

Alignment of Work-Based Learning Strategies with Perkins Requirements

This table offers practical examples of work-based learning (WBL) strategies focused on internships and apprenticeships that schools can implement using Perkins funding. While not comprehensive, it illustrates how specific activities align with key Perkins requirements and provides clear guidance on compliance. Designed for ease of use, the table supports schools in planning high-quality, equitable and accountable WBL experiences for students.

Strategy	Student Activity	Alignment with Perkins Requirements	Relevant Perkins Act Section	Compliance Details
Career Exploration to Placement Schools can use Perkins funding to support assessments that help students identify internships or apprenticeships aligned with their personality and career interests. Counselors can help students interpret results and explore related work-based learning opportunities.	Review your Personality assessment report and use the list of suggested careers to focus your work-based learning search. With support from your counselor, explore internship or apprenticeship opportunities that reflect your interests and career goals, and choose one to pursue.	Supports Programs of Study by helping students use self-assessment tools to explore and pursue work-based learning aligned with career pathways and labor market needs.	Sections 134(b)(2) – Comprehensive Local Needs Assessment and Programs of Study and 134(b)(3)(C) – Career Guidance and Academic Counseling	Requires schools to provide students with tools and supports to identify and pursue work-based learning experiences aligned with their career pathways. Counselors must offer career guidance and academic counseling to help students make informed choices that reflect local labor market demands.
Pathway-Aligned Work Experiences Schools can use Perkins funding to provide structured, career pathway-specific preparation that equips students with the technical and professional skills needed for success in internships or apprenticeships. This may include pre-internship workshops, industry-specific training sessions, or simulation activities that reflect real-world expectations in high-demand fields.	Before beginning your internship, participate in a school-organized workshop focused on your career pathway. For example, if you’re entering a health sciences internship, attend a session on patient confidentiality, infection control and medical terminology. Document how this preparation helped you perform in your internship tasks.	Supports Programs of Study by delivering hands-on preparation that is directly aligned with students’ career pathways and local labor market needs.	Section 134(b)(2) – Comprehensive Local Needs Assessment and Programs of Study	Schools must ensure that work-based learning opportunities reflect the knowledge and skills required in students’ chosen career pathways. Preparatory activities should be aligned with labor market demands and documented as part of a broader strategy to improve student readiness and program outcomes.

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Real-World Application Schools can use Perkins funding to establish project-based learning components within internships or apprenticeships, where students complete real-world projects that mirror industry tasks.	During your internship, complete a real-world project related to your area of study. For instance, in a business internship, analyze a company’s marketing strategy and propose improvements. Document your work and present your findings to your supervisor.	Meets Quality and Rigor standards by ensuring students apply theoretical knowledge in practical settings.	Section 134(b)(6) – Work-Based Learning Opportunities	Requires schools to offer high-quality work-based learning experiences that allow students to apply academic and technical skills in real-world settings. These experiences must reflect industry expectations and be integrated with the student’s Program of Study.
Tailored Mentorship Schools can use Perkins funding to build structured mentorship programs that pair students with industry professionals during internships or apprenticeships. Mentors provide career guidance, industry insights and personal support throughout the work-based learning experience. Perkins funds may also be used to offer training for mentors and coordinate mentor-mentee meetings to ensure meaningful engagement.	Meet biweekly with your assigned mentor during your internship. Use each session to ask about industry trends, career advice and skills for success. Keep a reflection journal to summarize key takeaways and set personal goals based on your mentor’s guidance.	Supports Employer Partnerships by fostering meaningful relationships between students and industry professionals who provide career development support.	Section 134(b)(3)(D) – Employer Engagement and Work-Based Learning	Schools must establish and maintain partnerships with employers to offer mentorships as part of work-based learning. Mentors should be industry professionals capable of offering career guidance. Programs should document the frequency and outcomes of mentorship activities and provide support to mentors as needed.
Equitable Opportunities Schools can use Perkins funding to partner with local employers, postsecondary institutions, and workforce development programs, ensuring equitable access to internships. Funds may support efforts like shared transportation or career readiness programs that prepare all students for internships in key industries.	Participate in a career readiness workshop organized by your school and a local workforce development agency to build skills like resume writing and interview techniques. After the workshop, apply to internships through these coordinated programs and track your progress.	Supports Equity and Access by providing diverse, relevant work-based learning experiences that ensure all students have equal access to career pathways.	Sections 134(b)(5) – Equity and Access for Special Populations and 134(b)(9) – Coordination with Education and Workforce Partners	Schools must coordinate with employers and postsecondary partners to ensure equitable access to work-based learning, especially for special populations. Perkins funds may support services like transportation, training, or accommodations that help eliminate barriers. Programs must track participation and ensure diverse student representation in internships aligned with labor market needs.

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Individualized Learning and Goal Planning Schools can use Perkins funding to support individualized plans that align internships or apprenticeships with each student’s career goals and Program of Study. Developed with input from counselors and supervisors, these plans include measurable objectives and regular progress reviews. Funds may also support the counseling and coordination needed to implement them.	At the beginning of your internship or apprenticeship, collaborate with your school counselor and internship supervisor to create a personalized learning and goal plan. Identify two or three specific, measurable objectives tied to your career interests and Program of Study, such as mastering a technical skill, completing a major project or improving workplace competencies. Review and update your plan regularly to track your progress and adjust goals as needed.	Strengthens Programs of Study and Accountability by ensuring students have tailored objectives aligned to career pathways, with progress tracked through individualized planning.	Sections 134(b)(2) – Programs of Study and 113(b)(2) – Accountability and Performance Indicators	Requires schools to provide structured planning that aligns student goals with CTE pathways. Progress must be monitored and reported using state performance indicators, demonstrating effectiveness of individualized support and career readiness alignment.
Ongoing Performance Monitoring and Improvement Schools can use Perkins funding to support structured systems for monitoring student performance during internships or apprenticeships. These systems may include regular check-ins, feedback sessions, and reflection activities that help students improve their skills and stay on track with learning goals. Funding can also support coordination between school staff and employers to document progress and ensure continuous improvement.	During your internship, schedule regular check-ins with your supervisor, ideally every one to two weeks. Request feedback on your performance and reflect on your strengths and areas for growth. Use this input to update your learning goals or action plan. Track your progress in a journal or portfolio and adjust your strategies as needed.	Promotes Continuous Improvement and Accountability by supporting regular feedback, reflection, and progress tracking aligned with career and technical learning goals.	Sections 134(b)(5) – Continuous Improvement Strategies and 135(c)(19) – Accountability and Use of Funds	Schools must implement regular progress monitoring and feedback systems that involve students, educators and employers. These systems should inform instructional improvement and ensure Perkins funds are used effectively. Documentation must demonstrate how feedback and check-ins contribute to student success and program quality.

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Work-Based Learning Portfolio Schools can use Perkins funding to implement digital tools and resources, such as online portfolio platforms, where students can document their work-based learning experiences. These platforms could be used to track student progress and provide data for Perkins reporting.	Use your portfolio to track your projects, tasks, and skills learned during your internship. For example, if you're in a marketing apprenticeship, include the campaigns you worked on and the skills you developed in content creation or data analysis.	Facilitates Data Reporting and Accountability by documenting student progress, skills and outcomes in a structured portfolio.	Section 113(b)(3)–(4) – Data Reporting and Accountability	While not required, digital portfolios are a recommended best practice for documenting student progress and outcomes related to work-based learning. They can support state reporting requirements under Section 113 by aligning with performance indicators and improving data quality at the local level.
Support for Special Populations Schools can use Perkins funding to provide accommodations, resources, and support services for special populations, ensuring equitable access to internships. This may include funding for assistive technology, tutoring, or specialized training to help students succeed in work-based learning.	Schedule a meeting with your school counselor to discuss any accommodations or support services you may need during your internship, such as assistive technology or language support. Create a plan to ensure you can access these supports and review it with your internship supervisor.	Meets Equity and Access requirements by ensuring students from special populations, including those with disabilities or from disadvantaged backgrounds, can participate in internships and apprenticeships.	Section 134(b)(6) – Equity and Access for Special Populations	Requires schools to provide accommodations, financial support or resources to help special populations access work-based learning. Schools must track participation and success rates to ensure equal access to internships and apprenticeships for all students.
Industry-Aligned Internships Schools can use Perkins funding to build partnerships with employers in high-skill, high-wage, or in-demand industries. Funds can also support internship fairs or industry-specific career days where students meet potential employers offering relevant internships.	Work with your school's career counselor to identify key industries in your area that are experiencing growth or high demand, such as healthcare, IT, or manufacturing. Research job trends in these industries and apply for internships that align with these needs. After your internship, meet with your counselor to discuss how the skills you gained match the demands of the local job market.	Ensures internships and apprenticeships are Aligned with State and Local Plans , focusing on high-skill, high-wage or in-demand industries to prepare students for relevant career pathways.	Section 134(b)(1) – Alignment to State and Local Plans	Requires schools to partner with local employers and workforce development agencies to ensure that internships and apprenticeships match state and local labor market needs. Schools must document the alignment and track student placement in these industries.

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Skill Enhancement Workshops Schools can utilize Perkins funds to provide professional development for educators and internship supervisors, ensuring they are well-equipped to support students in work-based learning environments. This could include training on mentorship, feedback, and career guidance, for example.	<i>Not applicable</i>	Supports Professional Development by helping educators strengthen skills to deliver high-quality, industry-aligned instruction.	Section 134(b)(8) – Professional Development	Requires schools to offer regular professional development for teachers, counselors and work-based learning coordinators. These activities must support instructional quality, align with industry standards, and address student support needs in real-world settings.



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