

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.



Off-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



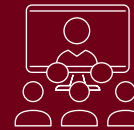
Off-Site Placement or Internship

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; The business must be operational. 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.