

Perkins V Work-Based Learning Handbook



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EDUCATION



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What is the purpose of this handbook?

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

Who should use this handbook?

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

How will this handbook be used?

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

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

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

Handbook and Rubric Feedback

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

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

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INTRODUCTION

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

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

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

What is Work-Based Learning?

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

Career and Technical Education in Oregon

This guidance is specifically written for approved CTE Programs of Study at the secondary level.¹

Work-based learning (WBL) is a focal point of Perkins V legislation and receives widespread mention in the Oregon CTE State Plan. CTE includes content, programs, and instructional strategies based on business and industry skill sets and needs. Instruction incorporates standards-based academic content, technical skills, and workplace behaviors necessary for success in careers of the 21st century. CTE incorporates applied learning that contributes to the development of higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship. CTE instruction in Oregon focuses on six career clusters, including: Agriculture, Food, and Natural Resources Systems; Arts,

¹ CTE Policy Guidebook version 9-1-2020. <https://www.oregon.gov/ode/learning-options/CTE/resources/Documents/CTE%20Policy%20Guidebook%209-1-20.docx>

Information, and Communications; Business and Management; Health Sciences; Human Resources; and Industrial and Engineering Systems.

Work-based learning fits within the broader umbrella of Career Connected Learning, which is a broad framework of four key stages:

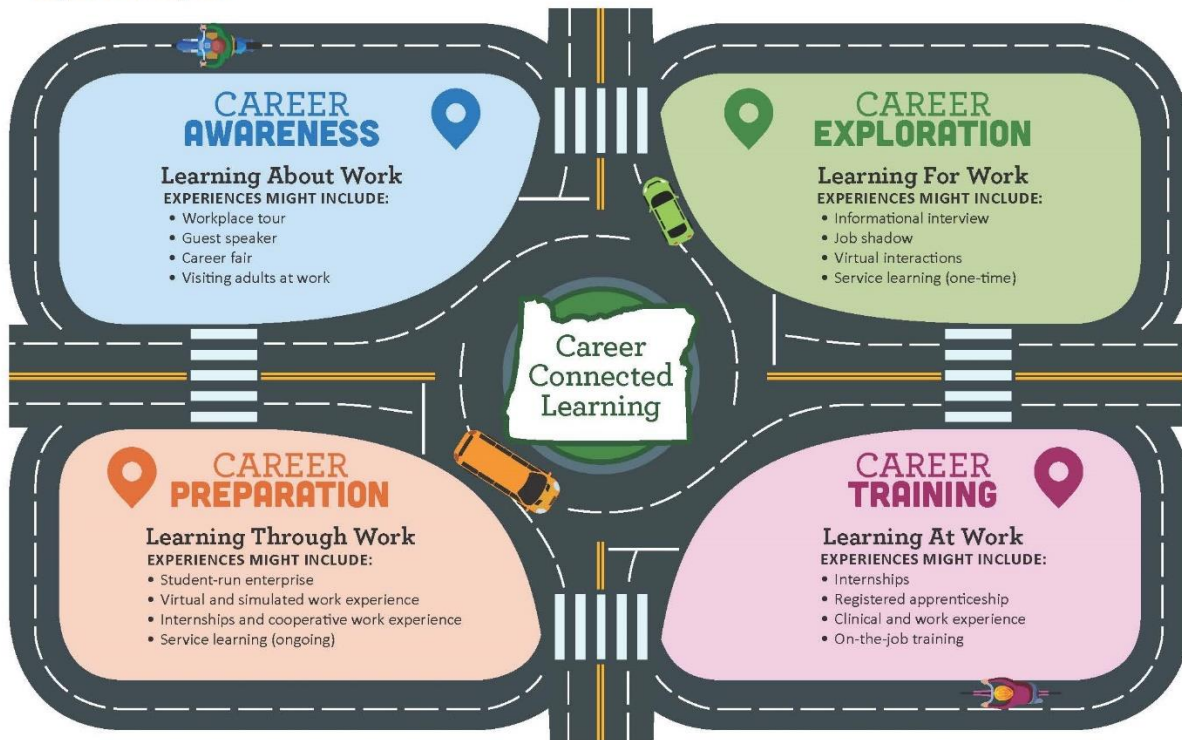
- career awareness - learning *ABOUT* work
- career exploration - learning *FOR* work
- career preparation - learning *THROUGH* work
- career training - learning *AT* work

Work-based learning is a subset of career connected learning that exists primarily in the career preparation and training stages.

OREGON CAREER CONNECTED LEARNING



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



Why Work-Based Learning Matters

At the federal and state level there is agreement: work-based learning is a critical bridge that connects the classroom to the world of work and helps learners make informed decisions about their educational and career goals. In work-based learning programs, learners can get the experience employers are

seeking and gain the skills and credentials they need to enter and succeed in their careers. Work-based learning experiences are beneficial for all students, but can be particularly important to students who have been marginalized by the color of their skin, their native language, their zip code, their identity, or the circumstances of their family. The access to social networks and connections that work-based learning provides to learners has the potential to open doors and opportunities that are not available through classroom education alone.

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

Business, industry, and communities participating in work-based learning benefit in a variety of ways. They can use work-based learning experiences to develop a future talent pipeline, create an accessible and diverse labor pool, and save time and money by investing in local talent. In addition to bolstering their workforce, companies and organizations strengthen their relationships with students, families, and communities as being a preferred place to work. Additionally, this can lead to the strengthening of the local business climate and foster economic growth by contributing to the creation of a skilled regional workforce.³

Career and Technical Education Equity Efforts

The CTE community is focused on more fully integrating academic knowledge and technical employability skills for all learners and ensuring that historically and currently marginalized populations have the support needed to feel welcome and be successful in the CTE Program of their choice.⁴

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

1. Center on equity in rule making, budgeting, and resource allocation processes through close examination of data and stakeholder feedback to not only identify, but to also interrupt patterns of inequity

² JFF. *Why Work-Based Learning?* <https://www.jff.org/what-we-do/impact-stories/center-for-apprenticeship-and-work-based-learning/benefits-work-based-learning/>

³ JFF. *Why Work-Based Learning?* <https://www.jff.org/what-we-do/impact-stories/center-for-apprenticeship-and-work-based-learning/benefits-work-based-learning/>

⁴ CTE Policy Guidebook version 9-1-2020, pg. 17. <https://www.oregon.gov/ode/learning-options/CTE/resources/Documents/CTE%20Policy%20Guidebook%209-1-20.docx>

2. Build fluency and comfort with change by continually strengthening systems and partnerships to remove barriers
3. Utilize meaningful collaboration with communities and students who are impacted by decisions about CTE through comprehensive outreach and communication

For more information about Oregon's commitment to equity, please visit the ODE [Equity Initiatives Page](#) or the Higher Education Coordinating Commission [Equity and Student Success Page](#).

WORK-BASED LEARNING: PERKINS V PROGRAM QUALITY INDICATOR OVERVIEW

Oregon's Work-Based Learning Definition for Perkins V

In writing the Oregon CTE State Plan, Oregon chose to measure and report the implementation of work-based learning in secondary schools as one of the state's federal quality performance measures. Additionally, work-based learning is a strategy in reaching goals on equity and access, career exploration, and High Quality CTE Programs of Study, and helps learners better understand the opportunities available in the workplace. Work-based learning is an important part of reaching 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 work-based learning definition:

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

Perkins V: Criteria for Quality Work-Based Learning

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

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

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

In the CTE Program of Study, learning and experiences progress in difficulty and complexity. Professional skills developed by learners are key to successful CTE program outcomes. Learning and curriculum are

aligned to industry standards. All of these components should also be true with work-based learning experiences and should be embedded in a CTE Program of Study as part of the ongoing continuum.

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

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

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

Sustained interactions also have the following expectations:

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

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

Work-based learning does not need to take place at a job site or workplace. Work-based learning is a continuum of experiences for the student to interact with the curriculum, the skills, and knowledgeable experts. Work-based learning could, for instance, take place in a classroom, virtual environment, or a workplace.

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

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

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

Each school and district will need to determine the best way to verify work-based learning. Districts will identify and determine the experiences that meet the definition of work-based learning. Work-based learning activities will be collected through the CTE Student data-collection, which occurs each year from [mid-May through the end of June](#).

Developing Quality Work-Based Learning Experiences for Students

The [Work-Based Learning Rubric](#) was created during the 2020-2021 school year and ODE anticipates making annual revisions and developing additional tools to accompany this new resource.

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

Measuring Program Quality Work-Based Learning

Oregon adopted work-based learning as the Program Quality Indicator for Perkins V accountability. This metric is measuring the number of students who meet the work-based learning reporting threshold and obtain the outcome of high school graduation.

This metric is measuring the number of CTE concentrators who participated in work-based learning during high school and who graduated from high school during the reporting year. It is important to note the following:

- 1) Work-based learning experience can happen **over the course** of the entire high school career of a student.
- 2) Reporting is on CTE Concentrators who have taken **two or more credits** in a **single** CTE Program of Study.
- 3) Of those **two or more credits**, at least **one** credit must be in an intermediate or advanced level coursework.
- 4) The CTE Concentrator **must have** graduated high school with a diploma or modified diploma.

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

Perkins V Performance Target Levels for Work-Based Learning

Data collection and reporting has been part of CTE since 1998. Specific indicators have changed over time, but the importance of using data to inform decisions has been consistent. Both secondary and

postsecondary institutions routinely report student data as a required component of their CTE programs. ODE and HECC report that data for statewide accountability and planning. As part of the federal requirements, Oregon does not have the option to change the performance indicators, but may choose the targets. Since the publication of this guidebook, Oregon requested an adjustment to the original performance levels, due to COVID-19.⁵

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

Perkins V Work-Based Learning Types

Oregon's CTE State Plan has identified the following types as measurable work-based learning experiences for Perkins V. As work-based learning experiences are being designed, be familiar with each of these definitions:

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

Clinical | Internship | Practicum —

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

⁵ CTE Policy Guidebook version 9-1-2020. Section 15 - Perkins Data and Accountability. *Overview of Accountability Measures*. <https://www.oregon.gov/ode/learning-options/CTE/resources/Documents/CTE%20Policy%20Guidebook%209-1-20.docx>

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

Cooperative Work Experience (CWE) —

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

Pre-Apprenticeship* —

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

The program must have a documented partnership with at least one, if not more, registered apprenticeship committee(s) attesting that completers will meet the minimum entry requirements, gain consideration, and are prepared for success in the program as a preferred applicant.

School-Based Enterprise Experience —

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

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

Service Learning —

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

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

Workplace Simulation —

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

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

**Will be available starting Spring 2022. Until then, use workplace simulation as work-based learning Type Code.*

LEGAL REQUIREMENTS

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

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.

Reference for 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.⁶

Minors, their parents, instructors, and employers should know about the laws that protect children at work. They include hiring and working conditions that are specific to minors, and restrictions on the hours and types of work a minor can do. In addition, a [student learner](#)⁷ (a trainee or student not employed) has certain exemptions from Hazardous Occupation requirements and Child Labor Laws.

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

⁶ BOLI's Minor Workers webpage. <https://www.oregon.gov/boli/employers/pages/minor-workers.aspx>

⁷ BOLI's Student Learners webpage. <https://www.oregon.gov/boli/employers/Pages/student-learners.aspx#:~:text=A%20template%20for%20the%20student%20learner%20agreement>

RESOURCES

Glossary of Terms

Concentrator

A student who has earned a minimum of 2.0 credits in CTE courses, with at least 1.0 credit being designated by the school as intermediate or advanced level coursework.

Participant

A secondary student who has earned one half (.5) or more credits in any technical skill course part of an Oregon state-approved CTE Program of Study.

Clinical | Internship | Practicum

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

Cooperative Work Experience

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

Pre-Apprenticeship

An Oregon State Apprenticeship and Training Council (OSATC) approved program designed to prepare individuals from underrepresented or underserved backgrounds to enter and succeed in a Registered Apprenticeship program. Pre-Apprenticeship programs must have a documented partnership with at least one, if not more, registered apprenticeship committee(s) attesting that Pre-Apprenticeship completers will meet the minimum entry requirements, gain consideration, and are prepared for success in the program as a preferred applicant.⁸

School-Based Enterprise Experience

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

Service-Learning

Structured, sustained learning experiences in organized community service projects that meet actual community needs while also being linked to classroom learning outcomes and career related knowledge

⁸ OAR 839-011-0335: https://oregon.public.law/rules/oar_839-011-0335

and skills through a cycle of service and reflection. Students design service-learning projects collaboratively with community partners.

Workplace Simulation

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

Frequently Asked Questions

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

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

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

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

Q: Our high school is partnering with our local community college to establish work-based learning experiences and award credit. What considerations need to be made in awarding credit for work-based learning?

A: ODE limits the awarding of credit in high school CTE programs to licensed CTE teachers. As outlined below, the licensed CTE teacher would be the teacher of record for awarding credit:

- Any work-based learning experience that would count as a secondary CTE credit would have to meet the criteria of work-based learning. Specifically, it would need to be aligned with a specific CTE Program of Study and tied to the instruction in that CTE Program. There should be a clear,

tight alignment of the work-based learning experience to the CTE Program of Study. This would likely require the teacher of the program to work closely with the design of the experience.

- To award secondary CTE credit at the college level, an instructor at the college or a CTE certified high school teacher would need to be the teacher of record. The coordinator can line up, assess, set up, communicate, and run the work experience programs - but the credit must come from the instructor/teacher.
- The assessment of the work-based learning would need to be tied back to the expected learning and outcomes as designed in the CTE Program of Study. It should be specifically tied to the learning outcomes—not a general assessment.

A work-based learning experience that is not tightly tied to the CTE Program of Study could not award secondary CTE credit, but could offer elective credit.

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

A: Not at this time. Currently, work-based learning can be tracked by any method that a local district and/or school deems appropriate. Each school district is responsible for determining a tracking system that is suitable for them. Through discussion with a range of school districts, proprietary systems, Google products, and Excel are all being used for tracking. As a best practice for data collection, having a team responsible for the tracking, collection, and submission of data is the most successful method. Typically, this involves a school administrator, teacher, and the person responsible for the submission of data to ODE. Perhaps the most important component in this process is open communication between all involved to ultimately submit the most accurate, relevant, and timely information.

Q: Will last year's (SY 2020-2021) work-based learning count for this year? There has been a lot of work-based learning that happens in a normal year, but almost none this year.

A: ODE changed the metrics and is offering grace during this reporting period. Programs can reference the Perkins V Performance Target Levels for work-based learning on page 12 of this handbook.

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

A: In the first year, only 5% of students are needed to meet this target for the state. It is important to note that work-based learning is one of several Perkins V Performance Indicators that schools must report on. ODE does not look to remove funding from any programs but to support them in meeting the state's Perkins V performance target.

Q: What data needs to be collected?

A: At this time only the work-based learning type code.

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

A: No, the experience needs to be aligned with the curriculum and not a specific program. At this time, it is not a requirement that every CTE POS offer work-based learning.

Q: Does switching from one CTE Program of Study to another still count as a concentrator?

A: To be a concentrator, the learner has to be in a single CTE Program of Study. A student can bank the experience and it will count when they meet all the requirements at any point in their high school career.

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

A: Yes, they would be with the cohort for the year that they left high school.

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

A: Yes, and it must meet the four work-based learning criteria to make sure it's meeting the educational requirements for Perkins V.

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

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

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

Q: What about using Perkins V funds for transportation?

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

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

Q: What is the background check policy for volunteers?

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 visit [the ODE Volunteer Background Check web page](#) for more information. (<https://www.oregon.gov/ode/schools-and-districts/ptf/Pages/Volunteer-Background-Check.aspx>)

Helpful Links and Resources

State Resources

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

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

[Oregon Annual Employment Certificate Application](#)

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

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

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

[Oregon Apprenticeship](#)

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

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

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

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

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

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

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

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

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

[Oregon Employment and Labor Market Information](#)

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

[Oregon Chapter 653 - Minimum Wages; Employment Conditions; Minors](#)

Oregon's child labor statute and employment conditions

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

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

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

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

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

Link to Oregon statute for diploma requirements

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

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

[Student Learner Agreement](#)

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

Federal Resources

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

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

[Career Development Association](#)

Link to the website of the National Career Development Association

[Citizen and Immigration Services](#)

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

[Equal Employment Opportunity Commission](#)

Provides information pertaining to employment discrimination

[Hazardous Occupations](#)

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

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

Provides information about IDEA 2004 and its implementing regulations

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

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

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

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

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

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

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

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

[Workers Compensation Insurance](#)

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

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

Information from the United States Department of Labor pertaining to WIOA

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

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

[YouthRules!](#)

The youth worker site at the United States Department of Labor