

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.



**Job Site Placement
and Internship**



**Apprenticeship and
Pre-Apprenticeship**



**Remote or Virtual
Placement**



Entrepreneurship



**School-based
Enterprise**



**Simulated Work
Environment**

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 Work-Based Learning Descriptions



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.



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.



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.



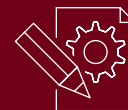
Entrepreneurship

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.



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.



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 commiserate with the typical experience of the industry. Work can be completed during school hours or when school is not in session.

Work-Based Learning Activity Matrix

Activity	Description	Estimated Time Investment	Key Roles
Career Awareness Activities			
GUEST SPEAKER	Visit a school to talk with students about jobs, businesses, industries, and the skills knowledge needed to achieve career goals.	30-60 minutes	<p>Business Partner: Prepare remarks for the classroom.</p> <p>Education Partner: Give clear context and instructions to the business partner about the visit, including time, location, background of students.</p>
WORKPLACE TOUR	Host a small group of students to tour your workplace, and discuss career options, a typical day, student opportunities, and more.	1.5-2 hours	<p>Business Partner: Share with education partner the breadth of opportunities in your organization and work to identify the key areas of emphasis for the tour. Be up front about safety protocols and other logistical details.</p> <p>Education Partner: Work with business partner to identify key areas of emphasis for the tour and communicate logistics and other information throughout your school.</p>
ONLINE DISCUSSION FORUM	Answer student questions about careers, offer advice, share your experiences, or otherwise support students virtually.	2-15 hours	<p>Business Partner: Prepare overview remarks to give students an idea of the industry and profession(s) you are sharing about, including any advice you may have to young individuals who are becoming aware of all the career opportunities they have. Avoid jargon and acronyms in your remarks. Be prepared to answer questions or have a method to follow-up.</p> <p>Education Partner: Give business partners background information on the students as needed. A general sense of the group they will be interacting with, including how much they already know about the career field, etc. will be helpful.</p>
CAREER FAIR	Staff a booth to share advice on pursuing a career, skills and knowledge needed, and career roles and responsibilities.	2-4 hours	<p>Business Partner: Prepare materials to hand out at your booth that are easily understandable.</p> <p>Education Partner: Give clear information on logistics of the fair and a general idea of who will be attending.</p>

Activity	Description	Estimated Time Investment	Key Roles
Career Exploration Activities			
INDUSTRY PROJECT	Collaborate with teachers to integrate authentic industry tasks and problem solving into curriculum.	8-15 hours	<p>Business Partner: Identify problems or inefficiencies in your industry or organization that students could attempt to solve through project-based learning opportunities.</p> <p>Education Partner: Work with business partner to discuss relevant information regarding your classroom learning. What standards are you looking to address? What problem solving techniques could business partners advise on? Work to define project-based learning opportunities for students.</p>
INFORMATIONAL INTERVIEW	Answer student questions in person, by phone, e-mail, or in a group about a profession or specific topic.	30 -90 mins	<p>Business Partner: Be available field questions from students in a variety of communication platforms. This could be one scheduled time, or throughout a given time period. Be sure to give clear and complete communication as you may be the first professional in your field a student has had the opportunity to interact with. Give advice and feedback as often as possible.</p> <p>Education Partner: Set expectations with students on the quality and type of communications they will be having with professionals. Encourage students to ask questions and be prepared with topics they would like to address with the business partner.</p>
COMPETITION JUDGE	Judge student presentations or competitions and provide constructive feedback regarding student mastery of targeted competencies.	2-8 hours	<p>Business Partner: Participate in judging competitive student events! Many schools host a variety of opportunities to judge – anything from science fairs to mock trials, from public speaking events and even industry-oriented contests!</p> <p>Education Partner: Give clear information on logistics of the judging event. Explain any rubrics you'll be asking judges to use and give business partners a general idea of what to expect from students.</p>

Activity	Description	Estimated Time Investment	Key Roles
Career Planning Activities			
JOB SHADOW	Provide an opportunity for students to observe, discuss and participate in daily routines and activities of a particular job.	Usually, one workday	<p>Business Partner: Prepare an experience for students to see the careers available at your organization! Consider how students may have opportunities to have some hands-on experiences during this time.</p> <p>Education Partner: Organize logistics of transportation, scheduling and work with business partners to create an experience for students that will give them an idea of whether or not a career at that organization is for them.</p>
MOCK/VIDEO INTERVIEW	Provide students feedback on their responses to interview questions.	30 mins-1 hour per student	<p>Business Partner: Conduct an interview with students that mirrors how you would interview potential employees! Provide thoughtful feedback on how the student performed and what you would suggest they do in the future.</p> <p>Education Partner: Make is easy for the student and business partner to interface – help arrange the logistics and give clear instructions to all parties. Help the students interpret their feedback.</p>
MENTOR/COACH	Offer in-person and virtual support, guidance, and motivation to students as they explore careers and enter the world of work.	15 hours over a semester	<p>Business Partner: Learn the OhioMeansJobs Readiness Seal and tailor mentoring or coaching conversations to include the skills listed. Find ways to connect on a personal level with students and guide them in a meaningful direction.</p> <p>Education Partner: Organize opportunities for potential mentees and mentors to be introduced and matched. Help mentors understand their role and give them training and tools to be successful. Connect mentor with valuable information about the mentees.</p>
RESUME DEVELOPMENT	Provide feedback to students on their resumes.	1-2 hours	<p>Business Partner: Offer feedback and advice to students on what you as an employer are looking for in a resume. Connect students to a HR professional in your organization to discuss proper application and resume writing procedures.</p> <p>Education Partner: Provide opportunities in class to discuss resume development and refinement. Give examples of high-quality resume to guide students in developing their first drafts. Help students interpret feedback and put it in to action.</p>

Activity	Description	Estimated Time Investment	Key Roles
Work-Based Learning Activities			
OFF-SITE PLACEMENT AND 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.	Students work to accumulate 250+ hours across 4 years	<p>Business Partner: Develop a job description and work tasks. Assign an individual to serve as the supervisor/mentor of the student. Work with the educator to determine an evaluation schedule. Prioritize the student’s learning of necessary skills.</p> <p>Education Partner: Work with student to align work tasks to learning outcomes on the Learning Agreement. Provide support to the business partner in supervising the student, including additional relevant instruction and skill development as needed. Assist in implementing and documenting evaluations (student should lead documentation).</p>
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.	Students work to accumulate 250+ hours across 4 years	<p>Business Partner: Advise the student and educator on typical work tasks within the industry. Work with the educator to determine an observation, supervision and evaluation schedule (for example, determine how often you will visit the program). Provide feedback to students on demonstrated skills, areas of success and opportunities for improvement.</p> <p>Education Partner: Work with the student to align work tasks to learning outcomes on the Learning Agreement. Potentially serve as the day-to-day supervisor of student work; partner with the business mentor to implement an observation, supervision and evaluation schedule that meets educational needs. Assist students in documenting evaluations and other feedback.</p>
APPRENTICESHIP AND PRE-APPRENTICESHIP	Pre-apprenticeships and 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 ApprenticeshipOhio, Ohio’s State Apprenticeship Council.	<p>Students work to accumulate 250+ hours across 4 years</p> <p>Registered apprenticeships have additional hours requirements</p>	<p>Business Partner: Business partner may serve as the Registered Apprenticeship Sponsor. Assign an individual to serve as the supervisor/mentor of the student. Assist in the development and implementation of the Operating Plan, including alignment of learning standards and work tasks/ other pre-apprenticeship activities.</p> <p>Education Partner: Assist in the development of the Operating Plan, including alignment of learning standards and work tasks/other pre-apprenticeship activities. Provide support to the Registered Apprenticeship sponsor in supervising the student and executing the Operating Plan.</p>

Activity	Description	Estimated Time Investment	Key Roles
Work-Based Learning Activities			
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.	Students work to accumulate 250+ hours across 4 years	<p>Business Partner: Develop a job description and work tasks. Assign an individual to serve as the supervisor/mentor of the student. Work with the educator to determine an evaluation schedule. Prioritize the student’s learning of necessary skills</p> <p>Education Partner: Work with student to align work tasks to learning outcomes on the Learning Agreement. Provide support to the business partner in supervising the student, including additional relevant instruction and skill development as needed. Assist in implementing and documenting evaluations (student should lead documentation).</p>
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.	Students work to accumulate 250+ hours across 4 years	<p>Business Partner: Advise the student and educator on typical work tasks within the industry. Work with the educator to determine a supervision and evaluation schedule (i.e., when will you review student work and provide feedback/guidance). Provide feedback to students on demonstrated skills, areas of success & opportunities for improvement.</p> <p>Education Partner: Work with student to align work tasks to learning outcomes on the Learning Agreement. Partner with the business mentor to implement a supervision and evaluation schedule that meets educational needs; assist the student in further skill development as needed. Assist students in documenting evaluations and other feedback.</p>
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.	Students work to accumulate 250+ hours across 4 years	<p>Business Partner: Advise the student and educator on typical work tasks within the industry. Work with the educator to determine an observation, supervision and evaluation schedule (i.e., determine how often you will visit the program). Provide feedback to students on demonstrated skills, areas of success and opportunities for improvement.</p> <p>Education Partner: Work with the student to align work tasks to learning outcomes on the Learning Agreement. Serve as the day-to-day supervisor of student work; partner with the business mentor to implement an observation, supervision and evaluation schedule that meets educational needs. Assist students in documenting evaluations and other feedback.</p>