

New Mexico Work-Based Learning Glossary

TERM	DEFINITION
Apprenticeship/Registered Apprenticeship Program (RAP)	A structured career training experience sponsored by an employer (or other entity) that provides a combination of on-the-job training and formal related technical classroom instruction to provide workers with a skills-based education to prepare them for well-paying jobs and to assist employers with recruiting, developing, and retaining a highly skilled workforce. Apprenticeship programs are recognized in New Mexico if they are registered and approved by the state as Registered Apprenticeship Programs, based on having met specific federal and state standards.
Career Exploration	A process throughout all stages of a student's education and career journey in which they research, learn about, and evaluate careers to find a path that aligns with skills, interests, values, and goals.
Career Ready Practices	A framework of professional and employability skills that provide a blueprint for learners to build the critical-thinking, collaboration, and technical abilities needed to succeed in any modern workplace. Also referred to as soft skills and/or 21st-century skills.
Career and Technical Education (CTE)	Organized educational activities that: offer a sequence of courses that provide individuals with academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; include competency-based, work-based, or other applied learning; are coordinated between secondary and postsecondary education programming, and may include career exploration as early as the middle grades.
Cooperative Education	A specific, formal type of WBL in which higher education students alternate or combine classroom studies with sustained interactions with industry professionals through paid, on-the-job training directly related to their career pathway.
CTE Completer	A student served by an eligible recipient at the secondary level who is a CTE concentrator and has completed a level 3 course in an approved CTE program of study.

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CTE Concentrator	A secondary student served by an eligible recipient who has completed at least 2 courses, level 1 and 2, in a single career and technical education program of study. or A post-secondary student served by an eligible recipient who has earned at least 12 credits within a career and technical education program/program of study or a short-term program of less than 12 credit hours that provides technical skill proficiency resulting in a recognized postsecondary credential.
CTE Program of Study	A coordinated, non duplicative sequence of academic and technical content at the secondary and postsecondary level that (A) incorporates challenging state academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the state, region, tribal community, or local area; (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.
Every Student Succeeds Act (ESSA)	The reauthorized version of the Elementary and Secondary Education Act, signed into law in 2015. ESSA's purpose is to "provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps."65 ESSA provides authority to states and school systems to develop and adopt innovative approaches to accountability for school performance.
Internship	A highly structured, time-bound career training experience in which students are placed at a worksite to observe and participate in the work of the entity offering the internship, providing them with meaningful, guided hands-on learning, mentorship, and information about the worksite and job duties that educates them about workplace requirements and professional norms, and is aligned to their field of study or career interests. An internship should be paid and/or credit-bearing and integrate classroom knowledge and defined learning objectives with practical work. The experience must provide educational value to the student and may not be used primarily to advance the operations of the employer or replace the work routinely performed by regular employees.
Interviews	A formal conversation between industry professionals and a job applicant wherein the industry professional asks questions to determine an applicant's aptitude and interpersonal strengths in order to make a hiring decision.

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Job Shadowing	A structured career exploration activity in which students are paired with an industry professional to observe daily work activities, interact with colleagues, clients, or customers, and attend meetings and other routine work appointments.
Next Step Plan (NSP)	A personalized written plan, updated annually, that informs students of their secondary and post-secondary opportunities, identifies their interests, and establishes a pathway that will help them achieve their career goals.
On-the-Job Training (OJT)	A paid, structured training opportunity, provided through a contract with an employer, that provides the individual with the knowledge and skills to be competent in the job for which they were hired.
P-20 Education	A comprehensive educational system that spans from preschool through postsecondary education and into career preparation, aiming to create seamless learning pathways and workforce readiness.
Pre-Apprenticeship Program	A structured career training program administered by state government agencies, nonprofit organizations, schools, or other entities that provides students and other individuals with pathways into marketable occupations, ideally through Registered Apprenticeships, or through employment or an enhanced skill set. Pre-apprenticeships offer opportunities for on-the-job training, and typically include related instruction. In New Mexico, the Department of Workforce Solutions administers the state's Pre-apprenticeship Opportunity Program (POP) and pays wages directly to participants.
School-Based Enterprise	A simulated or actual business or industry conducted by a school (e.g., school store, restaurant).

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Strengthening Career & Technical Education for the 21st Century Act (Perkins V)	The reauthorized version of the Carl D. Perkins Career and Technical Education Act of 2006, signed into law in 2018. Perkins V's purpose is to "develop more fully the academic knowledge and technical employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study." Perkins V aims to: support the development of high standards to prepare students for occupations; integrate academic and career and technical education; increase state flexibility to design and implement programming; conduct and disseminate research on best practices; provide technical assistance; support partnerships among institutions; provide individuals with education and training opportunities across their lifetimes; and increase employment opportunities for unemployed and underemployed populations.
Teacher Externship	An immersive professional development opportunity where educators spend time in a workplace outside of education to gain insights into industry trends, real-world skill requirements, and expectations to enrich curriculum and forge lasting relationships with businesses and employers.
Work-Based Learning (WBL)	Activities that develop workplace skills, such as tours, job shadowing, work experience rotations, mentoring, entrepreneurship, service learning, internships, co-ops, or pre-apprenticeships, aligned with a registered apprenticeship program under the New Mexico Department of Workforce Solutions. High-quality work-based learning experiences are intentionally designed with clear learning objectives, meaningful workplace activities, and opportunities for skill development that complement and reinforce classroom instruction. WBL experiences must provide educational value to the student and may not be used primarily to advance the operations of the employer or replace the work routinely performed by regular employees.
Work-Based Learning Continuum	A progression of activities designed to engage students across the K-12 spectrum in age-appropriate, work-related activities. Students in younger grades engage in activities such as career fairs, guest speakers, or field trips to learn about work, while secondary students engage in internships, apprenticeships, and other activities with a worksite component.
Workforce Innovation and Opportunity Act (WIOA)	A federal law enacted in 2014. It is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. WIOA's provisions include training for adult and dislocated workers, Job Corps, adult education and literacy, vocational rehabilitation services, youth programs, and support for individuals with disabilities.

