

# WORK-BASED LEARNING SERIES

## WORK-BASED LEARNING 101

SESSION ONE

OCTOBER 24, 2022





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OHIO DEPARTMENT OF EDUCATION





# OHIO TECH PREP CHIEF ADMINISTRATORS



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NORTHWEST Ohio Regional Tech Prep  
Chief Administrator



**NAIMA LUSANE**  
NORTHEAST Ohio Regional Tech Prep  
Chief Administrator



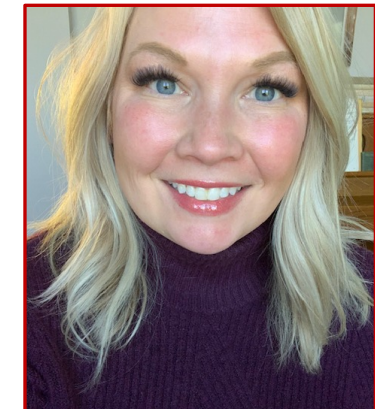
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**RITA GRAF**  
SOUTHWEST Ohio Regional Tech Prep  
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# OHIO TECH PREP REGIONS

**NORTHWEST –  
DR. KATHY SIEBENALER WILSON**

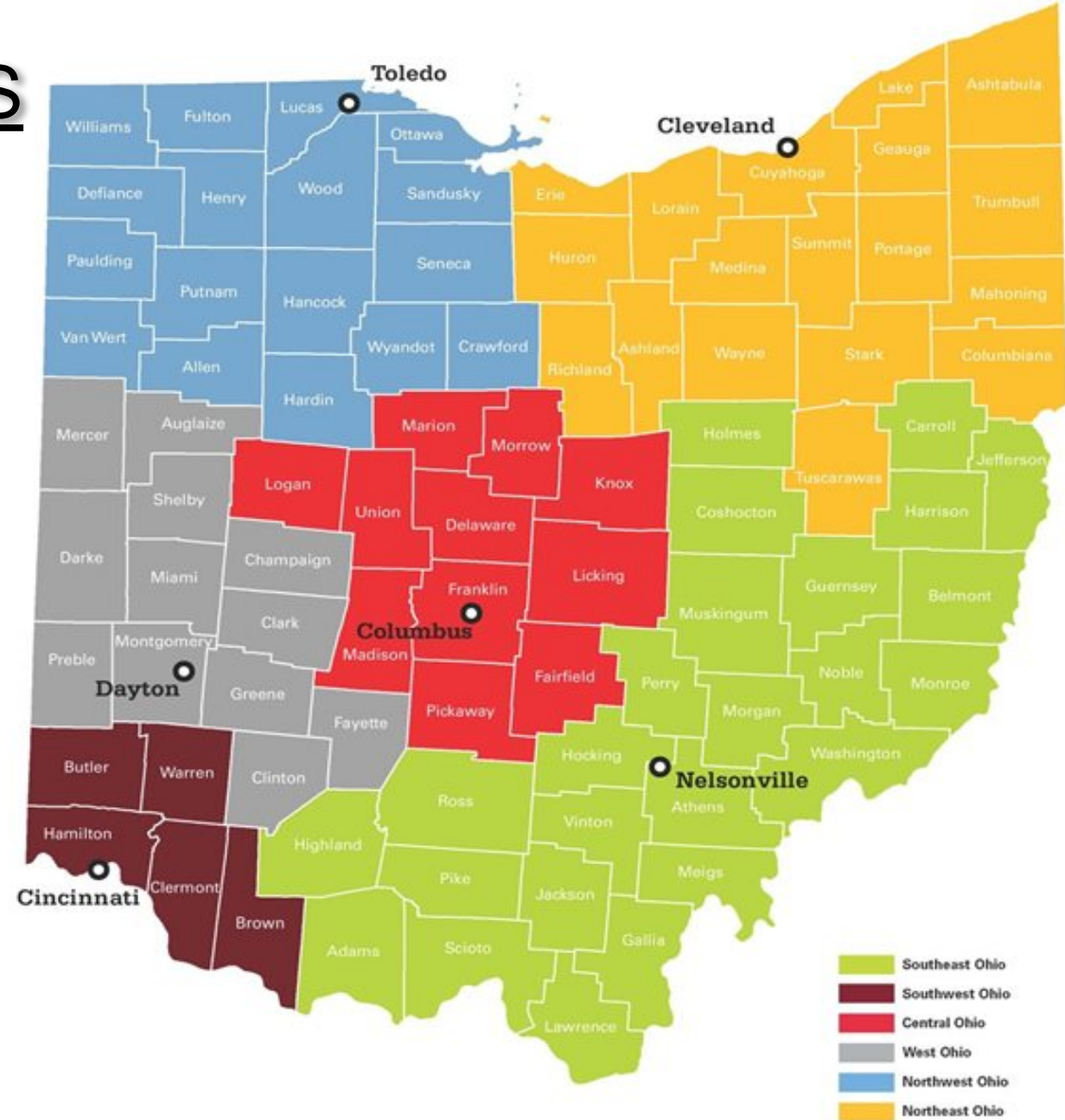
**NORTHEAST – NAIMA LUSANE**

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**SOUTHEAST – KATIE GOOD**





## TECH PREP GOALS:

- Build and foster relationships between education, business and community partners in the region.
- Assist education partners in the region in developing high-quality career technical education pathways and programs of study.
- ***Provide technical assistance and professional development opportunities to education partners on the implementation of high-quality work-based learning experiences.***

# TODAY'S DISCUSSION

Why Work-Based Learning?

Definitions & Requirements

Types of Work-Based Learning

Work-Based Learning Guiding Principles

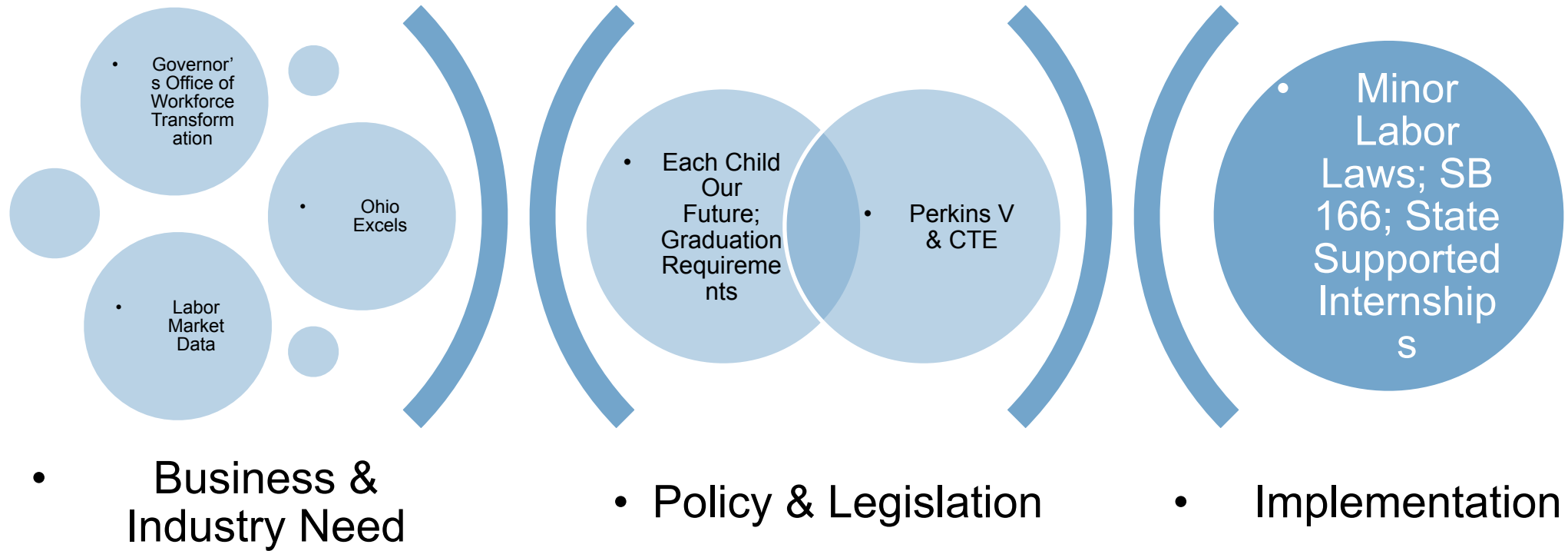




# WHY WORK-BASED LEARNING?



# WHY WORK-BASED LEARNING?





# OHIO GRADUATION REQUIREMENTS

## **First**, cover the basics

You must earn a minimum total of 20 credits in specified subjects and take your required tests. Then, decide how you will round out your diploma requirements.

English language arts	4 credits
Health	½ credit
Mathematics	4 credits
Physical education	½ credit
Science	3 credits
Social studies	3 credits
Electives	5 credits

## **Other Requirements**

You also must receive instruction in economics and financial literacy and complete at least two semesters of fine arts. Your district may require more than 20 credits to graduate.

Students can earn credit by participating in Work-Based Learning.

# OHIO GRADUATION REQUIREMENTS

## Second, show competency

Earn a passing score on Ohio's high school Algebra I and English II tests. Students who do not pass the test will be offered additional support and must retake the test at least once.

**Is testing not your strength?** After you have taken your tests, there are three additional ways to show competency!

### Option 1.

#### Demonstrate Two Career-Focused Activities:

##### Foundational

Proficient scores on WebXams  
A 12-point industry credential  
A pre-apprenticeship or acceptance into an approved apprenticeship program

##### Supporting

Work-based learning  
Earn the required score on WorkKeys Earn the OhioMeansJobs Readiness Seal

### Option 2.

#### Enlist in the Military

Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation.

### Option 3.

#### Complete College Coursework

Earn credit for one college-level math and/or college-level English course through Ohio's free College Credit Plus program.

Students can show competency through Work-Based Learning.



# OHIO GRADUATION REQUIREMENTS

## **Third, show readiness**

Earn two of the following diploma seals, choosing those that line up with your goals and interests. These seals give you the chance to demonstrate academic, technical and professional skills and knowledge that align to your passions, interests and planned next steps after high school.

### **At least one of the two must be Ohio-designed:**

- OhioMeansJobs Readiness Seal (Ohio)
- Industry-Recognized Credential Seal (Ohio)
- College-Ready Seal (Ohio)
- Military Enlistment Seal (Ohio)
- Citizenship Seal (Ohio)
- Science Seal (Ohio)
- Honors Diploma Seal (Ohio)
- Seal of Biliteracy (Ohio)
- Technology Seal (Ohio)
- Community Service Seal (Local)
- Fine and Performing Arts Seal (Local)
- Student Engagement Seal (Local)

**Students can demonstrate readiness through Work-Based Learning.**

# WORK-BASED LEARNING & CAREER-TECH

- **Perkins V**
  - Definition
  - Performance Indicator



- **Ohio Law**
  - Grad Requirements
  - CTPD Report Card
  - HB 82 – Prepared for Success

- **CTE**
  - Sustained interactions with industry & community professionals
  - Aligned to curriculum and instruction – i.e., program of study
  - Working towards 250+ hours across grades 9-12

***There is a broad range of flexibility in the design of work-based learning experiences. (i.e., type, scheduling, placement, etc.)***

*What is your motivation for creating high-quality work-based learning experiences?*







# DEFINITIONS & REQUIREMENTS





# WORK-BASED LEARNING DEFINITION

*Aligned to Graduation Requirements for the Class of 2023 and Beyond:*

*Supporting Demonstration of Competency in Career Experience & Technical Skill*

Beginning as early as grade 9, students should accumulate 250 hours of work-based learning aligned to their program of study, or their student success or graduation plans, with evidence of positive evaluation.

# WORK-BASED LEARNING DEFINITION

*FROM PERKINS V...*

Work-based learning is defined as “***sustained interactions*** with industry or community professionals in real workplace settings, ***to the extent practicable***, or simulated environments at an educational institution that fosters ***in-depth, firsthand engagement*** with the tasks required in a given career field, that are ***aligned to curriculum and instruction.***”



[Work-Based Learning Overview](#)



# Work-Based Learning Overview



## Ohio **Work-Based** Learning Pathway Options

Federal law defines work-based learning as "sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction."

Beginning as early as grade 9, students should accumulate 250 hours of work-based learning aligned to their programs of study or their student success or graduation plans, with evidence of positive evaluations. Students may accumulate hours across multiple types of work-based learning experiences.



### WORK-BASED LEARNING GUIDING PRINCIPLES

**1. Work-based learning experiences must occur at a work site.**

A work site also can exist virtually or within the school facilities. Work-based learning hours should never occur during instructional time and should otherwise not overlap or interfere with teacher-led activities. All work sites should include regular interaction with community members as is commiserate with the typical experience of that industry.

**2. Work-based learning experiences must be co-supervised by an instructor or other educational representative and an employer or business mentor.**

Co-supervision can occur in groups, through the use of technology or through any other appropriate measures, especially those that allow for supervision of multiple student experiences to be as efficient as possible. However, frequent in-person instructional visits can be valuable too; the student, instructor or educational representative, and employer or business mentor should work together to design a supervision schedule that meets educational needs. To accommodate this individualized year-round instruction, the educational

supervisor should have appropriately scheduled coordination time and may be provided extended contract days to facilitate supervision during summer months.

**3. A learning agreement built on professional, academic and technical competencies aligned to the student's program of study, student success or graduation plans must be in place.**

Learning agreements should be developed in partnership with all relevant stakeholders, including, but not limited to, the student, parent and/or caregiver, employer or business mentor and instructor or other educational representative. The student should be the primary leader and decision-maker of the experience. Learning agreements and other documentation of the work-based learning experience (including financial records, evidence of planning, student reflections and supervisor evaluations) can and should be considered as a source of data for demonstrating student growth. They also could be used as a component of industry certification programs, a graded component of career-technical education coursework or an opportunity for receiving technical credit through the local credit flexibility policy.



**Ohio College Tech Prep**  
Building Quality Career Pathways



# TYPES OF WORK-BASED LEARNING



**Job Site Placement  
and Internship**



**Apprenticeship and  
Pre-Apprenticeship**



**Remote or Virtual  
Placement**



**Entrepreneurship**



**School-based  
Enterprise**



**Simulated Work  
Environment**

# INTERNSHIP & OFF-SITE PLACEMENT



## Off-Site Placement or Internship

In an off-site placement or internship experience, the student is a paid employee or non-paid intern for a business or community partner. The student performs tasks and demonstrates skills necessary for the operation of the business or organization, as determined by the employer with additional guidance from the instructor or educational supervisor. In this type of work-based learning experience, work occurs off-site and can take place during school hours or when school is not in session.

***Work-based learning experiences must occur at work-based learning sites.***

- Student would work at the physical location of the employer, during, before and/or after school.
- Student would interact with clients/customers as is commiserate with the work environment.

***Work-based learning experiences should be co-supervised and co-evaluated.***

- Student is an employee/intern of the business and should have a designated employer/supervisor.
- Educator can supervise and evaluate:
  - In a large group, small group or individual setting
  - As frequently as meets educational needs

# INTERNSHIP & OFF-SITE PLACEMENT

*A learning agreement aligned to the program of study or their student success or graduation plans, must be in place.*

- Student will identify work tasks from employer. Student will work with educator to align work tasks to learning standards.

Learning Standard	Work-Based Demonstration	Evidence of Demonstration
<b>BUS 5.9.11</b> Employ publicity to inform audiences of business activities, to create goodwill and to establish or reinforce brand (e.g., press releases, public-service announcements, press kits).	Draft press release for upcoming change in organization leadership.	Completed Press Release; Employer Evaluation



# APPRENTICESHIP & PRE-APPRENTICESHIP



## Apprenticeship/ Pre-Apprenticeship

Pre-apprenticeships offer students an opportunity to participate in work-based learning experiences in designated occupations or industry sectors in preparation for formal registered apprenticeship training programs. Pre-apprenticeships follow recognition procedures as outlined by [ApprenticeOhio](#), Ohio's State Apprenticeship Council. Apprenticeships have similar but distinct registration requirements through ApprenticeOhio to teach a skilled occupation pursuant to a registered apprenticeship agreement. Apprentices must be at least 16 years old, except when a higher minimum age standard is fixed by law.

***Work-based learning experiences must occur at work-based learning sites.***

- Student would work at a work site as determined by the recognized operating plan.
- Student would interact with clients/customers as is commiserate with the work environment.

***Work-based learning experiences should be co-supervised and co-evaluated.***

- Student is an apprentice/pre-apprentice of the business and should have a designated business supervisor.
- Educator can supervise and evaluate:
  - In a large group, small group or individual setting
  - As frequently as meets educational needs

# APPRENTICESHIP & PRE-APPRENTICESHIP

***A learning agreement aligned to the program of study or their student success or graduation plans, must be in place.***

- Work tasks will be aligned to learning standards as part of the execution of the operating plan. The student, employer/business mentor and educator will contribute.

Learning Standard	Work-Based Demonstration	Evidence of Demonstration
<b>CON 4.2.3</b> Analyze wiring schematics and diagrams to troubleshoot circuits.	Review wiring schematic and adjust.	Employer Evaluation; Student Record on Timesheet

# REMOTE OR VIRTUAL PLACEMENT



## Remote or Virtual Placement

In a virtual or remote placement experience, the student is a paid employee or non-paid intern for a business or community partner, but work-based learning most often takes place outside of the physical location of the employer. The student performs tasks and demonstrates skills necessary for the operation of the business or organization, as determined by the employer with additional guidance from the instructor or educational supervisor. Work can be completed during school hours or when school is not in session.

***Work-based learning experiences must occur at work-based learning sites.***

- Student could work:
  - In school facilities during or after school hours\*\*
  - From home before/after school & weekends
- Student would interact with client/customer virtually (Zoom, e-mail, etc.)

***Work-based learning experiences should be co-supervised and co-evaluated.***

- Student is an employee/intern of the business and should have a designated employer/supervisor.
- Supervision/evaluation could occur virtually (scheduled 1:1s, e-mail, etc.) with both Employer and Educator supervisors.



# REMOTE OR VIRTUAL PLACEMENT

***A learning agreement aligned to the program of study or their student success or graduation plans, must be in place.***

- Student will identify work tasks from employer. Student will work with educator to align work tasks to learning standards.

Learning Standard	Work-Based Demonstration	Evidence of Demonstration
<b>A&amp;C 4.7.5.</b> Correct color, condense and enhance a video production.	Edit video file for website.	Completed Video/Webpage; Student Journal

# ENTREPRENEURSHIP



## Entrepreneurship

In an entrepreneurship experience, the student operates his or her own business or service, including oversight of all operational and risk-management decisions. The student performs tasks and demonstrates skills necessary for the operation of the business, as determined in a business plan with input and guidance from the instructor or educational supervisor, as well as an external business mentor. Facilities, resources and equipment can be provided by the school or an outside source, if necessary. Work can be completed during school hours or when school is not in session. Planning completed prior to the operation of the business would not qualify as work-based learning experience.

***Work-based learning experiences must occur at work-based learning sites.***

- Student could work:
  - In school facilities during or after school hours\*\*
  - From home before/after school & weekends
  - In another location or work site
- Student would interact with clients/customers directly.

***Work-based learning experiences should be co-supervised and co-evaluated.***

- Both the educator and the business mentor will supervise and evaluate work as it is completed independently by the student.

# ENTREPRENEURSHIP

***A learning agreement aligned to the program of study or their student success or graduation plans, must be in place.***

- Student will identify work tasks with Educator input. Business mentor will also review and advise on work tasks.

Learning Standard	Work-Based Demonstration	Evidence of Demonstration
<b>AG 8.4.14.</b> Control plant growth through mechanical and chemical means.	Prepare fern plants for sale in greenhouse.	Student Record on Timesheet; Inventory Records; Student Artifact

# SCHOOL-BASED ENTERPRISE



## School-based Enterprise

In a school-based enterprise, students work cooperatively to operate a business or service, with facilities, resources and equipment most often provided by the school. The students perform tasks and demonstrate skills necessary for the operation of the business, as determined in a business plan with input and guidance from the instructor or educational supervisor, as well as an external business mentor. The experience can be structured as a partnership or cooperative with an outside entity; when this is the case, a partnership agreement should define roles, responsibilities and profit distribution between participants. In this type of work-based learning experience, work often will be completed during school hours.

***Work-based learning experiences must occur at work-based learning sites.***

- Student will likely work in the school facilities, during or after school.
- Student will interact with clients/customers through services provided.

***Work-based learning experiences should be co-supervised and co-evaluated.***

- Educator will likely be primary or day-to-day supervisor.
- Business mentor can supervise and evaluate:
  - In a large group, small group or individual settings
  - As frequently as meets educational needs (\*\*sustained interaction)
  - Evaluations should be documented for each student



# SCHOOL-BASED ENTERPRISE

***A learning agreement aligned to the program of study or their student success or graduation plans, must be in place.***

- Student will identify work tasks (may identify as group or team) with Educator input. Business mentor will also review and advise on work tasks.

Learning Standard	Work-Based Demonstration	Evidence of Demonstration
<b>H&amp;T 3.3.10.</b> Mark, label, store and dispose of food and food by-products.	Follow procedure for proper labeling, storage and rotation of food products in production kitchen for bakery.	Student Record on Timesheet; Monthly Evaluation

# SIMULATED WORK ENVIRONMENT



## Simulated Work Environment

In a simulated work experience, the student works cooperatively with a business mentor to perform work in a simulated environment. The student performs tasks and demonstrates skills necessary for success in a particular industry, as determined by the business mentor with input and additional guidance from the instructor or educational supervisor. Facilities, resources and equipment can be provided by the school or an outside source, if necessary. The student should have the opportunity to practice interaction with customers or community members as is commensurate with the typical experience of the industry. Work can be completed during school hours or when school is not in session.

***Work-based learning experiences must occur at work-based learning sites.***

- Will largely depend on design of experience
- Student could work:
  - In school facilities during or after school hours
  - From home before/after school & weekends
- Automotive Tech: Student works in the lab setting, interacts with customers who bring cars in for repair.

***Work-based learning experiences should be co-supervised and co-evaluated.***

- Educator will likely be primary or day-to-day supervisor.
- Business mentor can supervise and evaluate:
  - In a large group, small group or individual settings
  - As frequently as meets educational needs (\*\*sustained interaction)
  - Evaluations should be documented for each student

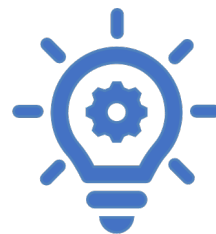
# SIMULATED WORK ENVIRONMENT

***A learning agreement aligned to the program of study or their student success or graduation plans, must be in place.***

- Student should work with Business Mentor & Educator to identify typical tasks of the work experience. Student will work with educator to align tasks to learning standards.

Learning Standard	Work-Based Demonstration	Evidence of Demonstration
<b>AT 2.4.2.</b> Inspect fluid levels and fluid conditions on all mechanical systems.	Check all fluid levels & conditions for customer vehicle and replace as needed.	Student Record for Customer; Monthly Evaluation

*Which types of work-based learning am I interested in exploring?*





# WORK-BASED LEARNING GUIDING PRINCIPLES

**Work-based learning experiences must occur at work-based learning sites.**

- A work-based learning site also can exist virtually or within the school facilities.
- All work-based learning sites should include regular interaction with clients/customers/community members as is commiserate with the typical experience of that industry.

# WORK-BASED LEARNING GUIDING PRINCIPLES

**Work-based learning experiences should be co-supervised and co-evaluated by an instructor or other educational representative and an employer or business mentor.**

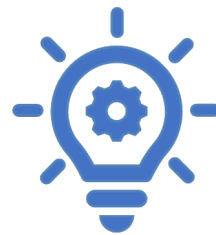
- Supervisors are not required to visit job sites every day.
  - Co-supervision can occur in groups, virtually, etc.
- Work-based learning supervision often requires additional time outside of the classroom/laboratory component of the program and may occur on a year-round basis.

# WORK-BASED LEARNING GUIDING PRINCIPLES

**A Learning Agreement built on professional, academic and technical competencies aligned to the student's program of study must be in place.**

- Learning agreements should be developed in partnership with all relevant stakeholders.
- Learning agreements and other documentation of the work-based learning experience can and should be considered as sources of data for demonstrating student growth.

*What types of work-based learning opportunities might already exist within your community?*





# KEY TAKEAWAYS

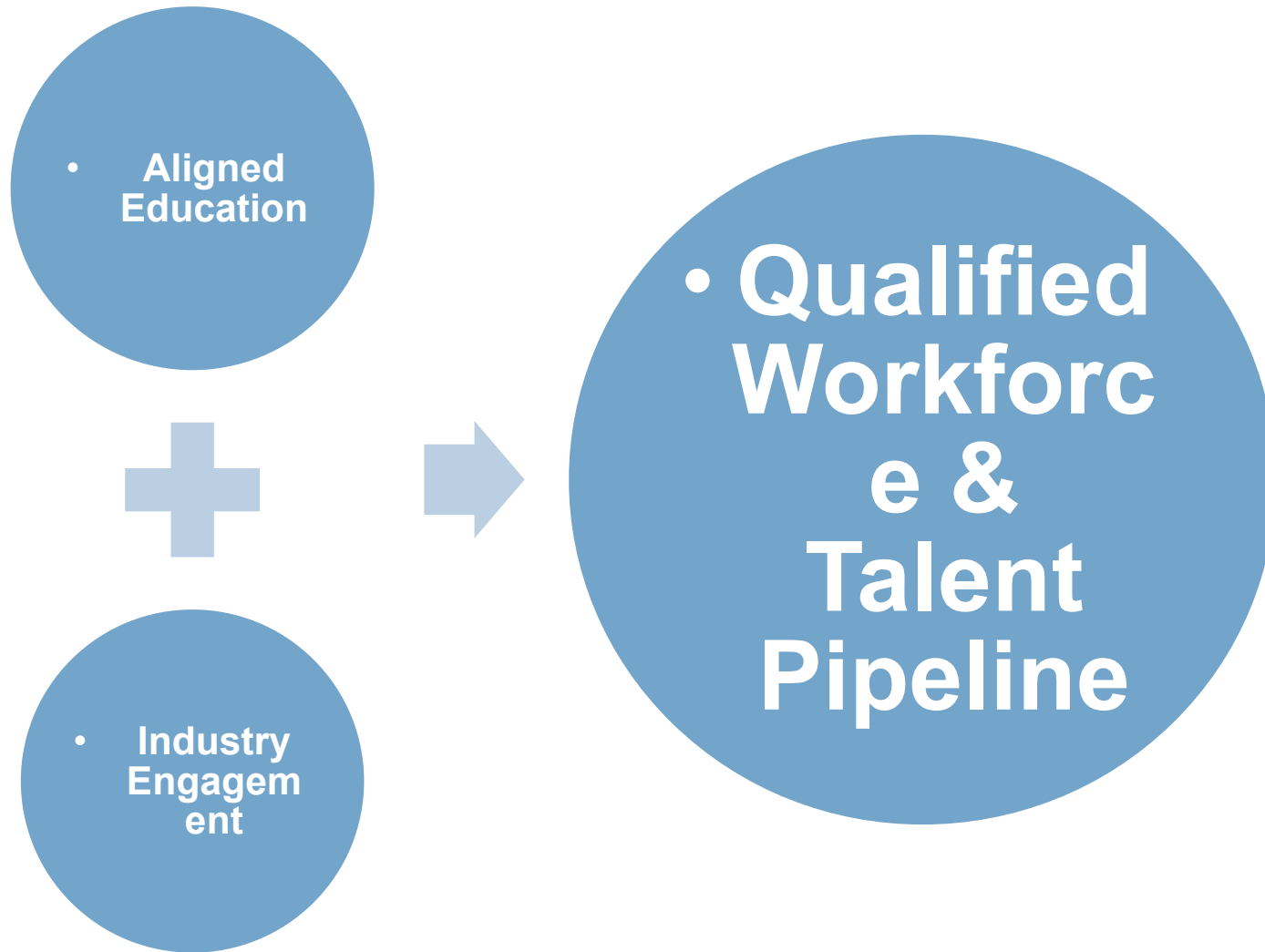
Student needs and outcomes should be the primary driver of the experience.

The design of the experience is flexible but should focus on quality and continuous improvement

Work-based learning is distinct from work experience and career exploration activities.

Work-based learning is a priority program element of career-technical education in Ohio.

# WHY WORK-BASED LEARNING?



*“The educational models for the past 40 years have operated with Business as an advisor. In this role, they could only inform learning experiences, with engagement being at the end of the student’s educational journey—hiring based on the level of educational attainment.*

*Industries and businesses need to shift their focus to engaging in the educational system as a **solution partner**. The time is now to invest in the supply side of this equation—  
**WBL provides the most effective way to close the skills gap.”***

**QUESTIONS?**



# Work-Based Learning Resources

- Brenna Bartlett will talk about WBL Resources and the WBL Office Hours

# WORK-BASED LEARNING WEBINAR SERIES: A LEARNING SERIES FOR EDUCATORS & NEW WBL COORDINATORS

## WHAT'S NEXT?

NOV  
**14**

Make it Count - How and What of WBL

- Accountability & Reporting
- Learning Agreements & Outcomes
- Business Partner Incentives
- Planning & Considerations
- Graduation Requirements Connection



DEC  
**12**

Work-Based Learning Best Practice Sharing

- Learn from other practitioners across the state
- Gather ideas to implement immediately



## REGISTER NOW!

ALL SESSIONS WILL BE HELD VIRTUALLY FROM  
**3:00 P.M. - 4:00 P.M.**



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 Ohio College Tech Prep  
Building Quality Career Pathways

Ohio

Department  
of Education



# THANK YOU FOR JOINING US!

Please take a moment to fill out our brief survey

Feedback Survey Link: <https://www.surveymonkey.com/r/GMSS2KD>



For further information about Ohio College Tech Prep:

Ohio College Tech Prep Regional Centers

<https://education.ohio.gov/Topics/Career-Tech/College-Tech-Prep>

