



Work Based Learning and Perkins Accountability

Technical Advisory

- Section 3 (55) of Perkins V defines work-based learning (WBL): “The term 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.
- Section 113 (2) iv outlines the three possible indicators of CTE program quality, in addition to the other four Core Indicators of Perkins Performance. New Hampshire opted to adopt 113 (2) iv (CC): “The percentage of CTE concentrators graduating from high school having participated in work-based learning.”

The purpose of this technical advisory is to provide more detail about the types of work-based learning activities which may be “counted” towards reporting by secondary CTE programs as part of annual Perkins accountability reporting.

For the purposes of accountability, the Bureau of Career Development at the New Hampshire Department of Education will designate certain activities as work based learning. Please refer to the following table:

Work Based Learning	Not Work Based Learning
<ul style="list-style-type: none"> <li>• Apprenticeships</li> <li>• Paid Internships</li> <li>• Unpaid Internships</li> <li>• Long-Term Industry Partner-Led Learning Projects (in schools, at employer location, or community-based)</li> <li>• Long-Term Student Mentoring by Industry Partners</li> <li>• Student Enterprises (including, but not limited to, work completed in simulated environments such as auto shops, cosmetology salons, culinary arts kitchens/restaurants, and any other in-school setting with simulated workplace environments closely resembling authentic workplaces)</li> </ul>	<ul style="list-style-type: none"> <li>• Job Shadows</li> <li>• Industry Tours</li> <li>• Service Learning Projects Not Aligned to Curriculum and Instruction for Specific CTE Program</li> <li>• Guest Speakers from Industry</li> <li>• CTSO Activities Not Involving Sustained Interactions with Industry or Community Professionals</li> <li>• Summer Jobs, even in the area of CTE program study, without alignment to CTE curriculum, and assessed/evaluated by CTE teacher</li> </ul>

The key elements of WBL are:

- 1.) Sustained interactions with industry or community professionals
- 2.) Application of content learned in CTE classes through work done in authentic workplace settings, when possible, and simulations of authentic workplace settings

Some Considerations:

- 1.) WBL can occur simultaneously with instruction. In other words, there are times when the WBL experience becomes “on the job training”, which complements CTE classroom instruction.
- 2.) CTE teachers assess and evaluate the quality of what the student has learned and can proficiently do, as a result of the WBL experience. Such assessment and evaluation can take many forms, including reports, observations, and evaluations of finished products of work completed in the WBL setting.
- 3.) An Extended Learning Opportunity (ELO) offered at a CTE student’s sending school can count for Perkins accountability purposes, provided the CTE teacher completes an evaluation/assessment as mentioned above.
- 4.) NH DOE will not provide a minimum number of hours which a student engaged in a WBL experience must complete. A student may be considered to have completed a WBL experience for the purposes of Perkins accountability when the CTE teacher in the student’s CTE program has determined the student has met learning objectives or NH state CTE program competencies as a result of having had the WBL experience.
- 5.) It’s important to remember that “once a concentrator, always a concentrator”. A student who has completed two CTE courses in a program sequence of courses is a concentrator. A course in NH is defined as a semester-long learning experience. WBL lasting a semester are courses, per this definition. In order to maintain accurate records, CTE centers will need to develop and maintain a system to keep track of any concentrators who are completing WBL after they attain concentrator.

Examples:

- A CTE marketing program works with a local non-profit to create a messaging campaign about the importance of hand washing for public health. Students in the program conduct focus groups with 4<sup>th</sup> graders in the district to hear about messages and images that would work for kids in that age group. Students then work with the graphic design program at the CTE center to design posters to put up in the area. The experience takes three weeks to complete.
- A student in an automotive program has a special interest in race cars. The student gets connected with a local racing team and goes in every Friday for the semester, to help them with preparing the car for the track.
- A teacher education, multi-levels student is interested in teaching math. The student gets placed to observe and assist with instruction and assessment in a 5<sup>th</sup> grade math class, three days a week for the semester.
- Cosmetology students practice skills learned in a unit about manicuring, by working on clients in the salon at their CTE center. Each student has the opportunity to work with a number of clients over the course of the school year.

