

Work-Based Learning Workshop



West Region – 9/29 9-11am

Welcome!

Feel free to introduce yourself in the chat



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 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 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 must 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.

Types of Work-Based Learning



**Job Site Placement
and Internship**



**Apprenticeship and
Pre-Apprenticeship**



**Remote or Virtual
Placement**



Entrepreneurship



**School-based
Enterprise**



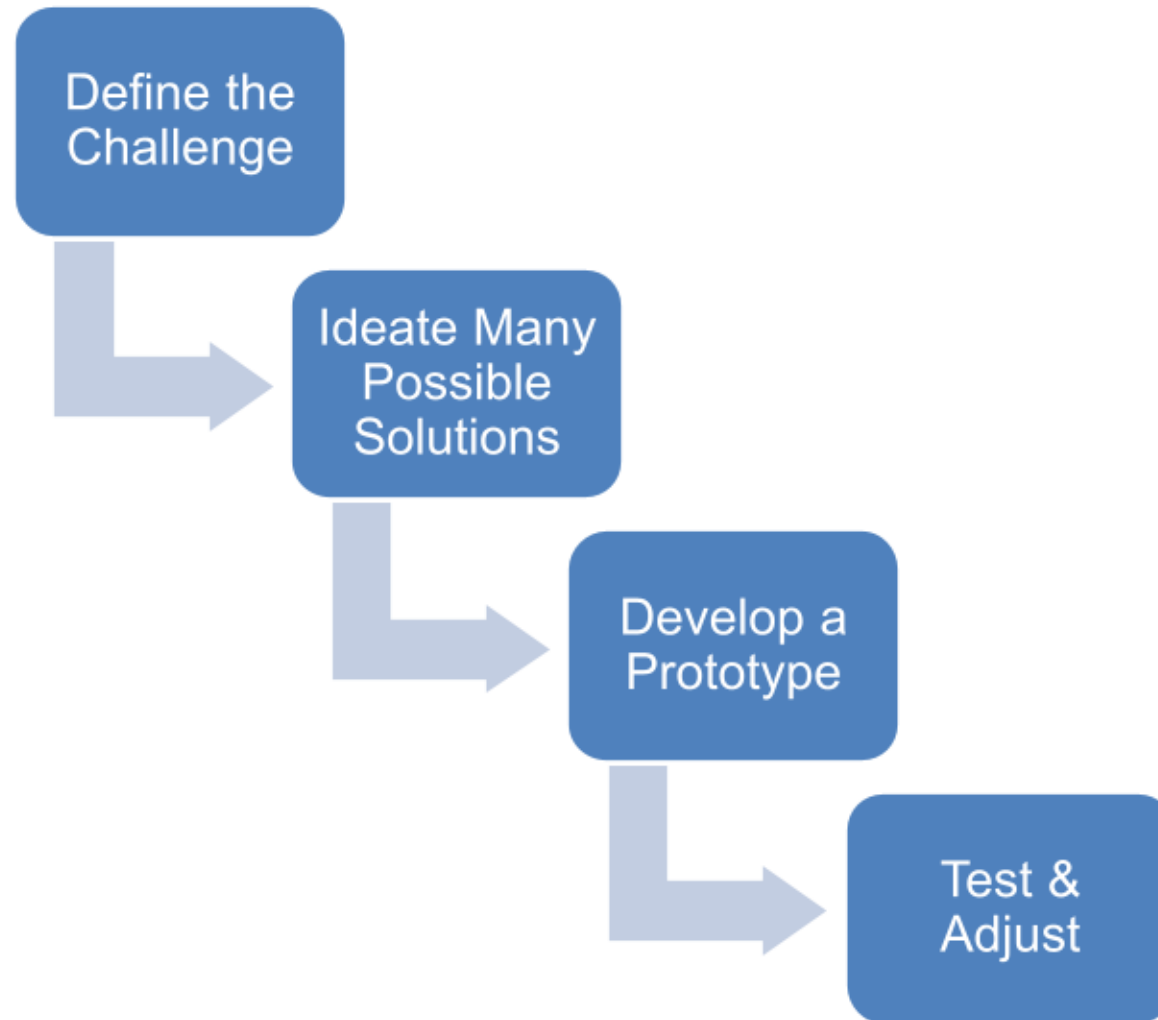
**Simulated Work
Environment**

“Start with Why”

What is your motivation for expanding and implementing high-quality work-based learning?



Following the Design Process



Breakout Rooms

In breakout rooms, you will use [JamBoard](#) and discuss...

What's
working?

Current
business
partnerships

Current WBL
opportunities

Define the
Challenge

Barriers &
Challenges to
Implementation

Barriers &
Challenges to
Expansion

Ideate
Solutions

How are
challenges
currently
addressed?

What new ideas
do we have?

Breakout Rooms

Room #	Role/Pathways	Facilitators	Slide # in JB
Room 1	Administrators	Cassie Palsgrove	Slide #1-3
Room 2	Instructors	Dee Sturgill	Slide #4-6

Share-out from Breakout Rooms

Types of Work-Based Learning

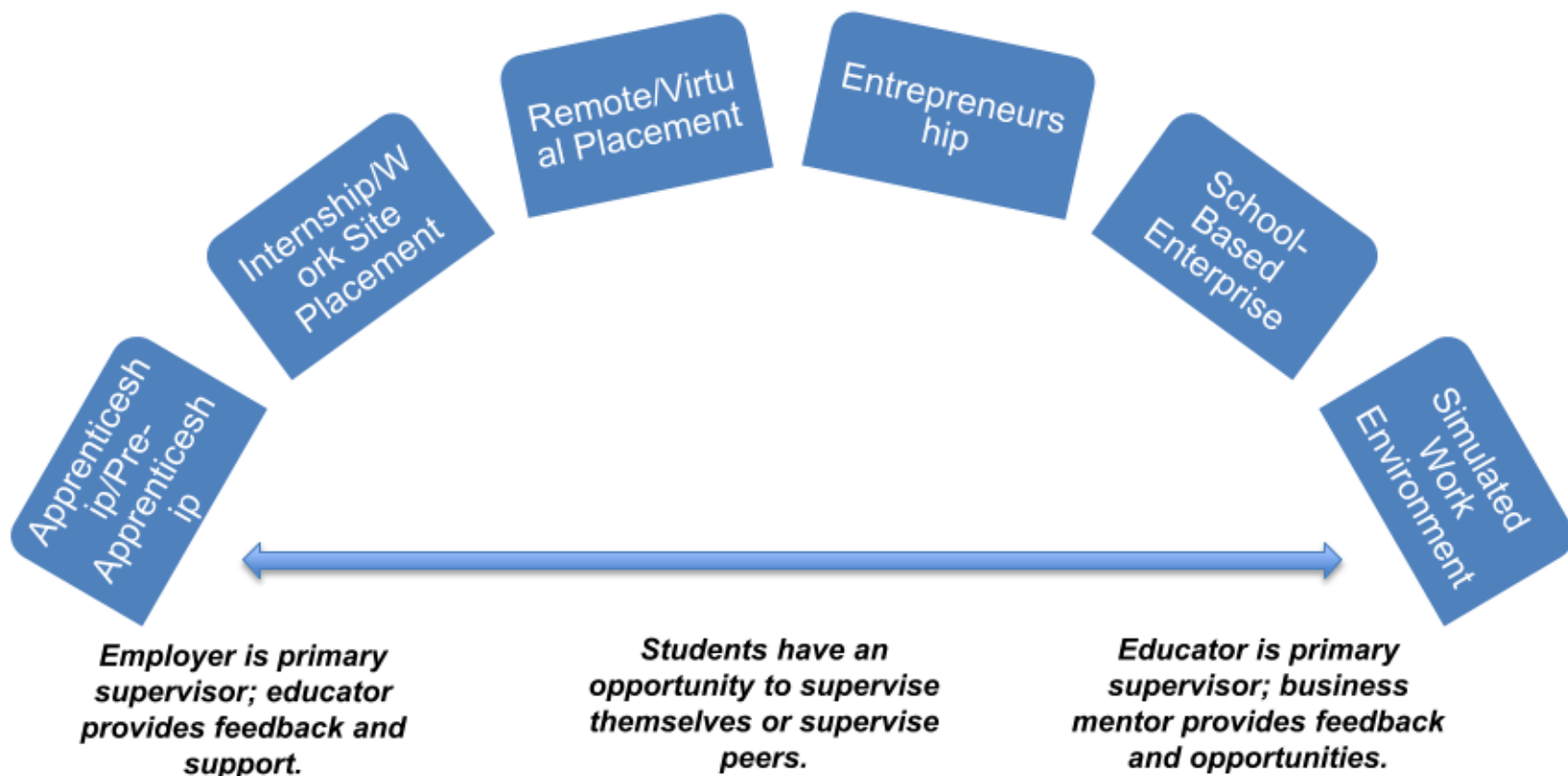


[Template Learning Agreement](#)

Continuum of Supervision

Scaffolding of supervision across types allows students to develop and demonstrate work-readiness – including self-regulation, ability to follow direction, etc.

All parties should be engaged regardless of setting to allow for this development.



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 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
BUS 5.9.11 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 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
CON 4.2.3 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 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
A&C 4.7.5. 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 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
AG 8.4.14. 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 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
H&T 3.3.10. 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 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
AT 2.4.2. 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

Return to Breakout – Create a Prototype

In breakout rooms, discuss...

Types of WBL

What types are we interested in?

What are examples for these types?

Applying Solutions

How can flexibility in the types help address challenges? What ideas are applicable?

Dive Deeper

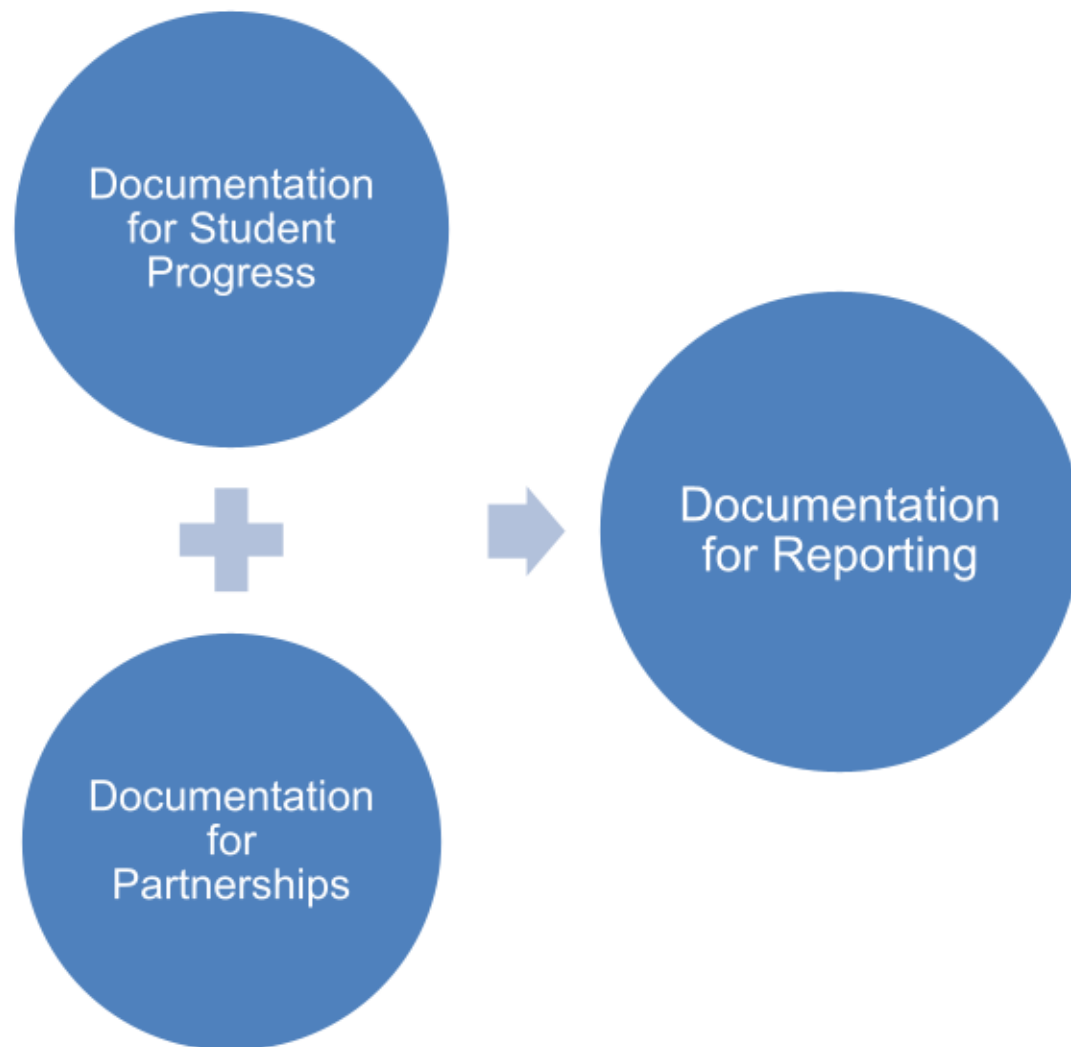
What challenges remain?

What do you still need? (ODE resources, technical assistance, etc.)

Share-out from Breakout Rooms

Documentation & Reporting

Revisit Your “Why”



Documentation & Reporting

Consider...

- *What do you need your documentation to do for you?*
- *What experience elements will you choose to focus on?*
- *What is the role of the student?*
- *Will you pursue an outside tool or build something in-house?*

Test & Adjust – Next Steps



Questions?





You Tube



@OHEducation

