



Career and Technical Education (CTE)

Cedars Work-Based Learning Activity Definitions and Scenarios

Definition of Work-Based Learning (WBL):

Federal Perkins V definition of Work-Based Learning means, “sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.” Washington has adopted this definition to guide data collection and reporting requirements for Work-Based Learning across all state and federally funded CTE programs.

Data Use and Reporting Guidance:

- **Federal Uses:** Reported information will inform district accountability for the Perkins 5S3 Program Quality Measure – Participation in Work-Based Learning and will be reflected in the OSPI Perkins Dashboard in Tableau, and annual report to the Department of Education. Activities that are not included in valid values were not included based on stakeholder engagement feedback to ensure quality criteria are met. The following definitions should inform what is reported in **Element E16-Student Work-Based Learning Activities** in the Student Schedule File and **Element H32-Student Work-Based Learning Activities** in the Grade History File.
- **State Uses:** Work-Based Learning is a required component of all CTE programs. Prior to 2021–22, we have been unable to provide requested data related to access and participation in WBL activities, as this data point was not reported or identified through previous CTE processes or reporting requirements. Data collected will provide baseline information which will assist OSPI in identifying gaps across student groups, programs, and geographic areas, and provide necessary information to support partner requests and investment opportunities.

Program Evaluation and Improvement Support:

The collection and reporting of this data will provide additional information to inform program evaluation to assist local CTE providers in program design and implementation to maximize student access and participation in high-quality WBL opportunities. As a student progresses within a program of study, the level of WBL experiences should also progress. The following definitions should inform what is appropriately reported in each valid value of Work-Based Learning activity.

Definitions and Related Scenarios

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

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

Informing Data-Reporting:

- **Scenario:** Student in an introductory culinary course completes career research aligned with the CTE course area by focusing on the pathway options that exist to become a chef. As part of this research, they determine they are most interested in opportunities to become an Executive Pastry Chef or Executive Sous



Chef. The student additionally informs career awareness by completing a job shadow with the local pastry cook at La Vie En Coffee Bar and Bakery, a local establishment that provides fresh pastries across the community.

Reporting in Valid Value 1: Yes.

The student researched career options and then pursued opportunities to learn more through personal contacts of local person(s) working in their chosen field of study or career interest.

Reasoning: The student would need to also complete a job shadow or job interview experience to meet these criteria. Only students that complete a combination of the listed activities (career research, job interview, job shadow) would be appropriate to reflect in valid value 1.

2. Guest Speaker Series with Assigned Career Mentors or Structured Field Trip to Related Job site

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

Informing Data-Reporting:

- **Scenario:** Student in the first 180 hours of Core Plus Construction participates in classroom experiences that highlight guest speakers from the AGC Education Foundation, Cement Masons L 72 Union, Roofers L 189 Union, and Garco Construction. The student takes part in a field trip to the Spokane Convention Center where they learn about a phased construction remodel that was certified as a LEED Silver Building and to the University District Gateway Pedestrian Bridge where they learn about the design and structural challenges for the bridge that won the American Public Works Association Project of the Year in 2021. Multiple constructions and building trades careers were highlighted during these tours.

Reporting in Valid Value 2: Yes.

The student could also take part in learning from guest speakers and identifying a career mentor, such as a member from the Roofers L Union to meet this requirement. Only students that complete a combination of the listed activities (guest speaker series, assigned career mentor, structured field trip) would be appropriate to reflect in valid value 2. A student could take part in learning from a series (more than one speaker) within a single experience or multiple planned speakers throughout the instructional component of a CTE course to meet the guest speaker series requirement.

3. School Based Enterprises (SBE)

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

Informing Data-Reporting:

- **Scenario:** Two students in the automotive technology program develop a business plan to provide automotive detailing services to staff, students, and individuals that have their vehicles serviced in the automotive course.
- **Scenario:** Students in Horticulture Operations and the Floral Design course plan and implement in partnership an SBE that includes providing goods to staff and community members as part of "Bulldog's

Plant and Grow.” Students grow various types of vegetables and flowering plants for an annual plant sale, create holiday-themed arrangements, work together to order materials, plan and design arrangements, and are responsible for marketing and selling the materials as well as tracking inventory and profit.

- **Scenario:** Students in the Marketing Operations Course work together to organize and deliver Hornet’s Design and Marketing. Students plan staffing schedules, pricing strategies, weekly promotions, and monthly marketing plans for products designed and produced through the course including printed t-shirts, flyers for school activities, and social media blasts.
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Reporting in Valid Value 3: Yes.

A student could take part in an SBE that includes all students within the classroom or could plan and implement an SBE as an individual or as part of a team.

4. Placement/Unpaid Internship (Minimum 20-Hour Experience)

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

Informing Data-Reporting:

- **Scenario:** Student(s) in Business Office Management class volunteer as a receptionist assistant at Department of Health office, supporting the staff with daily routine activities for four hours a week.
- **Scenario:** A student in Plant Science is placed with Chelan Fruit and completes an internship where they have the opportunity to pack apples and pears for purchase for a flat stipend during the season. This experience exposes the student to multiple future careers and after researching the SugarBee apple, they decide to focus their career path on genetics and genomics to pursue a better understanding of fruit breeding, how to screen seedlings, and orchard management.

Reporting in Valid Value 4: Yes

A student is not registered for a Cooperative Worksite Learning class but volunteering to gain experience applying skills learned in their Business Office Management class.

5. Placement/Paid Internship

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

Informing Data-Reporting:

- **Scenario:** A student or group of students spend 20 hours developing a web page for a local business and receive a stipend to help cover their cost of attending the State Business Leadership Conference, where they then put their skills in action in the Web Page Development competition.
- **Scenario:** A student in Advanced Natural Resources is employed by the local conservation district and works up to 10 hours a week during the school year. Through their experience, they update their High School and Beyond Plan, identifying the goal to become a Game Warden or Environmental Compliance Officer.

Reporting in Valid Value 5: Yes.

A student used the experience to demonstrate their program-specific knowledge and skills in a workplace setting, which aligns with their HSBP career interest and educational direction.

6. Apprenticeship Preparation Program/Registered Apprenticeship

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

Informing Data-Reporting:

- **Scenario:** School and student participation in the Production or Automation Technician program sponsored by the Aerospace Joint Apprenticeship Committee (AJAC).
- **Scenario:** The students are registered in a computer technology class that is part of the school district's Information Technology (IT) technology apprenticeship preparation program, which has been formally recognized by the Washington State Apprenticeship Training Council (WSATC).

Reporting in Valid Value 6: Yes.

The student's HSBP indicates an interest in working on cars or machines after completing high school, so they register for an Intro to Machining I class their junior year and Machining II class their senior year while participating in the AJAC Production Technician Youth Apprenticeship.

7. Ownership/Entrepreneurship

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

Informing Data-Reporting:

- **Scenario:** Students, individually or in teams, in a Video Game Design class track hours spent developing, testing, and promoting a video game to sell to friends and others through an interactive website. Then, develop a plan for growing the business.
- **Scenario:** A student in welding class completes a business plan that includes designing, building, and selling lawn ornaments for Johnson's Yard Art. The student develops their technical skills through creating the art, conducting research to determine the market and appropriate price points to cover the cost of materials to create a profit. The student considers future pathway opportunities in marketing and welding based on their experience.

Reporting in Valid Value 7: Yes.

The student has developed a proposed business plan applying the skills and knowledge learned in their program of study to earn compensation for finished products resulting from their development and exploration of career opportunities.

8. Health Care Clinical

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

Informing Data-Reporting:

- **Scenario:** Student taking a Certified Nursing Assistant course that has licensing requirements of specific clinical hours that are part of the approved framework for the class.

Reporting in Valid Value 8: Yes.

A student has recorded and participated in clinical hours as defined in course requirements and is ready to move on with the direction of their HSBP in pursuit of a career in the health care field.

9. Course Related Service-Learning Project

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

Informing Data-Reporting:

- **Scenario:** Student(s) in an Intro to Business class work with the local Chamber of Commerce to collect and distribute winter jackets to kids in the elementary school(s) "Annual Winter Coat Drive."
- **Scenario:** Students in an Intro to Foods class prepare snacks or a recommended afternoon snacks list for their on-site daycare or local daycare provider.
- **Scenario:** Students in a plant science course create and maintain a community garden to harvest produce throughout the year to donate to local food pantries and meal delivery organizations that deliver meals to home-bound clients. Additionally, those students host 2 community sessions to teach families how to garden.

Reporting in Valid Value 9: Yes.

Students engaged in service-learning, community service and service engagement projects have demonstrated planning and responsibility for the project, documented the process, evaluated the finished project, and can identify how it aligns with their HSBP and future education or career interests.

10. Student Did Not Participate in Any of the Above WBL Activities

Informing Data-Reporting:

- **Scenario:** Student did not complete any of the activities as defined in Valid Values 1–9.

Contacts:

For questions regarding reporting Perkins V indicators, contact clarisse.leong@k12.wa.us. For feedback to inform the WBL Manual, contact jill.diehl@k12.wa.us. For additional information regarding the Comprehensive Education Data and Research System (CEDARS), visit the [OPSI webpage](#).