education alone
- Reinforce classroom instruction through direct application of learning in authentic workplace tasks
- Explore specific occupations or industries to clarify long-term career goals[1]
- Potential to earn a wage while learning[2]
- Increase competitiveness in the job market, even without immediate job offers

According to a 2023 American Student Assistance survey of former high school interns (now aged 35-40), ***87% said their internship experience helped them understand the type of career they want****, and* ***more than half said their internship improved their skills****.*

[1] American Student Assistance: Youth WBL: Trends, Benefits, and Opportunities for Students and Employers

[2] Jobs For the Future: How to Develop an Effective Work-Based Learning Program

Benefits for Business, Industry, and Communities

- Build a strong, diverse, and local talent pipeline
- Increase workforce readiness and reduce training costs
- Strengthen community relationships and brand reputation as an employer of choice
- Promote equity and inclusion through access to local youth talent
- Contribute to a skilled regional workforce, driving economic growth[3]
- Engage youth in meaningful, purpose-driven work that can lead to long-term connections
- Boost employee morale and leadership skills through mentorship

Per the Oregon 2024 Talent Assessment, businesses noted that connectivity with schools would help them hire and retain workers with well-aligned skills. ***"Connections with the educational system to ensure that the values and skills necessary to our company are being propagated within the school environment."***

[3] Jobs for the Future: Benefits of Work-Based Learning

Commitment to Equity in WBL

The Oregon Department of Education's (ODE) commitment to equity involves continuously examining policies, practices, and procedures to ensure every learner is prepared for success. Achieving true equity in our schools requires collaborative effort at every level. At ODE, we are committed to applying an equity lens and opening opportunities in all aspects of education, including WBL. Everyone can support Oregon schools in building a strong WBL infrastructure and expanding high-quality experiences for all learners by advancing the following keys to success:

✦ **High Expectations:** WBL should connect all learners, especially those who have historically experienced disparities in our schools, to meaningful learning opportunities that align with their strengths and goals. By setting high standards for all learners, we foster confidence in their abilities and help them gain the skills needed for stable, well-paying careers.

• **Leadership and Focus:** School leaders play a crucial role by working with staff, community, and industry partners to create WBL experiences that are inclusive, safe, welcoming, free from discrimination, and provide opportunities for all students to engage and learn. Leaders can also drive equity by working collaboratively with employers to set clear expectations for student supervision, support, mentorship, and, when relevant, selection processes.

✔ **Accountability:** WBL is an extension of the school environment, requiring application of an equity lens and adherence to civil rights protections and necessary support for all learners. Using a clear rubric for feedback and assessment minimizes bias, allowing learners, educators, and employers to objectively evaluate learning progress. Collecting feedback and analyzing data can help to identify who is and is not participating in WBL experiences, address barriers, and ensure continuous improvement.

Professional Development: Continuous learning for educators, counselors, coordinators, administrators, and other staff ensures understanding of equitable, high-quality WBL practices. Training should include identifying and mitigating both institutional and student barriers. Equipping staff with these skills strengthens WBL infrastructure, enabling them to actively create, promote, and support equitable student WBL experiences and participation.

Parent and Community Engagement: Partnering with parents, community members, and businesses connects students with essential industry insights, mentorship, and hands-on learning. Such partnerships are particularly impactful for students pursuing fields where they have been historically underrepresented, allowing them to develop relevant skills, build professional networks, and gain confidence, all of which are critical as they transition from school to career. Partnerships with businesses also foster diverse, well-prepared talent pipelines that benefit employers and the broader community, creating a shared commitment to workforce development and economic growth.

↗ **Commitment to Action:** A commitment to WBL from ODE, schools, community, and all partners involves deepening understanding, strengthening infrastructure, and preparing all learners for

meaningful career success. Regardless of background, all learners should engage in high-quality WBL experiences that equip them with the skills and knowledge necessary to successfully transition to their next steps. This commitment also requires dedication to continuous improvement and strong partnerships, ensuring that WBL evolves to meet the needs of all learners and fosters equitable outcomes.

WBL in CTE

The guidance in this handbook must be referenced to meet the secondary Perkins V Program Quality Indicator for WBL connected to a state-approved CTE Program of Study.

WBL is a focal point of Perkins V[4] 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 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 learning areas, including: Agriculture, Food, and Natural Resources Systems; Arts, Information, and Communications; Business and Management; Health Sciences; Human Resources; and Industrial and Engineering Systems.

As part of the Oregon CTE State Plan development process in 2018-2020, WBL was named as an essential foundation for connecting learners to the skills necessary to obtain meaningful careers that support them, their families, and their communities by:

- business and industry representatives
- secondary and postsecondary educators
- students
- parents/caregivers

Thus, Oregon chose to measure and report the implementation of WBL in secondary schools as the state's federal program quality indicator. WBL is the most versatile measure because it can be done in any community regardless of zip code, diversity, or program offerings. WBL continues to be a key strategy for achieving the vision in Oregon's CTE State Plan:

> ***Oregon will reimagine and transform the learner experience to enhance learners' future prospects, empower their communities, and ensure equitable access to an inclusive, sustainable, innovation-based economy.***

[4] The Carl D. Perkins Career and Technical Education Improvement Act of 2006 as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), (Public Law 109-270).

WORK-BASED LEARNING OVERVIEW

Work-Based Learning Definition

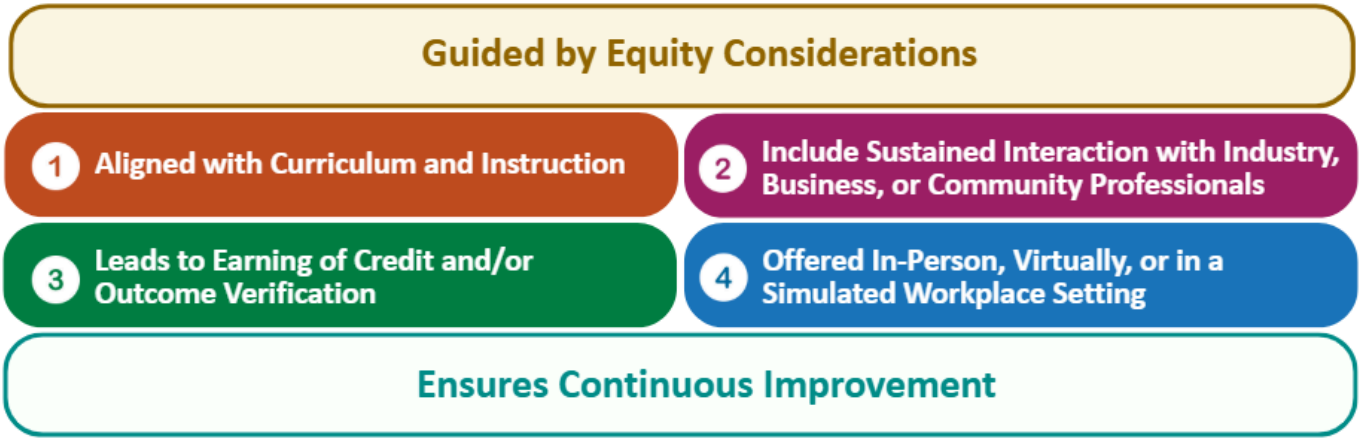
Work-Based Learning (WBL) is an important part of achieving Oregon's vision for preparing every student for meaningful careers and lifelong learning. In February 2020, the Oregon State Board of Education approved the following WBL definition:

> ***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.***

Developing Quality and Equitable WBL Experiences

Oregon's approach to promoting high-quality WBL is grounded in six key criteria. Together, these criteria provide a clear framework for designing, implementing, and strengthening WBL systems and experiences that are equitable, rigorous, and meaningful for all learners. The first two—Equity and Continuous Improvement—are foundational. They support access, relevance, and ongoing quality across systems and should be embedded throughout all WBL efforts. The additional four criteria focus more directly on the design and delivery of individual learner experiences.

Work-Based Learning Criteria



To support the application of these criteria, the Work-Based Learning Rubric offers a structured tool to guide planning, delivery, and continuous improvement of WBL. Educators, administrators, and other partners can use the rubric to align experiences with the criteria, reflect on areas of strength and opportunity, and inform ongoing improvement efforts. The rubric is focused primarily on quality WBL experiences, not programs. The goal of supporting implementation of high-quality WBL for all learners is to ensure equitable learning outcomes; therefore all WBL experiences should be at Level 3 or higher on the rubric.

Guided by Equity Considerations

Work-Based Learning experiences must be guided by equity considerations.

Guided by Equity Considerations WBL Rubric Level 3 - *meets requirements*
Work-Based Learning experience is **guided by all of the equity considerations** for learners. For a description of each level of the criteria, visit page 1 of the WBL Rubric.

Equity considerations are included in the rubric to support the elimination of barriers to access and participation in WBL—particularly for focal student groups and others who have historically experienced disparities in our schools. Equity considerations include, but are not limited to:

- transportation
- alternative and flexible scheduling
- review of application and selection processes
- opportunities for learner voice and feedback
- regular analysis of who is and is not participating in WBL, disaggregated by special populations

Supporting equitable participation in WBL requires clear communication of roles, responsibilities, and civil rights protections as described in the Nondiscrimination/Civil Rights Laws and Requirements section

below. Schools are encouraged to use WBL agreements to help set these expectations (see the WBL Agreement template available in the Canvas course). In addition, schools should educate partners on the school's equity commitments and ensure they are willing and able to uphold nondiscrimination policies and create an inclusive environment for all learners. When possible, schools should also seek opportunities for students to engage with professionals who reflect their identities or lived experiences, which can foster belonging and strengthen student connections.

Ensure Continuous Improvement

There must be a process in place for the continuous improvement of WBL.

Ensure Continuous Improvement
WBL Rubric Level 3 - *meets requirements*

Schools have a **continuous improvement process in place** that gathers and analyzes regular feedback from WBL learners and partners as part of each experience to **impact current Work-Based Learning experiences** and **inform equity, planning, improvement, and decision-making for future experiences**.

For a description of each level of the criteria, visit page 4 of the WBL Rubric.

WBL requires a commitment to equity and inclusivity—not only in design, but also in how experiences are evaluated and improved over time. Continuous improvement processes help ensure equitable access, persistence, and success for all learners. Schools must routinely examine participation data, feedback, and outcomes to identify and proactively address barriers, especially for focal student groups. Some practices related to eligibility and participation may also have civil rights implications, as described in the Nondiscrimination/Civil Rights Laws and Requirements section.

Assess institutional barriers that may limit WBL opportunities by reviewing whether practices include:

- allocating sufficient funding and staffing to support WBL
- building strong relationships with local businesses and industries to provide equitable, high-quality experiences
- engaging a diverse range of business, industry, and community partners to reflect students' identities and lived experiences, and to ensure community voice informs WBL opportunities
- adjusting school or student schedules to accommodate WBL experiences
- avoiding setting WBL eligibility requirements related to grades, attendance, or behavior that are not directly related to the learner's ability to safely and successfully complete the experience

Assess learner barriers that may hinder engagement by reviewing whether practices include:

- offering transportation assistance or flexible work arrangements
- connecting learners with paid opportunities when possible
- ensuring all accommodations for learners with disabilities are provided

- offering targeted support, such as job-site language assistance or workplace attire as needed
- awarding high school credit, as appropriate, for long-term WBL experiences to support graduation progress

By gathering feedback from all partners and analyzing disaggregated WBL data, schools can identify and address barriers that may impact learner engagement. Input should include business, industry, and community professionals; learners; educators; families; caregivers; and other school staff. By centering learner voice and utilizing multiple feedback methods—such as surveys, interviews, and focus groups—schools can better understand student experiences, address inequities, and improve future WBL opportunities for both learners and partners.

Sample Role	Focus of Feedback	Sample Questions
Professional	Learner progress and curriculum alignment	• What did the learner accomplish during the WBL experience? • How well do you feel the learner's classwork helped prepare them to meet workplace expectations?
Learner	Overall experience and learning outcomes	• Was the WBL experience what you expected? • Did you discover any new strengths or areas where you need more practice? • What skills from the WBL experience could you include on your resume?



***Go Beyond* the Handbook**

WBL Canvas Course - Module ▸ Improving Work-Based Learning Experiences

Work-Based Learning Criteria

To ensure that Work-Based Learning (WBL) experiences effectively enhance career readiness and improve outcomes for all learners, schools should adhere to the following criteria. WBL experiences connected to an approved CTE Program of Study must be at Level 3 or higher on the rubric to meet the secondary Perkins V Program Quality Indicator for WBL and be included in the CTE Student data collection. Each school and district should establish a process for verifying WBL experiences. Those that meet the specified criteria and types should be submitted through the CTE Student Collection each spring.



***Go Beyond* the Handbook**

WBL Canvas Course - Module ▸ Work-Based Learning Criteria and Examples

(1) Align with Curriculum and Instruction

Work-Based Learning experiences must align with curriculum and instruction.

Align with Curriculum and Instruction
WBL Rubric Level 3 - *meets requirements*

Work-Based Learning experience has **clear and rigorous measurable student learning outcomes*** aligned with academic, technical, and/or employability learning standards relevant to the learner's goals. **Learners are assessed on achievement of learning outcomes.**

* For CTE WBL, the learning outcomes must be aligned with the learner's Program of Study.

For a description of each level of the criteria, visit page 2 of the WBL Rubric.

Learning and curriculum are aligned to content standards that define what learners should know and be able to do at specific stages in their education. These standards ensure learners receive a consistent and high-quality education, set clear expectations, and help measure their progress. As learners progress, their learning and experiences become more complex, therefore building their knowledge and skills. This progression is key to their future success. These principles also apply to WBL experiences.

WBL provides real-world experiences that bridge the gap between a student's classroom learning and career goals. The academic, technical (Oregon Skill Sets[5]), and employability skills reinforced through a WBL experience should align to the skills the learner has been developing as a result of their classroom instruction. Clearly aligning classroom learning to real-world situations helps learners make connections to their future career success. Direct, in-depth experience and application of knowledge and skills required in a given career field allows learners to improve understanding in that career field and make learning relevant. The firsthand tasks the learners engage in throughout the WBL experience should enable them to demonstrate clear and rigorous measurable student learning outcomes that support their growth. They should also help educators set expectations, track progress, and identify areas where learners may need additional support.

WBL experiences must be designed to be inclusive and accessible. This means planning for the diverse learning needs of all students—including those receiving special education services, English language learners, and others who may need individualized supports—so that every learner can fully access, engage in, and benefit from WBL. These practices are foundational to quality instruction and should be embedded in WBL design from the outset.

WBL that is aligned with curriculum and instruction supports teachers by providing real-world contexts for learning, boosting student engagement, and fostering academic development and future career

[5] CTE Programs of Study must provide students with the full range of knowledge and skill sets over the course of the high school and community college program.

success. WBL should reinforce academic concepts while helping learners develop employability and technical skills and gain career clarity. Additionally, high-quality WBL supports social and emotional learning by building self-confidence and valuable professional networks. When WBL experiences include clearly defined, measurable learning outcomes, regular feedback, and opportunities for reflection, learners benefit holistically.

(2) Include Sustained Interaction with Industry, Business, or Community Professionals

Work-Based Learning experiences must include sustained interaction with industry, business, or community professionals (these groups are often referred to collectively as "professionals" throughout this handbook).

Include Sustained Interaction with Professionals
WBL Rubric Level 3 - *meets requirements*

Work-Based Learning experience provides **continuous feedback from industry, business, or community professionals to learners** as they progress through the experience, offers **regular firsthand engagement with tasks** in a given career field, and involves some ongoing independent communication between learners and professionals.

For a description of each level of the criteria, visit page 3 of the WBL Rubric.

ODE and Perkins V define sustained as a prolonged or extended period—not stand-alone or one-day. WBL experiences can happen during a school term, summer term, or short-term intensive opportunity. These sustained interactions not only deepen learning but also help students build social capital—meaningful professional relationships and networks they can draw on throughout their careers—which is critical for navigating future opportunities, especially for students historically excluded from such networks.

Sustained interactions have the following expectations:

- Requires direct and ongoing interactions between the learner and industry, business, or community professionals in real or simulated workplace settings
- Fosters in-depth, firsthand engagement with tasks in a given career field
- Aligns with student's curriculum and instruction and involves measurable learning outcomes

These elements help ensure that sustained interaction is more than a defined series of touchpoints—it's a relationship built around learning, mentorship, and growth. There is no fixed hour threshold; instead, educators and partners should co-design experiences that prioritize relevance, depth, and ongoing feedback.

What is meant by sustained interaction in the context of WBL experiences?

Sustained Interaction IS:	Sustained Interaction IS NOT:
☑ **Networking** – helping students build lasting professional relationships ☑ **Iterative** – involving repeated, deepening engagement over time ☑ **Building Trust** – fostering mutual respect and authentic connection between students and professionals ☑ **Doing the Work** – providing hands-on, applied learning tied to real tasks and career development ☑ **Deeper Learning** – promoting reflection, meaningful feedback, skill-building, and two-way communication	☒ **Disconnected** – interactions that feel unrelated to learning goals or careers ☒ **Surface-Level** – lacking the support or feedback needed for growth ☒ **One and Done** – isolated, brief, or infrequent encounters ☒ **One-Hit Wonder** – casual or one-sided exchanges that don't lead to ongoing growth or build lasting networks ☒ **Passive Observation** – watching others work without contributing, engaging, or reflecting

From Concept to Practice: Key Questions to Guide Planning for Sustained Interaction

Use these questions to reflect on whether an experience meets the criteria and spirit of sustained interaction:

- Are learners engaging in real or simulated career tasks that align with their goals?
- Does the experience include ongoing dialogue and constructive feedback from professionals to support learner growth?
- Are learners independently communicating with professionals over time, building social capital and career connections that can support long-term success?
- Does the experience support relationship-building that fosters trust, reflection, and deeper learning?
- Are there opportunities to check in with both learners and professionals throughout the experience to ensure quality collaboration?

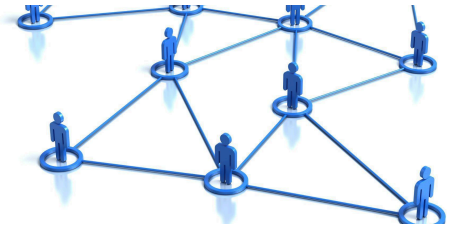
Sustained Interaction and Its Impact on Career Success

Sustained interaction is a key factor in transforming WBL from exposure to empowerment. The goal is not simply quantity of interactions, but quality—ongoing engagement that helps students make connections between classroom learning and future careers, while cultivating trusted relationships with professionals. This type of interaction creates a dynamic and meaningful connection between students and professionals over time. Activities such as mentorship, collaborative projects, and iterative feedback aligned with learning outcomes advance students' career growth.

Unlike passive observation or one-time encounters, sustained engagement offers networking opportunities, critical insights, and practical connections between the classroom and work environment. These regular interactions provide firsthand exposure to a career field, helping students apply their knowledge to real-world tasks, guide their progress, and strengthen their understanding of workplace expectations while expanding their career possibilities.

Building Social Capital Through WBL: It's About Sustained Quality

In WBL, sustained is not about the number of hours spent on the task but rather the sustained quality and **depth of interactions**. What matters most is whether students gain hands-on, meaningful experiences that help them build real-world skills and **connections**. These experiences are opportunities for students to engage with industry, business, or community professionals, apply their learning, receive feedback, expand their networks, and gain insight into career access and success.



"*Without access to labor market information and connections—and more importantly, not being able to decode and connect with diverse networks—many young adults are unable to put their newly acquired achievements to work, further undermining the credibility of the educational and workforce development systems.*" - Edward DeJesus, Author and National Youth Workforce Advocate

WBL supports this process by fostering relationships that aren't just about a defined moment in time, but about sustained engagement—creating diverse, meaningful connections that students can activate throughout their careers. The goal is for students to leave their WBL experiences with a professional network that can help them navigate their career paths, access resources and mentorship, and open doors to future opportunities. Educators can further support this by encouraging students to maintain professional connections after their experience—through follow-up emails or social platforms—and by reinforcing the value of building a network for future career growth.

(3) Lead to Earning of Credit and/or Documented Outcome Verification

Work-Based Learning experiences must lead to earning of credit or outcome verification.

Lead to Credit or Outcome Verification
WBL Rubric Level 3 - *meets requirements*

Learners **produce evidence for teacher evaluation** that Work-Based Learning occurred. Learners **document evidence** of their skill development and progress toward achieving their goals in their **Education Plan and Profile**, based on their WBL experience.

For a description of each level of the criteria, visit page 2 of the WBL Rubric.

WBL experiences may occur as a structured course within a pathway, be embedded within a state-approved CTE Program of Study, or be integrated into other courses to enhance the curriculum and provide real-world application of skills. Experiences may also occur through school clubs, summer programs, or co-curricular activities such as Career and Technical Student Organizations (CTSOs), as long as they document outcomes that demonstrate the application of knowledge and skills. Each school and district will need to determine the awarding of academic credit and/or outcome verification for each option.

Evidence of learning outcomes may include, but is not limited to, combinations including work portfolios highlighting completed work; academic, technical and/or employability skill assessments; completed projects and assignments; or any other specific type of *evidence that documents achievement of measurable student learning outcomes*. Learners should document evidence of their skill development and progress toward their personal goals in their Education Plan and Profile, capturing specific skills and achievements from their WBL experience for inclusion on their resume.

(4) Be Offered In-Person, Virtually, or in a Simulated Workplace Setting

Work-Based Learning experiences can be offered in-person, virtually, or in a simulated workplace setting.

Offered In-Person, Virtually, or in a Simulated Workplace
WBL Rubric Level 3 - *meets requirements*

Learners have **access** to and **participate** in Work-Based Learning experiences that take place in simulated, virtual, or in-person settings and have **choices** between these options.

For a description of each level of the criteria, visit page 4 of the WBL Rubric.

WBL does not need to take place at a job site or workplace. WBL is a continuum of experiences for the learner to interact with the curriculum, skill sets, and knowledgeable experts. WBL could, for instance, take place in a classroom, virtual environment, or a workplace. There is NO requirement for learners to

access all settings. Providing access to a variety of experiences based on student choice will provide the greatest opportunity to meet each learner's needs. Schools should regularly review experiences to ensure that learners benefit equally across all settings.

TYPES OF WORK-BASED LEARNING EXPERIENCES

Learners should be at the center of the Work-Based Learning (WBL) experience. Opportunities should be guided by equity considerations and connected to learner's personal Education Plan and Profile. Oregon has identified six types of measurable WBL experiences. Be familiar with each definition while designing WBL experiences. Each type of experience offers unique value and can meaningfully support career development when intentionally designed to align with classroom learning and individual student goals.

Types of Work-Based Learning Experiences

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

***Go Beyond* the Handbook**

WBL Canvas Course - Module ▸ Types of Work-Based Learning Experiences

Service Learning

Overview

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

Learners design service learning projects collaboratively with community partners, implementing solutions rather than solely acting as volunteers. Experiences are linked to classroom learning outcomes and career related knowledge and skills through a cycle of service and reflection.



Planning Quality Experiences

To ensure that your service learning experiences align with the WBL criteria and provide meaningful opportunities for learners, consider the following prompts. These foundational elements can help you plan high-quality experiences that foster civic engagement, community impact, and career readiness. While this list provides a helpful starting point, you should also review the WBL rubric and refer to the detailed descriptions of each criterion in the preceding section, along with any additional factors that are relevant to your specific school and community.

Aligned with Curriculum and Instruction

- ☑ Empower learners to identify a community need and implement a solution that allows them to demonstrate defined learning outcomes.
- ☑ Identify the academic, technical, and employability skills the experience will reinforce (see CTE Oregon Skill Sets) that are relevant to their classroom learning and career goals.
- ☑ Determine how learners will receive regular feedback from educators to ensure they are progressing toward defined assessment criteria and meeting learning goals.

Leads to Credit or Outcome Verification

- ☑ Determine whether the experience will take place as a structured service learning course, be embedded within a course related to the learner's field of interest, or whether there are co-curricular or extra-curricular opportunities available for learners.
- ☑ Ensure learners have a targeted outcome for their service learning project.
- ☑ Plan regular opportunities for learners to reflect and share on their progress, learning, community impact, and achievement of learning outcomes.

Includes Sustained Interaction with Professionals

- ☑ Identify professionals who can co-design service learning projects, advise on community needs, and share expertise with learners.
- ☑ Clarify with professionals their role and the time they will spend supporting learner progress and career development.
- ☑ Establish communication channels with community partners who can give learners regular feedback on their progress and learning as they research community needs, design solutions, and implement service learning projects.

Offered in Various Settings

- ? Choose a setting that fosters equitable participation and engagement with professionals, ensuring all learners can implement planned service learning activities and achieve learning outcomes.
- ? Explore opportunities for learners to engage in service learning and interact with professionals across different settings and to have a choice between settings where appropriate.
- ? Reflect on how you can ensure learners benefit equally from all settings.

Guided by Equity Considerations

- ☑ Inspire learners to identify community needs relevant to their interests and backgrounds and design solutions in line with their strengths, knowledge, and skills.
- ☑ Identify logistical barriers such as transportation, scheduling, or access to necessary resources, then develop solutions to promote equitable learner participation and successful achievement of planned learning outcomes.
- ☑ Empower learners to lead the design, implementation, and assessment of their service learning projects, soliciting their feedback throughout to foster a sense of ownership and continuous learning.

Ensure Continuous Improvement

- ☑ Offer a survey, exit interview, or other method to gather feedback from learners and partners on the experience.
- ☑ Set aside time with learners, educators, professionals, community service organizations, and other partners to reflect on strengths, barriers, and opportunities to improve learner experiences and the impact of the solution on addressing community needs.

- ☑ Retain the input and student participation data for analysis to inform equity and plan improvements for future service learning experiences.

Success Story

Crescent Valley High School students engaged in a service learning project through their Ceramics classes and Portfolio and Service-Learning program. They designed and created ceramic bowls to support local organizations fighting hunger, such as Linn-Benton Food Share and Oregon State University's student food pantry. This project not only helped meet community needs but also allowed learners to develop valuable skills in research, design, and problem-solving. Through partnerships with local businesses and community organizations, students showcased and sold their work, gaining real-world experience and contributing to meaningful social causes.

More details on this Success Story can be found in the WBL Canvas course, along with Service Learning starter examples across all career areas.



***Go Beyond* the Handbook**

WBL Canvas Course - Page ▸ WBL Examples

WBL Canvas Course - Page ▸ Service Learning (see Outcome Verification tab)

Clinical | Internship | Practicum



Overview

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 learner will demonstrate the skills necessary for entry-level employment and have the knowledge to make informed decisions about next steps in education, training, or career advancement.

Planning Quality Experiences

To ensure that your clinical, internship, or practicum experiences align with the WBL criteria and provide meaningful opportunities for learners, consider the following prompts. These foundational elements can help you plan high-quality experiences that foster professional growth, workplace competence, and career readiness. While this list provides a helpful starting point, you should also review the WBL rubric and refer to the detailed descriptions of each criterion in the preceding section, along with any additional factors that are relevant to your specific school and community.

Aligned with Curriculum and Instruction

- Collaborate with employers to create structured experiences where students can apply classroom learning in real-world settings, demonstrate learning outcomes aligned with industry expectations, and explore potential career paths.
- Help learners find and apply for opportunities aligned to their career goals that allow them to utilize the academic, technical, and employability skills (see CTE Oregon Skill Sets) they have been developing in the classroom.
- Determine how learners will receive regular feedback from educators to ensure they are progressing toward defined assessment criteria and meeting learning goals.

Leads to Credit or Outcome Verification

- ☑ Determine whether the experience will be embedded within a course related to the learner's field of interest or if credit will be awarded based on a collection of evidence or summative assessments in alignment with the learner's Education Plan and Profile.

- ☑ Identify the evidence that will be collected to demonstrate the student's learning outcomes and proficiency in performing entry-level employment duties.
- ☑ Plan regular opportunities for learners to reflect and share on their tasks, learning, contributions to the workplace, and achievement of learning outcomes.

Includes Sustained Interaction with Professionals

- ☑ Identify internship mentors who are committed to sharing their expertise, mentoring learners throughout the experience, and supporting learners in navigating their first work environment.
- ☑ Clarify how much time professionals will dedicate to supporting learner growth, monitoring progress on tasks and learning, and offering guidance on workplace expectations.
- ☑ Ensure consistent feedback from professionals, offering input on how learners are performing in relation to entry-level job expectations and career readiness.

Offered in Various Settings

- ? Help learners find and apply for on-site, remote, or hybrid opportunities that meet their individual needs and allow them to achieve work and learning outcomes.
- ? Ensure that each setting will allow all learners to interact with professionals throughout the experience and offer learners a choice between settings when possible.
- ? Reflect on how you can ensure learners benefit equally from all settings.

Guided by Equity Considerations

- ☑ Share opportunities aligned to each learner's strengths, knowledge, skills, and Education Plan and Profile.
- ☑ Identify logistical barriers such as transportation, scheduling, or access to necessary resources, then develop solutions to promote equitable student participation and successful achievement of work and learning outcomes.
- ☑ Consider how you can support learners throughout the application and selection process and solicit learner input throughout the experience to continuously improve access and success for all interested students.

Ensure Continuous Improvement

- ☑ Provide learners and internship mentors with feedback tools, such as surveys or interviews, to assess their experiences.
- ☑ Set aside time with learners, educators, business and industry, employers, and other partners to reflect on strengths, challenges, workplace contributions, and improvement opportunities.
- ☑ Retain the feedback and student participation data for analysis to identify trends and make data-driven, equity-minded improvements for future placements.

Success Story

The Clatsop WORKS Internship Program provides learners across the county with paid summer internships aligned to their future plans. For example, learners interested in health sciences work in real-world healthcare settings, such as hospitals. The internships offer hands-on experiences where learners interact with professionals across many departments, support healthcare teams, participate in clinic management, and develop skills relevant to their future careers. Learners receive performance evaluations and complete projects, like organizing patient files or developing educational materials that demonstrate their skills and learning outcomes. The program also includes employability skill-building workshops and mentorship opportunities to guide learners through their internships, ultimately helping them achieve career readiness and explore career opportunities.

More details on this Success Story can be found in the WBL Canvas course, along with Clinical | Internship | Practicum starter examples across all career areas.



***Go Beyond* the Handbook**

WBL Canvas Course - Page ▸ WBL Examples

WBL Canvas Course - Page ▸ Clinical|Internship|Practicum (see Outcome Verification tab)

Cooperative Work Experience (CWE)



Overview

A structured educational strategy that involves the placement of learners 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[6]

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

Planning Quality Experiences

To ensure that your cooperative work experiences align with the WBL criteria and provide meaningful opportunities for learners, consider the following prompts. These foundational elements can help you plan high-quality experiences that foster career exploration, skill development, and industry connections. While this list provides a helpful starting point, you should also review the WBL rubric and refer to the detailed descriptions of each criterion in the preceding section, along with any additional factors that are relevant to your specific school and community.

Aligned with Curriculum and Instruction

- Establish strong relationships with partners to ensure that the responsibilities and tasks assigned at the worksite reinforce what students are learning in their coursework, with a clear focus on building skills that directly support their academic and career goals.
- Place learners in work environments that offer opportunities to apply the academic, technical, and employability skills (see CTE Oregon Skill Sets) they have been developing through their classroom learning, emphasize the integration of work and learning, where learners alternate between classroom instruction and worksite experiences.
- Determine how learners will receive regular feedback from educators to ensure they are progressing toward defined assessment criteria and meeting learning goals.

[6] OAR 589-007-0100 (17) defines cooperative work experiences for a community college.

Leads to Credit or Outcome Verification

- ☑ Coordinate structured on-the-job training experiences for learners that are related to the learner's field of interest and directly integrated into course curriculum, resulting in the awarding of credit.
- ☑ Identify the tangible evidence that will demonstrate students' learning outcomes and proficiency in workplace tasks.
- ☑ Plan regular opportunities for learners to reflect and share on their worksite tasks, learning, contributions to the workplace, and achievement of learning outcomes.

Includes Sustained Interaction with Professionals

- ☑ Identify local businesses and organizations committed to mentoring learners in on-the-job training and supporting them in navigating their first work environment.
- ☑ Clearly outline the role and time commitment of professionals, ensuring they have the capacity to share their expertise, provide regular feedback, monitor learner progress, support learning and career development, and offer guidance on workplace expectations.
- ☑ Establish ongoing communication with partners to facilitate a successful experience and measure student learning outcomes.

Offered in Various Settings

- ☐ Offer learners opportunities to choose on-site, remote, or hybrid work experiences that meet their individual needs and allow them to achieve learning outcomes.
- ☐ Ensure that each setting will allow all learners to participate in worksite tasks and interact with professionals throughout the experience.
- ☐ Reflect on how you can ensure learners benefit equally from all settings.

Guided by Equity Considerations

- ☑ Offer learners experiences that match their knowledge, skills, strengths, and goals.
- ☑ Identify logistical barriers such as transportation, scheduling, or access to necessary resources, then develop solutions to promote equitable student participation and successful achievement of planned learning outcomes.
- ☑ Provide support throughout the application and selection process if applicable and solicit learner input throughout the experience to continuously improve access and success for all learners.

Ensure Continuous Improvement

- ☑ Implement feedback systems (surveys, interviews, etc.) with learners and worksite professionals to assess overall experiences and outcomes.
- ☑ Host reflection sessions or other gatherings with learners, educators, business and industry, employers, and other partners to discuss strengths, challenges, and improvement opportunities.
- ☑ Use feedback and student participation data to identify and address barriers, ensuring equitable access and improving the quality of future experiences.

Success Story

The Youth Career Connect program, coordinated by the High Desert ESD, provides CTE students across Central Oregon with valuable cooperative work experience opportunities in many career fields, including Education and Training. Through these experiences, learners gain hands-on experience in real-world settings, such as schools and childcare centers, where they take on roles like peer tutors and teacher assistants. The program emphasizes the development of employability skills, instructional planning, and adherence to educational principles. Learners also receive regular feedback from the Internship Coordinator and industry professionals, ensuring they are well-prepared for future careers in education. These structured experiences, integrated with classroom studies, allow learners to earn academic credit while exploring potential career paths

More details on this Success Story can be found in the WBL Canvas course.



***Go Beyond* the Handbook**

WBL Canvas Course - Page ▸ WBL Examples



Registered Pre-Apprenticeship & Youth Apprenticeship

Overview

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 may be available to youth as early as age 15 and can be offered through high schools, community-based organizations, colleges, workforce agencies, or training trusts. 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.

Youth Apprenticeship - *An Oregon State Apprenticeship and Training Council (OSATC) approved program designed to engage high school students in a structured training program that integrates paid on-the-job training with related classroom instruction*

Youth apprentices must be 16 years of age or older and enrolled in a state-approved high school CTE Program of Study that aligns with the specific apprenticeable occupation. The program must meet the same committee and standards requirements as adult Registered Apprenticeship programs, including a minimum of 2,000 hours of paid, on-the-job training. Please refer to the Bureau of Labor and Industries (BOLI) Start an Apprenticeship Program in Oregon Guide if you are interested in starting a program.

Planning Quality Experiences

To enhance your pre-/youth apprenticeship experiences and ensure they align with the WBL criteria, consider the following prompts. These foundational elements can help you plan high-quality meaningful opportunities for learners that foster skill development, industry exposure, and career growth. While this list provides a helpful starting point, you should also review the WBL rubric and refer to the detailed descriptions of each criterion in the preceding section, along with any additional factors that are relevant to your specific school and community.

Aligned with Curriculum and Instruction

- Work closely with employer partners and/or aligned registered apprenticeship partners to co-design WBL experiences that enable students to demonstrate the measurable learning outcomes expected upon program completion. Whether your CTE Program of Study is a Registered Youth Apprenticeship Program, an Oregon Certified Pre-Apprenticeship Training Program, or your partner with existing certified programs so students can officially become pre-apprentices, this collaboration is essential for building meaningful pathways to career success.
- Identify the academic, technical, and employability skills the experience will reinforce (see CTE Oregon Skill Sets) to ensure learners gain the knowledge and skills necessary to meet entry requirements for the registered apprenticeship program and are well-prepared for their next steps. For youth apprentices, WBL experiences should align with the core skills, knowledge, and competencies identified for occupational mastery in the apprenticeship standards, helping students apply and deepen their learning in real-world contexts.
- Determine how learners will receive regular feedback from educators to ensure they are progressing toward defined assessment criteria and meeting learning goals.

Leads to Credit or Outcome Verification

- Consider whether WBL can be integrated within a CTE Program of Study course and aligned with the registered program requirements to allow learners to earn credit toward their career goals.
- Collaborate with aligned registered apprenticeship partners to identify the evidence the learners should produce to demonstrate their proficiency in the knowledge and skills they are seeking in their apprentices. For youth apprentices, consider how WBL outcomes can align with the benchmarks for assessing mastery as outlined in the apprenticeship standards.
- Plan regular opportunities for learners to reflect on and share their progress, skill acquisition, learning, and readiness for transitioning into a registered apprenticeship or the workforce.

Includes Sustained Interaction with Professionals

- Collaborate with aligned registered apprenticeship partners and/or employer partners to identify mentors and industry professionals who can share expertise with learners, support learner career development, provide appropriate supervision during on-the-job training or worksite training if appropriate, and offer assistance to pre-apprentices in applying to an apprenticeship program.
- Clarify the time professionals will dedicate to mentoring and supporting learners in acquiring

the skills necessary to succeed and how the skill acquisition will be documented.

- Ensure consistent feedback from mentors and industry professionals, offering input on how students are performing in relation to learning outcomes, apprenticeship entry requirements, or core skills, knowledge, and competencies.

Offered in Various Settings

- Plan worksite experiences and/or opportunities within the school's simulated workplace environment that allow all learners to build the skills necessary to meet entry requirements for the registered apprenticeship program or prepare for on-the-job training.
- Consider whether learners can be provided opportunities to engage in different settings that expose them to the tasks and professionals they will encounter in the workplace.
- Reflect on how you can ensure learners benefit equally from all settings.

Guided by Equity Considerations

- Help learners explore apprenticeship opportunities relevant to their interests and build the knowledge and skills required to succeed.
- Identify logistical barriers such as transportation, scheduling, or access to necessary resources, then develop solutions to promote equitable student participation and successful achievement of planned learning outcomes.
- Solicit learner input throughout the experience to continuously improve access and success for all and provide support throughout the application and selection process for learners interested in applying to an apprenticeship program.

Ensure Continuous Improvement

- Offer surveys or exit interviews with learners and apprenticeship partners to gather insights on skill readiness and the impact of the experience.
- Set time aside with learners, educators, apprenticeship partners, and others to assess learner preparation, discuss strengths and challenges, and identify opportunities for improvement.
- Use feedback and student participation data to identify and address barriers, guide program improvements, and ensure alignment with apprenticeship requirements and equity goals.

Success Story

The Hillsboro Advanced Manufacturing Apprenticeship program, coordinated by the Hillsboro School District, offers CTE students hands-on, paid training in industrial and engineering settings. This two-year youth apprenticeship program, approved by the Oregon State Apprenticeship and Training Council, is designed for high school students aged 16-18. Participants gain skills in manufacturing, safety, quality assurance, and equipment management, all while receiving mentorship from industry professionals. The program aligns with classroom instruction, providing learners with the opportunity to earn credit and certification as manufacturing technicians, preparing them for future careers in the field.

More details on this Success Story can be found in the WBL Canvas course, along with career areas in Oregon where Apprenticeship opportunities are currently aligned.



***Go Beyond* the Handbook**

WBL Canvas Course - Page ▸ WBL Examples

WBL Canvas Course - Page ▸ Registered Apprenticeship (see Outcome Verification tab)

School-Based Enterprise Experience

Overview

A revenue generating business, managed and operated by students, that produces goods and/or provides services for sale

School-Based Enterprise Experiences are an extension of the classroom, offering hands-on and virtual learning opportunities that provide practical applications to reinforce classroom instruction. School-Based Enterprise Experiences can take place during or outside of school hours and must align with labor market demand (see Occupational and Wage Data) and have business and industry mentorship.



Planning Quality Experiences

To ensure that your school-based enterprise experiences align with the WBL criteria and provide meaningful opportunities for learners, consider the following prompts. These foundational elements can help you plan high-quality experiences that foster entrepreneurship, leadership, and career readiness. While this list provides a helpful starting point, you should also review the WBL rubric and refer to the detailed descriptions of each criterion in the preceding section, along with any additional factors that are relevant to your specific school and community.

Aligned with Curriculum and Instruction

- ⍰ Empower learners to design and manage a revenue-generating business within the school that allows them to take on leadership roles and contribute to its success while demonstrating defined learning outcomes.
- ⍰ Establish roles and responsibilities that enable learners to gain firsthand employment experience similar to real-world work experience aligned with their strengths while reinforcing the academic, technical, and employability skills (see CTE Oregon Skill Sets) they are learning in the classroom.
- ⍰ Determine how learners will receive regular feedback from educators to ensure they are progressing toward defined assessment criteria and meeting learning goals, including performance reviews aligned to their job description.

Leads to Credit or Outcome Verification

- ☑ Determine whether the experience will take place as a structured course where learners operate the business, be embedded within a course to reinforce classroom learning, or function as a

co-curricular or extra-curricular opportunity available for learners based on their career interests and goals.

- ☑ Empower learners to identify the key business metrics (e.g., profitability, customer satisfaction), project milestones, or performance measures they plan to reach to demonstrate their learning.
- ☑ Plan regular opportunities for learners to reflect and share on their roles, learning, decision-making processes, achievement of learning outcomes, and the impact of their contributions to business success.

Includes Sustained Interaction with Professionals

- ☑ Partner with industry professionals who can provide advice to learners on industry appropriate equipment/technology for the business, guidance on workplace policies and procedures, mentoring on business finances, or input in problem-solving processes.
- ☑ Agree on the role and time commitment needed for professionals to advise learners on managing business operations and support their career development.
- ☑ Create regular opportunities for professionals to provide feedback on plans, progress, and performance, helping learners improve their entrepreneurial skills.

Offered in Various Settings

- ? Explore how the business might be structured to operate across different settings (in school, online, at sporting events, popup locations, etc.) to provide diverse experiences for learners.
- ? Select settings that allow all learners to take on various roles, interact with professionals across different settings, achieve learning outcomes, and make choices necessary to run a successful business.
- ? Reflect on how you can ensure learners benefit equally from all settings.

Guided by Equity Considerations

- ☑ Inspire learners to take on roles within the business that align with their interests, strengths, knowledge, skills, and goals.
- ☑ Identify logistical barriers such as scheduling or access to necessary certifications, then develop solutions to promote equitable student participation and successful achievement of planned learning outcomes.
- ☑ Empower learners to lead key aspects of the business, and solicit their feedback throughout the process to provide a platform for decision-making, foster a sense of ownership, and encourage continuous learning.

Ensure Continuous Improvement

- ☑ Collect feedback (surveys, interviews, etc.) from learners, educators, and business professionals on their overall experience.
- ☑ Organize meetings with learners, educators, business and industry, and other partners to review the success of the enterprise, analyze challenges, and propose enhancements to the experience.
- ☑ Analyze feedback and student participation data to identify and address barriers, drive improvements, and ensure high-quality, equitable experiences that equip learners with the skills needed to operate a successful business.

Success Story

The Hermiston High School Advanced Business Procedures course offers learners real-world experience through the management of five school-based enterprises, including a coffee shop, print business, and concessions stand. In these enterprises, learners take on critical roles such as marketing, management, and financial analysis, applying classroom knowledge to real-world business operations. Supported by community business professionals who provide mentorship and industry insights, learners gain hands-on experience, receive ongoing feedback, and are assessed on their ability to meet learning outcomes, all while earning academic credit.

More details on this Success Story can be found in the WBL Canvas course, along with School-Based Enterprise starter examples across all career areas.



***Go Beyond* the Handbook**

WBL Canvas Course - Page ▸ WBL Examples

WBL Canvas Course - Page ▸ School-Based Enterprise (see Outcome Verification tab)

Workplace Simulation

Overview

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 that reflect actual workplace conditions, tools, and timelines, and that 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 during or outside of school hours; they must align with labor market demand and have business and industry mentorship.



Planning Quality Experiences

To ensure that your workplace simulations align with the WBL criteria and provide meaningful opportunities for learners, consider the following prompts. These foundational elements can help you plan high-quality experiences that foster skill development, problem-solving, and career readiness. While this list provides a helpful starting point, you should also review the WBL rubric and refer to the detailed descriptions of each criterion in the preceding section, along with any additional factors that are relevant to your specific school and community.

Aligned with Curriculum and Instruction

- Provide learners with an authentic real-world scenario that allows them to solve a problem, answer questions, or create a product that directly demonstrates mastery of defined learning outcomes.
- Design opportunities that challenge learners to assume new roles and responsibilities aligned with their career goals while reinforcing the academic, technical, and employability skills (see CTE Oregon Skill Sets) they are learning in the classroom.
- Determine how learners will receive regular feedback from educators to ensure they are progressing toward defined assessment criteria and meeting learning goals.

Leads to Credit or Outcome Verification

- ☑ Determine how the simulation will be structured within the curriculum to replicate real-world industry scenarios aligned to classroom learning.
- ☑ Outline the evidence the learner will produce to demonstrate mastery of the learning outcomes within the simulation.
- ☑ Plan regular opportunities for learners to reflect and share on their progress, problem-solving strategies, achievement of learning outcomes and how the experience prepares them for real-world employment in their chosen field.

Includes Sustained Interaction with Professionals

- ☑ Identify professionals who can help design and simulate real-world workplace scenarios and share expertise with learners.
- ☑ Define the professionals' role, including the time commitment and guidance they will provide learners as they tackle the industry-related challenges.
- ☑ Establish ongoing communication with professionals to provide learners with timely feedback on their problem-solving approaches, skill application during the simulation, and career development plans.

Offered in Various Settings

- ? Design settings that best replicate real-world work environments while ensuring all learners can participate, demonstrate their skills, and achieve learning outcomes.
- ? Allow learners to choose between settings and interact with professionals across different settings based on their learning style as appropriate.
- ? Reflect on how you can ensure learners benefit equally from all settings.

Guided by Equity Considerations

- ☑ Design simulation tasks that are relevant to learners' interests, backgrounds, and career goals, leveraging their unique strengths, knowledge, and skills.
- ☑ Identify logistical barriers such as access to technology or necessary resources, then develop solutions to promote equitable student participation and successful achievement of planned learning outcomes.
- ☑ Involve learners in shaping the simulation experience, allowing them to contribute feedback throughout the process to encourage growth and continuous learning.

Ensure Continuous Improvement

- ☑ Gather feedback from learners, educators, and professionals through surveys or debrief sessions to assess the impact of the experience.
- ☑ Facilitate group reflections with learners, educators, professionals, and other partners to discuss strengths, challenges, opportunities for improvement in replicating workplace scenarios, and strategies to enhance the overall learner experience.
- ☑ Collect and analyze feedback and student participation data to ensure equitable access and inform future enhancements to improve the experience.

Success Story

The Crook County High School Agriculture Program offers learners hands-on workplace simulations within the Agricultural Education framework. Learners engage in a variety of real-world tasks within the school's greenhouse, ag shop, and land lab, such as managing plant sales, equipment repair, and overseeing inventory. Through the Agriculture Experience Tracker, learners set goals, reflect on their progress, and receive continuous feedback. With guidance from industry professionals and the program's advisory committee, learners receive continuous feedback, ensuring their learning aligns with industry standards and prepares them for future careers in agriculture.

More detail on this Success Story can be found in the WBL Canvas course, along with Workplace Simulation starter examples across all career areas, and a step-by-step planning module that helps educators design simulations that meet WBL criteria and build on existing classroom opportunities.



***Go Beyond* the Handbook**

WBL Canvas Course - Page ▸ WBL Examples

WBL Canvas Course - Page ▸ Workplace Simulation (see Outcome Verification tab)

WBL Canvas Course - Module ▸ Planning a Workplace Simulation

WORK-BASED LEARNING AND CTE PROGRAM QUALITY

Perkins Performance Indicators and WBL Performance Targets

Data collection and reporting has been part of CTE since 1998. Specific performance 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 must report on eight secondary and three postsecondary core performance indicators. The performance targets associated with them are set by ODE and HECC/CCWD in the Oregon CTE State Plan and accepted by the Office of Career, Technical, and Adult Education at the U.S. Department of Education.[7]

Oregon adopted CTE Work-Based Learning (WBL) as the secondary Perkins V Performance Indicator for Program Quality in 2020. The "Program Quality, WBL" metric measures the percent of CTE concentrators graduating from high school in a given report year with at least one qualifying CTE WBL experience in their ODE record history from the CTE Student collection.

Perkins Performance Indicator
5S3: Program Quality—Participated in Work-Based Learning

% of CTE concentrators graduating from high school having participated in Work-Based Learning =

# of CTE concentrators who graduated from high school during the reporting year and participated in Work-Based Learning in their program of concentration

÷

# of CTE concentrators who graduated from high school during the reporting year

Statewide Performance

2023-24 → 54.33%
2022-23 → 58.39%
2021-22 → 50.4%
2020-21 → 33.35%

CTE concentrator: a 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.

[7] CTE Policy Guidebook. Section 12 - Perkins Data and Accountability. *Overview of Accountability Measures*.

The statewide performance targets for WBL participation within the current state plan are as follows:

Report Year	Performance Target
2024-25	55.8%
2025-26	56.4%
2026-27	57%
2027-28	57.6%

Schools can review the Perkins Data Reports User Guide for detailed descriptions of how data collected on CTE students, including CTE WBL, are used to produce Perkins-required reporting and other data reports for Oregon schools and the public. The handbook also includes guidance on access to, and interpretation of, the Perkins V reports, such as the statewide Perkins CTE Summary Traffic Light Report and the Perkins CTE 90% Report Validation in the Achievement Data Insight application (available on the ODE District Site via login only).

The data from "5S3 Program Quality, WBL" is used to assess the impact of CTE programs and guide continuous improvement. Reports such as the CTE 90% Report disaggregate WBL outcomes by focal student groups, helping to identify gaps and inform more equitable improvement strategies. In addition to meeting federal and state reporting requirements, WBL data should be used locally to support each program's continuous improvement process. Refer to the guidance in this WBL Handbook to ensure that WBL opportunities meet the necessary requirements, so they can be properly reported and tracked in the Perkins V Program Quality Indicator when connected to a CTE Program of Study.

Work-Based Learning in a CTE Program of Study

Each state-approved CTE Program of Study (POS) must incorporate WBL as a component of its program. Learning experiences within a POS should progressively increase in difficulty and complexity, culminating in the development of strong academic, technical, and employability skills. Both POS curriculum and WBL experiences must align with industry standards to ensure students are prepared for successful careers.

A CTE Program of Study provides a sequence of non-duplicative courses that guide a student's learning progression in both skill attainment (see Oregon Skill Sets by career cluster) and career development.

Perkins V Course-Level Descriptors		
Introductory Course	**Intermediate Course**	**Advanced 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.	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.	A course that focuses on ***career preparation*** 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.
Learn about a wide variety of jobs and careers Job Research Career Assessments Guest Speaker Career/College Fair Workplace Tour Networking Events	***Explore, research, and plan for the future*** Informational Interview Job Shadow Career-Focused Projects Industry Certifications Career & Technical Student Organizations	***Apply learning through practical experience (WBL)*** Service Learning Cooperative Work Experience Clinical|Internship|Practicum School-Based Enterprise Workplace Simulation Registered Pre-/Youth Apprenticeship

Students in introductory CTE courses develop an awareness of foundational employability and career cluster knowledge and skills, while exploring broad career opportunities and industry expectations. Students in intermediate CTE courses deepen their understanding of essential employability and career cluster knowledge and skills by applying concepts in career-specific contexts, progressing toward technical proficiency. Students may also be introduced to focus area knowledge and skills for more occupationally specific training. Students in advanced CTE courses demonstrate mastery of employability and career cluster knowledge and skills by integrating technical, academic, and professional competencies in real-world or simulated environments, preparing for entry-level roles or further education and training. Students may also demonstrate mastery of focus area knowledge and skills.

As the curriculum progresses, embedding WBL opportunities into the academic experience will continue to build on learner interest and sustain engagement. Both intermediate and advanced students may be ready to apply and further develop their skills through WBL experiences, either within their coursework or outside of the classroom. Experiences may also occur through school clubs,

summer programs, or co-curricular activities such as Career and Technical Student Organizations (CTSOs) as long as they meet the established WBL criteria, including alignment to learning outcomes, sustained interaction with professionals, and documented outcomes that demonstrate the application of knowledge and skills. Creating robust WBL experiences that are POS aligned is foundational to building seamless transitions beyond high school to postsecondary education and workforce.

Not All CTE Classroom Activities are Work-Based Learning

To qualify as WBL, an experience must go beyond classroom projects—falling within a recognized WBL type and meeting all criteria.	*Students operate a café that prepares meals for staff and community events. Students rotate through roles and manage daily operations.*	*In a business course, students run a virtual simulated company where they manage business operations using real-world software and industry tools.*
Align with Curriculum and Instruction connects to student learning outcomes and includes firsthand tasks	☑ The café is tied to the culinary arts program and requires students to demonstrate food prep and business operations skills in real-time.	☑ Students apply academic, technical, and employability skills as they make decisions around virtual business operations.
Include Sustained Interaction with Professionals requires ongoing feedback and professional interaction beyond the educator	☑ A local chef visits twice per month to mentor students, provide feedback on technique and efficiency, discuss progress, and help learners prepare for employment.	☒ Students receive feedback from their teacher and peers as they reflect on improvements to their pricing, marketing, budgeting, and other business strategies. *
Lead to Earning of Credit and/or Outcome Verification results in evidence of student learning	☑ Students are assessed against industry-aligned rubrics. Students also compile portfolios and resumes showcasing their experience and skills.	☑ Students earn course credit, and work is assessed during final presentations using rubrics aligned to industry expectations and course objectives.
Be Offered In-Person, Virtually, or in a Simulated Workplace Setting replicates real-world work environment	☑ The café (School-Based Enterprise) replicates a real food service environment with commercial kitchen equipment, a point-of-sale system, and customer-facing responsibilities.	☑ The classroom and simulation are structured to mirror a business environment, using defined roles and industry-relevant tools and processes to create an authentic experience.

*** Need ideas for adding sustained interaction to this virtual workplace simulation?** Consider inviting local business owners or volunteer mentors from local marketing and accounting firms to regularly

engage with students, offer feedback, and share real-world insights.

CTE Student Data Collection and WBL Reporting

Each school and district must determine the best way to track and verify CTE WBL. This data is part of the standard annual CTE reporting process that districts submit to ODE; neither individual teachers nor data submitters are solely responsible, but should collaborate at school and district levels as appropriate to support WBL data accuracy. Learners will engage in many valuable Career Connected Learning experiences, including WBL/work study/work experiences, that are not tied to a CTE Program of Study and/or do not meet the Perkins V criteria. Only CTE WBL experiences a student has participated in connected to their CTE Program of Study can be reported through the CTE Student collection, which occurs each year from late-May through mid-July. Not all WBL should be reported as CTE WBL. It is important to note the following:

- A qualifying WBL experience can happen over the course of the entire high school career of a student.
- CTE WBL experiences should only be reported in the CTE Student collection during the spring of the school year in which they were completed. The CTE Student collection allows up to four WBL experiences per student per year. Each WBL experience should only be reported for one program and as one type.
- Each CTE WBL experience must be reported with the appropriate Program of Study's CIP code, and districts can optionally report hours associated with each WBL experience.
- This information is compiled into the CTE 90% Report and released annually. In this report, outcomes for Perkins V Performance Indicator 5S3: Program Quality – Participated in WBL are calculated using the data reported the previous spring.
    - A student's CTE WBL engagements are not reviewed for inclusion to the 5S3 indicator until after their completion of secondary education.
    - In summary, program quality is measured by the number of graduating students who were CTE concentrators and WBL participants.

Review the CTE Data Submitter Guide for details on submitting CTE data and step-by-step data submission instructions for secondary CTE data preparers and submitters. CTE sites offering secondary CTE programs submit to the CTE Student collection through the Consolidated Collections application accessed on the ODE District Site. Each year's CTE Student collection has its own Data Collection Detail web page—in the publicly available portion of the ODE District Site—that provides technical information and resource links for the data collection.

BUILDING A SUCCESSFUL WBL INFRASTRUCTURE

Financial Considerations

Planning and implementing WBL experiences requires thoughtful consideration of various financial aspects to ensure sustainability, equitable access, and success. By asking key questions, schools can anticipate and address the different levels of support, resources, and logistics needed for these experiences. It is essential to explore all potential costs and available resources to create a well-rounded, equitable, and impactful WBL experience for learners.



Coordination Support

Effective WBL requires shared responsibility and coordination among school staff, professional partners, learners, and families. The level of support needed may vary depending on whether experiences take place in the classroom or at a worksite.

- What level of coordination will your WBL experiences require for school staff?
- How might the level of support differ for WBL experiences that take place primarily within the classroom compared to those at a worksite?
- How will you plan support for building professional connections, vetting partners, managing paperwork, engaging in learner check-ins, conducting site visits, defining roles and responsibilities, etc.?
- How will you ensure supports are in place for focal students, such as multilingual learners or students with disabilities, who may require additional assistance or accommodations at worksites?
- Does the district have a collaborative process in place to track students completing CTE WBL experiences, ensuring data reporting accuracy?
- Does the district have a process in place to verify that each WBL experience meets the approved types of WBL experiences and criteria?
- How will you recognize the efforts and accomplishments of both learners and partners?



Materials and Equipment

Learners may need access to various resources to successfully complete WBL tasks. Schools should budget accordingly while also leveraging resources that business partners may provide.

- What resources (consumables, equipment, materials, technology, software, etc.) will learners need to complete their tasks and produce the outcomes desired to support their learning?
- How can you budget for potential resource needs, including mistakes that might be made as students learn?

- Have you considered what a business partner might already provide to student interns?
- What sources of funds are available to support the startup and ongoing operations of a School-Based Enterprise, such as the costs of facilities, fixtures, equipment, accounting and security systems, inventory, and other essentials?



Transportation

Ensuring learners can access WBL opportunities requires planning for transportation needs, whether for full-class visits to industry sites, small group professional collaborations, or individualized worksite experiences.

- What options are available to address transportation needs based on the nature of each WBL experience?
- How can your school or district address transportation limitations to ensure all students—regardless of personal transportation—have equitable access to WBL opportunities?
- How will you plan transportation to support classroom-based experiences, such as visits to sites for professional collaboration, research, or project implementation?
- How will you plan for transportation to support worksite-based experiences, which may require individualized transportation arrangements?



Workers' Compensation

Ensuring that learners participating in unpaid WBL experiences have appropriate coverage is critical for their safety and compliance.

- Have you considered whether learners in unpaid WBL experiences might be classified as employees of the school district, thereby requiring the district to provide workers' compensation coverage?

WBL Funding Sources

The following table outlines common funding sources for WBL. While these sources provide support beyond the general fund, accessing them often requires coordination with district, regional, or state contacts. Some sources may require detailed budgeting, need alignment with specific grant or program guidelines, or be limited to CTE programs. For more information, connect with local contacts or explore the additional details linked below.

Source	WBL Related Funding Uses	Type	Eligibility
High School Success	Enhance career readiness, address academic disparities, and support learner success by integrating WBL into academic	State Grant	All WBL

Source	WBL Related Funding Uses	Type	Eligibility
	learning. Expand approved CTE Programs of Study in high school that are relevant to the job market in the community.		
Perkins V	Provide career development (including WBL) activities, support professional development, or meet other needs identified in the needs assessment.	Federal Grant	CTE WBL only
Secondary Career Pathways	Increase the number and diversity of learners earning 3+ credits in a CTE program based on program priorities which can include WBL.	State Grant	CTE WBL only
CTE Revitalization Grant	Strengthen partnerships and CTE Programs of Study while preparing learners for a wide range of careers that meet workforce needs.	State Grant	CTE WBL only
STEM Hubs	STEM Hubs can play a role in enhancing WBL by connecting schools with industry partners, resources, and expertise.	State Grant	All WBL
Business and Industry Partners	By forming strategic partnerships, schools can access local business resources and expertise, fostering mutually beneficial relationships. Industry partners may offer grants, sponsorships, and in-kind donations to support WBL activities, but funding requests should follow deep engagement and a clear, justified budget.	Local Funding	All WBL
Workforce Development Programs	Oregon's workforce system supports youth through Oregon Works programs, offering funding and paid internship opportunities. A key partner in this effort is Oregon's network of Local Workforce Development Boards (find your local Board by county), which serve each region and may provide additional resources, programs, and CCL/WBL opportunities. Many Boards also coordinate special initiatives focused on supporting focal student groups.	Varies: WIOA, State Grants, Local Funding	ALL WBL

Role of WBL in Integrated Application

Investing in WBL within your district's integrated plans can build stronger community engagement, enhance career readiness, address academic disparities, and drive learner success. WBL integrates real-world experiences with academic learning, creates meaningful career connections, boosts student engagement, and supports the common goals of the Integrated Guidance (IG) programs. WBL also

builds strong community engagement by bringing community members into the school as active participants and taking learners out to the community as active contributors. By embedding WBL within your community engagement, needs assessments, and strategic planning, districts can unlock significant benefits for their learners and communities. Reference the guidance below for assistance in aligning WBL with the common goals of the IG and advancing the role of WBL in fostering student success.



***Go Beyond* the Handbook**

WBL Canvas Course - Page ▸ WBL in Integrated Application

Policy Considerations

WBL experiences must adhere to local school district policies, which should align with broader educational goals and provide essential guidelines for effective program implementation. Districts are encouraged to regularly review policies to identify and address barriers that could limit learner opportunities or hinder partner engagement—especially policies related to the following:

- volunteers
- field trips
- student fundraising activities
- school stores
- student organizations
- guest speakers
- grades
- student rights and responsibilities
- transportation (including private vehicles)
- contests
- visitors

Schools should ensure that local policies promote equitable access to meaningful, real-world experiences. Educators should be empowered to facilitate learning opportunities that align with educational goals and foster student success, while partners should feel welcomed and prepared to contribute to student growth. To support this, districts and schools should consider

- streamlining processes,
- reducing unnecessary paperwork,
- creating regional structures or shared processes that reduce the need for partners to navigate varying requirements across schools, and
- training staff to effectively engage with external partners.

By strengthening and aligning local policies, districts can advance educational objectives, enhance career readiness, and foster equitable access to high-quality WBL.

Legal Requirements

All partners in WBL have a duty to provide an educational and working environment that is safe, free from discrimination, and welcoming to learners. All partners must be committed to ensuring equal access for all learners. 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

WBL experiences must be available to learners regardless of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, or disability. Schools must work to ensure that:

- Demographics of students participating in WBL experiences reflect demographics of the total student pool. When this is not the case, schools should explore potential causes and consider if any systemic barriers exist and should be addressed.
- Marketing and recruitment materials and activities do not exclude or limit opportunities for learners, especially students from historically underrepresented groups. These efforts must include materials representative of diverse learner groups and disseminated in languages of the community served by the school.
- Application processes are accessible to all learners and their families, including learners with disabilities or emergent bilingual learners. Application forms must not contain questions or have requirements that would reduce participation from focal student groups.
- Placement criteria for WBL experiences do not disproportionately limit opportunities for students from focal groups, ensuring equitable access for all learners. 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 include: essay questions; teacher recommendations; grade point averages; requirements or test scores; and ability to cover costs for transportation, equipment, or 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 learners and must comply with all civil rights laws that pertain to educational 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 learners. (See Work-Based Learning Agreement template available in the Canvas module linked below.)
- Complaint procedures are in place to address potential discrimination. Because the WBL experience remains tied to the school's program, it is vital that the school, learner, 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 learner 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).



***Go Beyond* the Handbook**

WBL Canvas Course - Module ▸ Ensuring Nondiscrimination in WBL

Workers' Compensation

Students participating in some unpaid WBL 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.[8]

Minors, their parents, school staff, 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 can do. Under certain conditions, student learners[9] (including trainees and apprentices) may qualify for limited exemption from the hazardous work requirements for minors.

For more information, visit BOLI : Oregon Bureau of Labor & Industries: State of Oregon. You may also contact BOLI by email (boli_help@boli.oregon.gov) or by phone at 971-245-3844.



***Go Beyond* the Handbook**

WBL Canvas Course - Module ▸ Implementing Work-Based Learning Experiences

Education Records

The Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment

[8] BOLI's Minor Workers webpage.

[9] BOLI's Student Learners webpage and Student Learner Agreement.

(PPRA) are federal laws that protect the privacy of students' education records. These laws require written permission before any information from a student's record can be released. In the context of WBL, questions about sharing limited student information with employers or community partners (e.g., to support placement, supervision, or safety) may arise. Schools should review the guidelines and ensure compliance with student privacy requirements under OAR 581-021-0220 and the Oregon Sanctuary Promise Act. Additional information can be found on the U.S. Department of Education's Student Privacy Policy Office website.

RESOURCES

Glossary of Terms

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.

CIP Code: The Classification of Instructional Programs (CIP) Code is a unique numerical code accepted by the U.S. Department of Education to categorize CTE programs. CIP codes standardize program tracking, funding, and reporting across institutions, ensuring consistency in identifying fields 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 education, training, or career advancement.

Cooperative Work Experience: Structured educational strategy that involves the placement of learners by an educational provider in a structured WBL 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.

CTE Completer: A secondary student who has earned 3 credits in a single CTE Program of Study, with at least 0.5 credit in an advanced course, and who has a reported CTE WBL experience in that Program. (Oregon Definition)

CTE 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.

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

CTE Program of Study (POS): Based in federal Perkins Act legislation, a CTE POS is a state-approved, non-duplicative sequence of academic and technical content that spans secondary and postsecondary educations. CTE Programs of Study lead to an industry recognized credential, postsecondary certificate of completion, or a degree. CTE Programs of Study feature contextualized and hands-on courses, with a minimum of three high school credits aligned to a postsecondary certificate or degree program of at least 36 credits. For state approval, schools must align CTE programming with labor market needs; meet criteria for program size, scope, and quality; and meet all six elements of a CTE POS (as discussed in the CTE Policy Guidebook). Each POS should strive to meet all of the criteria outlined in the CTE

Program of Study Quality Rubric, at a minimum of level three.

Employability Skills: A set of transferable knowledge, skills, and personal attributes that enable individuals to succeed in the workplace. These include communication, teamwork, problem-solving, and other skills valued across industries and essential for career success. In Oregon, these skills are embedded within the Knowledge and Skill Statements (Oregon Skill Sets) for each CTE Program of Study career cluster and are reflected in the Oregon Employability Skills (OES) framework. Educators and employers reference a variety of lists or frameworks that align with these skills to support career readiness across educational and workforce development systems.

Focal Student Groups: Per the Student Success Act, the term refers to students of color; students with disabilities; emerging bilingual students; and students navigating houslessness, and foster care; and other students who have historically experienced disparities in our schools. This list has been expanded in rule to include migratory students, students recently arrived, justice involved youth, and students who identify as LGBTQ2SIA+. The term “focal students” is commonly used in Oregon to refer to the same groups identified under the Perkins term “special populations.”

Oregon Skill Sets: The Oregon Skill Sets are industry-created and industry-validated lists of academic, technical, and employability Knowledge and Skill Statements expected of people to be successful in specific careers. These skill sets create the foundation for Oregon's state-approved Career and Technical Education Programs of Study. CTE Programs of Study must provide students with the full range of knowledge and skill sets over the course of the high school and community college program.

Perkins CTE 90% Report Validation: A preview of how ODE has processed the data schools have submitted over several years aggregated to populate the Perkins Performance Indicators, mirroring the Perkins annual statewide reporting ODE submits to the U.S. Department of Education. It provides insights into CTE program performance and helps ODE monitor progress toward state and federal targets.

Perkins CTE Traffic Light Report: A subset of the 90% Reports that uses red, yellow, and green color coding to indicate performance levels for each Perkins Performance Indicator, providing a statewide summary of progress and areas for improvement.

Perkins Performance Indicators: A set of core measures that states must report annually to the U.S. Department of Education to assess CTE program effectiveness. The framework was developed by the Office of Career, Technical, and Adult Education to ensure consistent performance measurement, accountability, and continuous improvement across state and local systems.

Registered Pre-Apprenticeship: An Oregon State Apprenticeship and Training Council-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.[10]

Registered Youth Apprenticeship: An Oregon State Apprenticeship and Training Council-approved program designed to engage high school students in a structured training program that integrates academic learning with paid, on-the-job training. The program must meet the same committee and standards requirements as adult Registered Apprenticeship programs, including a minimum of 2,000 hours of paid, on-the-job training. Participants must be 16 years of age or older and enrolled in a high school Career and Technical Education program.

School-Based Enterprise Experience: A revenue generating business, managed and operated by students, that produces goods and/or provides services for sale. School-Based Enterprises are an extension of the classroom, offering hands-on and virtual learning opportunities that provide practical applications to reinforce classroom instruction. School-Based Enterprises can take place during or outside of school hours 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.

Social Capital: Refers to the networks of relationships and connections that students can build through their WBL experiences. These connections—whether with mentors, industry professionals, or community members—offer valuable support, guidance, and opportunities, helping students transition successfully from education to the workforce.

Special Populations: As defined under Perkins V, the term refers to learners who may face barriers to educational success. These include individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents (including single pregnant women); out-of-workforce individuals; homeless individuals; youth who are in, or who have aged out of, the foster care system; and individuals with other barriers to educational achievement, including those with limited English proficiency.

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. Types of WBL experiences include clinical/practicum/internships, school-based enterprises, workplace simulations, service learning, cooperative work experiences, and youth/pre-apprenticeship.

[10] OAR 839-011-0335.

Criteria are as follows:

- Align with curriculum and instruction
- Include sustained interaction with professionals
- Lead to earning of credit or outcome verification
- Take place in-person, virtually, or in a simulated workplace setting

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 during or outside of school hours; they must align with labor market demand and have business and industry mentorship.

Frequently Asked Questions

Use the bookmarks below to navigate to frequently asked questions and answers by category:

- WBL Handbook
- Understanding Work-Based Learning Criteria & Types
- WBL & CTE Program Expectations
- Data Collection & Reporting
- Funding & Support for WBL
- Legal & Administrative Considerations

WBL Handbook

Q: ***Who created this handbook?***

A: The July 2021 version of 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 WBL leaders. The development took place over a nine-month timeframe. It had been more than 25 years since the first Oregon Work-Based Learning handbook was developed and revised. ODE and HECC would like to thank all contributors for their time and expertise.

The handbook underwent minor revisions and reorganization in August 2022 before the release of the 2025 version. The new version includes updates that broaden the language of the WBL handbook, extending its coverage to encompass quality indicators for all WBL experiences, not just those within CTE. This expansion aims to provide comprehensive guidance for schools and partners, prioritizing equitable access and ensuring high-quality opportunities for all learners, aligning with the evolving educational landscape and workforce needs.

Q: ***How can I provide feedback on the WBL Handbook and Rubric?***

A: To report errors, unclear information, or missing content in the WBL Handbook or Rubric, users are encouraged to utilize the Perkins V: WBL Handbook & Rubric Feedback form (aka the Oregon CTE Policy Guidebook Update Request).

Understanding Work-Based Learning Criteria & Types

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 WBL criteria. On their own, many online platforms often do not meet all of the criteria without additional planning, particularly regarding sustained engagement with professionals. Schools might need to integrate opportunities for students to directly engage with industry partners throughout the experience—such as reflecting on decision-making, brainstorming next steps,

seeking guidance, accessing tools and information, asking questions, and summarizing learning—to ensure meaningful industry involvement.

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

A: Sustained interactions prioritize ongoing, meaningful engagement that supports student learning and professional connections rather than meeting a specific number of hours. There are no hours requirements for WBL, but the experience must occur over a "prolonged or extended period" rather than as a "stand-alone or one-day" event. The focus is on the depth and quality of learning, with regular engagement between the student and the professional. These interactions can take place in a variety of ways, such as in the classroom, at a worksite, virtually, or through email or other communication platforms.

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. Note: Connecting with more than one partner over time still counts as one WBL experience for reporting purposes, not several.

Q: ***Is it possible for the CTE classroom teacher to be considered the business, industry, or community professional in a student's WBL 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 WBL is to have students engaged with partners and experiences beyond the classroom. A high-quality WBL 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, network with potential employers, and **build social capital**. 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 three 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: ***Can a CTE teacher that is still working in industry count as the professional in a student's WBL experience?***

A: WBL is intended to connect students with professionals beyond their classroom environment, helping them develop workplace skills, build social capital, expand their networks, and gain exposure to industry expectations. While a CTE teacher who also works in industry may serve as the business, industry, or community professional, this should only be considered when no other options are available and when the experience is directly tied to the educator's role as a business professional. In this case, the educator must function in their industry capacity, not as the student's teacher, to ensure the experience aligns with the purpose of WBL—expanding students' professional networks and real-world learning.

Q: ***If the student is paid for the experience (such as a paid internship or summer job), can it be considered WBL?***

A: Yes. Paid experiences are a proven strategy for providing more equitable access to WBL. However, paid experiences must still meet the four WBL criteria. The experience must involve not only performing job duties, but also structured learning outcomes aligned with the student's educational goals and district supervision. The experience should integrate academic and technical skill development, as well as opportunities for career development. For FTE eligibility and reporting related to employed minors/work study, refer to the Cumulative Average Daily Membership Manual on the ODE District Data site.

WBL & CTE Program Expectations

Q: ***Isn't everything in a CTE classroom a Workplace Simulation?***

A: No. While CTE classrooms often simulate workplace tools, environments, and routines—and CTE teachers bring valuable industry experience—a Workplace Simulation must meet all WBL criteria, including sustained interaction with industry professionals.

Much of what happens in a high-quality CTE classroom may address most of the WBL elements, and CTE teachers are also expected to engage with business and industry through advisory committees. However, WBL requires that students themselves engage directly and meaningfully with professionals in the career field as they apply skills in authentic tasks. This sustained, firsthand interaction is what elevates a classroom experience into a qualifying WBL opportunity.

Q: ***Does every CTE Program of Study have to provide a WBL experience? What if one CTE Program of Study in our school doesn't?***

A: Yes, each school district should be building toward providing WBL experiences that align to its 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

WBL experiences for students should be part of a continuous improvement process.

WBL 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 WBL experiences offered in its program in the CTE Information System and report all experiences that meet the Perkins V criteria through the CTE Student data collection. WBL is an essential component to achieving the vision for CTE in Oregon.

Q: ***What percentage of students need to participate in WBL in order to continue receiving Perkins V funds?***

A: The Perkins Performance Indicators and WBL Performance Targets section lists the percentage of students needed to meet this target annually for the state. It is important to note that WBL 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.

Data Collection & Reporting

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

A: No—currently, CTE WBL 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, student information systems, and spreadsheets 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. The success of this process relies on everyone understanding their role in tracking, collecting, and submitting information, as well as maintaining open communication to ensure the data is accurate, relevant, and timely.

Q: ***Does 5th year graduation count as part of the "must have graduated" part for 5S3-Program Quality: Participated in WBL?***

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: ***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. Currently there is no validation for WBL reported as CTE program offerings compared with the actual student opportunities reported in the CTE Student Collection. All WBL 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.

Funding & Support for WBL

Q: ***Can Perkins V funds be used for WBL 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 13.7.

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: Perkins V funds cannot be used for transportation unless the WBL experience is happening during the summer months (outside of the academic calendar year). There are other funds available to consider accessing such as those outlined in the WBL Funding Sources section. For more information please refer to the CTE Policy Guidebook, Section 13.7.

Legal & Administrative Considerations

Q: ***What is the background check policy for volunteers supporting WBL 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: ***Is there a point where we might not be able to claim full FTE for a student with multiple periods off campus in a work intern setting?***

A: Yes, if a student is released for work experience or community service *without district oversight*, that time cannot be counted toward full-day FTE. However, students participating in district supervised WBL may still be counted for full-time equivalency (FTE) when the experience is structured as part of their educational goals, includes district supervision, and aligns with curriculum standards. For specific guidelines, refer to the Cumulative Average Daily Membership Manual on the ODE District Data site.

Q: ***What should schools know about liability insurance in relation to WBL?***

A: Oregon law (under ORS Chapter 332) allows school districts to obtain liability insurance or operate self-insurance programs to cover students and staff participating in school-sponsored activities, including WBL. While the statute does not mandate liability insurance, securing coverage is a best practice to protect students, staff, and community partners during WBL experiences. Districts may not charge students or families for liability insurance related to participation in WBL, nor may they require students to carry their own. If there are questions about what is required or recommended in your district, please consult your legal counsel or risk management team.

Helpful Links and Resources

Use the bookmarks below to navigate to state and federal resources by category:

- Career Development
- Career and Technical Education
- School Districts
- Workforce Development
- Youth in the Workplace
- Work-Based Learning Canvas Course

Career Development

➢ **Oregon Resources**

- Career Connected Learning
  Link to ODE's information about CCL in Oregon and resources such as the Career Journeys video series, Oregon Employability Skills, and CCL Resource Hub.
- Work-Based Learning
  Link to ODE's information about Career Preparation and Training (WBL) in Oregon and resources such as the WBL Handbook, Rubric, and Canvas Course.

➢ **Federal Resources**

- Career Development Association
  Link to the website of the National Career Development Association.

Career and Technical Education

➢ **Oregon Resources**

- Career and Technical Student Organizations (CTSOs)
  Link to Oregon's CTSOs that provide leadership opportunities at local, state, and national levels.
- Oregon CTE Policy Guidebook
  Resource for secondary and postsecondary educators who are interested in Career and Technical Education (CTE) or who work directly in CTE programming.
- Oregon CTE State Plan
  Link to Oregon's CTE State Plan along with information regarding aligned principles, commitments, and priorities.
- Oregon Revised Statute - Chapter 344 – Career and Technical Education
  Link to Oregon's revised statute pertaining to career and technical education.

➢ **Federal Resources**

- Association for Career and Technical Education Work-Based Learning
  WBL is one of 12 elements of high-quality CTE, defined in ACTE's comprehensive, research-based Quality CTE Program of Study Framework.
- 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 information on reauthorization of the Act.

School Districts

➢ **Oregon Resources**

- 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 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 Revised Statute - Chapter 329.451 - High School Graduation Requirements
  Link to Oregon statute for diploma requirements.

➢ **Federal Resources**

- Individuals with Disabilities Education Act (IDEA) of 2004
  Provides information about IDEA 2004 and its implementation regulations.

Workforce Development

➢ **Oregon Resources**

- 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 Employment and Labor Market Information
  Link to the Oregon Employment Department's Workforce and Economic Research Division labor market information website.

➢ **Federal Resources**

- United States Department of Labor – Apprenticeships
  Information from the United States Department of Labor, Office of Apprenticeship.
- Workforce Innovation and Opportunity Act (WIOA)
  Information from the United States Department of Labor pertaining to WIOA.

Youth in the Workplace

➢ **Oregon Resources**

- Oregon Annual Employment Certificate Application
  Information and application for the application of permits and certificates of the employment of minors in Oregon.
- 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 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**

- 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.
- Hazard Identification and Assessment
  Information from the United States Department of Labor pertaining to hazardous jobs.
- Occupational Safety and Health Administration (OSHA) Young Worker
  Link to the young workers section of the United States Department of Labor website.
- 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.
- 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.

Work-Based Learning Canvas Course

Self-guided course on WBL comprising short videos, guidance on high-quality WBL, tools, and activities to support the planning and implementation of WBL experiences

➢ **Modules**

- **Preparing for Work-Based Learning**
  Covers the foundational aspects of WBL, its importance in career development, and how to effectively map Career Connected Learning within a CTE Program of Study, along with an interactive quiz for previewing the types of WBL and a tool to gather student needs.

- **Types of Work-Based Learning Experiences**
  This module provides an overview of each type of WBL experience, along with a quiz to check your understanding.
- **Work-Based Learning Criteria and Examples**
  This module highlights each component of the Work-Based Learning Rubric and provides key planning questions related to each criteria. It also provides examples to help plan and improve WBL experiences aligned to the criteria.
- **Ensuring Nondiscrimination in Work-Based Learning**
  This module provides tools and knowledge to ensure WBL experiences are safeguarding students' rights. It overviews key civil rights laws, provides questions for vetting partners and worksites, outlines the requirements around statements of nondiscrimination, and offers WBL agreement templates.
- **Planning a Workplace Simulation**
  This module provides a step-by-step framework for planning a workplace simulation that builds on existing classroom opportunities. It guides educators in helping students apply classroom learning to real-world scenarios, in line with the criteria for a WBL experience.
- **Implementing Work-Based Learning Experiences**
  This module guides WBL facilitators through some essential preparations that schools must consider to ensure a productive and safe WBL experience for both students and partners. It overviews civil rights related employment protections, background check policies, employment regulations relevant to youth in the workplace, and key questions for checking in with students and partners, along with a professional growth rubric template.
- **Improving Work-Based Learning Experiences**
  This module provides a step-by-step framework for continuous improvement of WBL and suggestions for celebrating successes.