<table>
<thead>
<tr>
<th>Meeting Etiquette</th>
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<tr>
<td>Mute yourself when others are speaking.</td>
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<tr>
<td>Use the chat box to ask questions throughout the presentation.</td>
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<td>Please introduce yourself in the chat box. Your name, role and district.</td>
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<td>If possible, please turn your video on.</td>
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<td>Remain focused on the objective of work-based learning.</td>
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Agenda

- Approved Perkin’s State Plan
- Work-Based Learning Definition
- “Think Big, Start Small, Scale Fast”
- Frequently Asked Questions
- Design and Implementation of Best Practices from the Career-Technical Education Community
- Next Steps
Perkins V defines work-based learning as:

“Sustained interactions with industry or community professionals in real workplace settings, \textit{to the extent practicable}, or simulated environments at an educational institution that fosters \textit{in-depth, firsthand engagement} with the tasks required in a given career field, that are \textit{aligned to curriculum and instruction}.”
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.
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
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 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.
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.
“Think Big, Start Small, Scale Fast!”
### Perkin’s V Approved State Performance Indicator Targets

#### Secondary Indicators

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<th>Baseline Level</th>
<th>Performance Levels</th>
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- **5S3: Program Quality – Participated in Work-Based Learning**
  - 2020 Graduation Cohort
  - 2021 Graduation Cohort
  - 2022 Graduation Cohort
  - 2023 Graduation Cohort
Frequently Asked Questions
Questions:

• How can a “one period” CTE program meet the 250 work-based learning hours?
• Can you share how 250 hours is being accomplished in a satellite setting such as a PLTW?
Answer:

Students can accumulate hours in grades 9-12 and across types; hours can occur during school, before and after school, on weekends, and even over the summer.

All CTE programs, including satellite programs, are upheld to the same Quality Program Standards and Performance Indicators and should be designed with this in mind.
Question:
Does ODE require districts to have a work-based learning course in EMIS or can we account for the hours on our own and then report at the end of the year?
Answer:
It is not necessary to offer a separate course in order to record work-based learning hours; however, many schools are taking advantage of different curriculum codes to help schedule and distinguish time for work-based learning. All work-based learning hours need to be documented and validated by supervisors. Documentation practice is locally determined, and separately scheduled courses or course hours are not required.
Topic: Program Design

Question:
What counts as a “type” of work-based learning?
Answer:
The descriptions of the 6 types of work-based learning are not meant to be black and white parameters; many of the types will overlap one another, especially in real-world application. This is okay, and creativity and innovation of the delivery of these types is encouraged.

Please also refer to the recently updated WBL Overview.
Question:
If we use a mentor to evaluate students in our labs 1-2 times per year, does that cover the 250 WBL hours requirement if they are working for at least 250-hours in a “simulated environment at an educational institution that fosters in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction?”
Answer:
Work-based learning is defined as “sustained interactions with industry or community professionals in real workplace settings…”. Sustained interaction calls for an intentional opportunity for students to develop a working-relationship with the employer/business mentor; while employers/business mentors do not need to observe students daily, 1-2 times a year is too infrequent.

Furthermore, work tasks should be defined in partnership with the employer/business mentor; they are not simply there to observe students’ activity in the lab. When students are working in a simulated work environment and counting hours as work-based learning, they should be completing work tasks as defined in the learning agreement, not general classroom or instructor-led activities.
Question:
How do we offer work-based learning experiences in fields that may have less opportunities for students (e.g., Engineering, Health Science due to current restrictions, etc.)?
Answer:
Consider simulated work environments and partnering with businesses/industry to have students complete work tasks or solve work problems in the virtual/school-based setting.
Question:
If students have multiple internship experiences for their program, do they need to have individual learning agreements for each, or can we use one to cover them all?
Answer:
Learning agreements should document how the work tasks of the experience are aligned to academic, technical and professional content standards; if the experiences all cover the same content standards and work tasks, one learning agreement could be used for all of them, with the approval of all involved parties. (Remember that employers/business mentors should be involved in the development and approval of learning agreements.)

If experiences cover different content/standards, then the learning agreements should be separate OR should demonstrate those different areas. With careful planning and collaboration at the beginning of the experience, you could write one learning agreement that addressed all the different content areas for each experience (once again, with partners’ approvals).
Question:
Can a program have a standards-based training agreement used for all students that is specific to their program (i.e.: Culinary Arts, Auto Mechanics) but not an external workplace (because the work will be done in the lab but evaluated by an external mentor)?
Topic: Learning Agreements

Answer:
Even when designed within a simulated work environment, work-based learning experiences are intended to be developed in partnership with an employer/external business mentor, i.e., the business mentor helps define the work, in addition to evaluating it. Specific work tasks must be defined in the learning agreement, and then connected to content standards.
Topic: Role of the Educator

Question:
If a student is working on a customer’s automotive repair, but needs to ask the teacher for assistance, does this “sabotage” the student’s work-based learning hours?
Topic: Role of the Educator

Answer:
It is reasonable and expected that students may receive occasional assistance and feedback from their instructor when participating in work-based learning experiences; In this example, the student is working on a customer’s car, a work task we can assume would be included in the Learning Agreement and co-evaluated, and that we know will have real-world implications for the student as an “employee” of the customer. This meets the requirements and expectations of a work-based learning experience and could be recorded as such.
Question:
In a program such as Teacher Academy, do hours spent creating lesson plans that are then used in a student-teacher setting with a mentor teacher count toward work-based learning?
Topic: Role of the Educator

Answer:

Work-based learning experiences are defined by work tasks. If the creation of lesson plans is included as a work task of the experience and aligned to identified content standards, this time could be counted as work-based learning. Remember that the student will then be co-evaluated on their demonstration of this competency.

Sometimes it is helpful to think of the environment and the outcome when making these determinations – e.g., if a student is preparing a sample lesson plan based off a unit of the instruction, this is a classroom activity and has no bearing on the work-based learning experience. The student is learning the skill but not demonstrating it in a real-world environment. However, if as described, the student is preparing a lesson plan to be used in their student-teaching classroom, this could easily be considered a work task of the work-based learning experience.
Question:
Will the State look at assisting in funding positions associated with work-based learning?
Everyone does not have a coordinator to monitor/oversee this.
Answer:
Perkins funds and career-technical education supplemental funds can be used for this currently; consider also leveraging your regional partners, such as ESCs, SSTs, Tech Prep Coordinators, OhioMeansJobs county offices, workforce development organizations, etc.

This role can be filled by a variety of individuals and organized multiple ways. Districts should consider which option best meets their needs as a part of long-term planning.
Questions:
• What is the required documentation for work-based learning?
• Do positive evaluations need to come from both the employer and the educator?
• EMIS reporting - all grades? Use hours from previous years?
Topic: Documentation/Reporting

Answers:
Work-based learning experiences must be documented using Learning Agreements and must demonstrate evidence of positive evaluations.

Work-based learning must be co-supervised and co-evaluated by employers/business mentors and instructors/educational representatives.

Districts will document and track work-based learning hours locally; work-based learning hours must be reported when the student leaves secondary education, but they can be reported annually/for all grades.

Remember, always report the cumulative total of hours – EMIS cannot and will not aggregate hours across years.
Questions:

• Will the 250-hour requirement for Quality Program Review be phased in for the next 4 years since this is year 1 for that indicator?

• How in work-based learning will it be possible for all students to be placed?
Answer:
The office is reconvening the Quality Program Review External Workgroup in January to discuss possible strategies for including the work-based learning indicator in the Quality Program Review for FY21 and FY22.

There is no expectation that all students will complete a 250-hour work-based learning experience – both the Quality Program Review & Ohio’s Perkins Plan threshold is currently set at 12% (1 out of every 8 concentrators); schools should focus on creating opportunities for small groups of students to start and then scale those opportunities in the spirit of continuous improvement.
Topic: Quality Program Review & Accountability

Questions:
- Is there any “credit” for students who complete fewer than 250 hours of work-based learning?
- Can students count hours from 9 and 10 grades if they are NOT enrolled in career-technical education at that time?
Answers:
All work-based learning hours should be reported using the work-based learning program codes regardless of if students reach the 250-hour threshold. (Very helpful for state-level data-based decision making!)

Districts can receive points for all work-based learning experiences on the Career and Postsecondary Readiness measure of the CTPD Report Card.

Students can accumulate work-based learning hours prior to and without enrollment in career-technical education courses; these experiences should be aligned to the student’s Student Success and/or Graduation Plans and must meet all other requirements.
Question:
Do concentrators need work-based learning aligned to their pathway?
Is it only students who are in career-technical education during their senior year who need work-based learning?
What about if a student becomes a concentrator during their freshmen year and then drops the career-technical education pathway?
Answer:

Students who are enrolled in career-technical education courses should have the opportunity to participate in work-based learning experiences that are aligned to their program of study.

Districts will be expected to report the number of work-based learning hours for all career-technical education concentrators as aligned to their program of study regardless of when they become concentrators.

That said, the threshold for Quality Program Review compliance on the work-based learning measure remains 12%. Start small with a few students in successful experiences and scale from there!
Questions:
• What liability do school districts have for students in work-based learning experiences?
• What do you suggest telling employers when they will not hire students under 18?
Ohio has specific state guidance with regards to Minor Labor Laws, particularly when minors are enrolled in approved CTE programs. These laws make it easier for students to be employed and participate in work-based learning.

For more information, reach out to the Department of Commerce, Office of Wage & Hour Administration:
webmaster@wagehour.com.state.oh.us
(614) 644-2239
Question:
How can we implement work-based learning in a virtual/hybrid learning environment during COVID-19?
Topic: COVID & Remote/Hybrid Learning

Answer:
Types of work-based learning such as school-based enterprises and simulated work environments more easily lend themselves to implementation in a remote/hybrid learning environment.

Please also refer to the soon-to-be posted recording of Monday 12/14’s Career Readiness Network Meet-Up on this topic.
Design and Implementation
Promising Practices from the Career-Technical Education Community
Promising Practices:
• Wright-Patt Partnership – Scaling
• Supporting Student Needs
• Tracking & Documentation

Miami Valley CTC
Promising Practices:
• School-Based Enterprises
• Growth in Career Advancement
• Work-Based Learning Coordinators
• Employers Hire Students Directly
Promising Practices:
• Connecting CTSO & WBL
• Creative Scheduling
• Differentiation
• Empowering Instructors
Share your learning community with us!

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Celebrate educators!

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