

## WORK-BASED LEARNING MONTHLY MEETINGS NOTES

May 4, 2023 9:00 a.m. to 9:26 a.m.

### Attendees:

Robert Ewry, Josh Hayes, Nathan Berry, Sara Taylor, Chris Flowers, Shelly Bryan, Annette, Will Nichols, Haley Abraugh, Pam Hunt, Carina Aulicino, Kara Pontius, Beth Bronkar

Ohio ACTE Summer Conference at the Hilton Easton July 24-26, 2023

4 Work-based Learning sessions within the schedule: Mentor Matching, Teacher Partnerships to create project and WBL opportunities, Embracing WBL, and Scaling WBL programs. To register for the conference go to:

<https://ohioacte.wildapricot.org/event-4923231>

**Also, if the WBL group wants to meet Wednesday from 11:30 a.m. – 3:30 p.m., meeting space is available.**

This group meets monthly to answer questions and share successes. As you can see, the meetings are short but informative.

### Discussion Items:

Chris asked what schools were doing for InDemand Jobs Week

- Eastland has had in the past Job Fairs during the week
- Upper Valley spotlights Business Partners of certain industries. They also have a signing day and job fair for current students. Students in apprenticeships sign that week as well.
- Great Oaks was having a job fair supporting transitioning students to the next phase of their career development. They also have signing days during that week.

Carina asked if anyone creates Certificates for students completing 250 hours, 500 hours, and /or 1000+ hours.

- Trumble CC creates certificates as an incentive for students. They also have a quarterly drawing of those students who have achieved 50 hours and students are given gift cards. Certificates are placed in the Career Passport. Students reaching 150 hours receive a lapel pin to be worn at graduation. Students reaching 250 hours are given an Honor Cord to be worn at graduation.
- Eastland student who have achieved 250 hours receive a Certificate in their passport. They also have an individualized Cover Letter that highlights their work experiences and skills. At Senior Recognition, students are highlighted in the program: 250 hours/500 hours/ 1000+ hours.

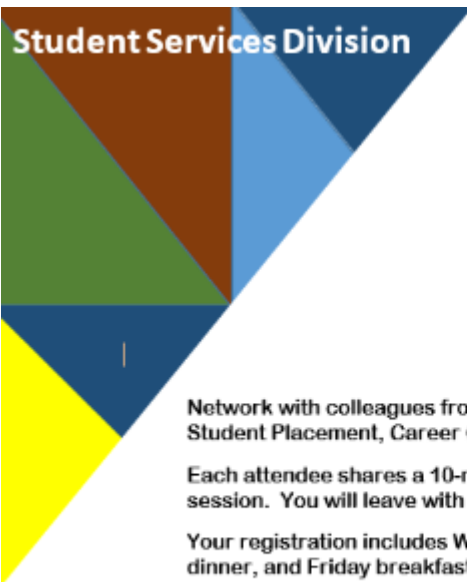
Carina asked if anyone is hosting summer camps.

- Jefferson Co JVS is hosting 5<sup>th</sup> and 6<sup>th</sup> grade students for a two-day camp (9 a.m. – 12:30 p.m.). 4 programs are highlighted where students will complete a hands-on craft and enjoy lunch both days. Students will receive JVS shirts and cups to take home.
- Chris mentioned that their local fire department hosts summer camps...might be good to reach out to see if they have interest in partnering.

Haley asked if districts were using OMJ K-12 website and how they were transitioning students to create OH/ID user names and passwords. Those on the call don't require students to have a backpack. Chris mentioned that their students use YouScience and that OMJ-K12 is a resource but a backpack is not created.

It was agreed to continue to meet monthly the first Thursday of each month beginning in September at 9 a.m. This group was created from the 2022 Spotlight on Student Services hosted by Eastland-Fairfield CC.

To register for the 2023 Spotlight on Student Services, please go to  
<https://ohioacte.wildapricot.org/event-5010654>



## SAVE the DATE

**Date:** September 27-29, 2023

**Host:** Green County Career Center

**Cost:** \$125

**Hotel:** Xenia, Ohio

**Register:** Ohio ACTE [www.ohioacte.org](http://www.ohioacte.org)

Network with colleagues from areas such as Career Development, Business Partnerships, Student Placement, Career Counseling, Special Needs, and Work-based Learning.

Each attendee shares a 10-minute best practice or facilitates a 10-minute question/answer session. You will leave with so many new ideas to implement in the 2023-24 school year!

Your registration includes Wednesday evening meal, Thursday breakfast, lunch, and dinner, and Friday breakfast and lunch!

Student Services Members say this is the BEST professional development that is geared to division member needs!

BethBronkar@gmail.com

## WORK-BASED LEARNING MONTHLY MEETINGS NOTES

**April 6, 2023 9 a.m. – 9:35 a.m.**

### Attendees:

Tony Trapp, BreAnn Blubaugh, Andrew Kelner, Shannon Kenily, Staria Kaschak, Martha Sluka, Jeremiah Howe, Meg O'Toole, Terri Bennett, Caroline Turner, Susan Roades, Robert Ewry, Carmen Daniel, Josh Hayes, Carrie Arnold, R Daniels, Donna Eakins, Rita Atlagovich, Ann Rush, Rita, Nathan Berry, Bob Newland, B Kimmel, Holly Coughlin, Amy, Cherrelle Turner, Beth Bronkar

Lots of questions were answered and discussed at the meeting.

Tony Trapp asked the group if they had an application process for creating a pre-apprenticeship program. The process is simplified. Community Colleges have a connection with registered apprenticeship programs.

Developing an [OSAC Recognized Pre-Apprenticeship Forming an Ohio State Apprenticeship Council \(OSAC\) Recognized Pre-Apprenticeship](#) consists of only a few necessary components.

Shannon Kenily talked about minor labor laws-how folks are dealing with students under the age of 18 in School to Apprenticeship or Apprenticeship programs-they did have a company, Detroit Diesel, but new staff haven't been as flexible. Andrew at Auburn said they keep connected by having companies visit and see the students in lab working-more access to students by becoming involved with pre apprenticeship opportunities as opposed to waiting to the end of the school year when most students are employed. <https://apprentice.ohio.gov/pre-apprenticeship/>

Wonder if we should highlight companies that are finding success with allowing students under the age of 18 to be involved.

Martha Sluka said that students under the age of 18 is an insurance issue for companies. They are seeing WBL success- 53% of their students are out (167 students). They are hosting job fairs, have a job board, and do some virtual experiences. Bob Newland's numbers are way up too. Ann Rush's numbers are up as well. They are getting better at documenting and collecting more regularly.

It was suggested to ask Brenna at ODE about the pathways that are hard to get to the 15% (250 hour benchmark) Would there be consideration for an appeal process?

Martha shared that they are getting the 250 hours in many ways...she will share her documents with Beth to forward to the group. (After school hours if documented can count.)

Tony is attending the Atlanta Georgia conference. Ann rush and Carmen Daniel are as well. <https://www.acteonline.org/wbl-conference/>

Shannon shared that she is attending the Successbound conference in Dublin and Terri, Amy, Rita, Cherrelle, and Melissa are as well.

Nathan, Martha, and Carmen are attending the Successbound conference in their region as well.

The Ohio ACTE CTE conference July 24-26, 2023 at the Hilton Easton will have WBL sessions for professional growth. (5 sessions on Tuesday and 2 sessions on Wednesday) <https://ohioacte.wildapricot.org/Conference2023>

Spotlight on Student Services is hosting a September 27-29, 2023 conference at Greene Co CC. This is why we have the WBL monthly Zoom meeting. Register here: <https://ohioacte.wildapricot.org/event-5010654/Registration>

## WORK-BASED LEARNING MONTHLY MEETINGS NOTES

March 2, 2023

### Attendees:

Caroline Davis, Kathleen Clemons-Keller, Rick Stringer, Karmen McCaslin, Melissa Sitzmann, Andrew Kelner, Brian Kimmel, Haley Abraugh, Sarah Taylor, Courtney, Megan Reed, Aykan, Kara Pontius, Rita, Tammy Calloway, Christy Manson, A Harris, Rita Atlagovich, Tony Trapp, Kyle Watts, Jeff Layton, Susan Roades, Elaine Colvin, Beth Bronkar

What a great turnout for the meeting today! Thank you all! The purposes of the monthly meetings are to get answers to questions and to share things that are working that others need to hear! Remember, we will be gathering FACE to FACE in Green County September 27-29, 2023 for Ohio ACTE Spotlight on Student Services conference. Registration is \$125 that includes all meals. Registration is through Ohio ACTE. I will share more details later.

Megan Reed shared this: Monday, March 6 is a meeting of WBL

<https://www.sst10.org/docs/district/fy23%20flyers/sst%2010-13%20wbl%20virtual%20series.pdf?id=2961>

Monday - 3.6.23 Finding Work-Based Learning Sites Join us for a panel discussion on how to find meaningful work-based learning sites for students. From 3-4 p.m. QR Code on flier to register.

Kyle Watts shared this link....this link is on his business cards. Great information about WBL and the different ways to get students working and learning! <https://sites.google.com/findlaycityschools.org/wbl/home?pli=1>

Thank you, Haley, for asking the following questions! That is why we gather...to get answers to our questions!!!

How do you INSPIRE students to complete WBL paperwork who work hours after school and on weekends?

- Students have the skills because they are from a CTE program-they wouldn't have the skills if they were not in the CTE program-remind them that they are able to work due to the skills they learned in the CTE program
- Lots of one on one time with students sharing why the hours connect to the CTE programming
- Make the process easy for the students
- Evaluations are connected
- WBL agreements completed are for protection of student and employer-attach program competencies to agreement
- WBL agreement is an enticement-learning focused-formalized specific learning centered experience using skills-not just sweeping floors, etc.

How are WBL students recognized at Graduation time?

- Identified in graduation program
- Certificate in passport
- Letter of recommendation by WBL coordinator
- Cords for students
- Students stand for recognition at graduation
- Students walk across stage as a group

What do you do for students in programs that are hard for students to get 250 WBL hours?

- 1 year programs are exempt from WBL requirements
- Internships are allowable to count towards WBP hours for students in Cosmetology

**PLEASE THINK ABOUT HOW YOU WOULD ANSWER THIS QUESTION FOR THE APRIL MEETING!**

Are Employability Skills classes required before student begin working toward WBL hours? Do you interview students?

- Tony shared that early in the year, he and the teacher work with students on employability skills. Guest speakers also talk about employability skills needed. Parent meetings are scheduled where employability skills are discussed too.

When does work release begin?

- Rick shared that second semester seniors are released and work full time with companies as long as they are on track to graduate.
- Brian shared that students are released the middle of September and work 5 days.
- Tony shared that juniors work all year to qualify for working their senior year. They have a 2 weeks on and 2 weeks off schedule. Early placement students begin working second semester during their lab time.
- Christy shared that for example Welding students work the summer between junior and senior year and if company wants to keep them, they work 4 days a week. They also have a schedule where students work a week and then are at school a week. Students are working 40 hours a week and when they are in school for the week, they are taking online courses. They also have seniors begin working second semester where they work 4 days and are in school 1 day. The schedule is they have academics in the morning and lab in the afternoon...so students are working during the lab time.
- Sarah shared they have different scheduled and students are out different days...working on streamlining this for next year
- Andrew shared that they have schedules that change by the week. The lab teacher organizes and manages they. They try to keep all program students on the same schedule.

Megan asked for a one pager explaining WBL for employers for a Non CTE school. (Kara will share and Beth will forward to group)

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### February 2, 2023 Meeting

Attendees: Kara Pontius, Carina Allucino, Susan Rhoades, Jama Cobb, Melissa Sitzmann, Andrew Kelner  
*Thank you, Kara, for leading the February meeting*

- Carina's question regarding alternative pay for WBL students
  - ODE has no requirements for student pay or the method in which they are paid if they are on a paid-placement
  - Ways to "verify" or classify this type of placement included labeling the experience as "unpaid"; require an additional form to be completed by the student and the mentor which shows hours worked with a signature from both
  - Require additional documentation from HR/Owner/Manager to verify student work hours
  - Students are only required to turn in their hours logs for verification ( per Andrew)
- Evaluations were discussed
  - How often are evaluations being collected for WBL students
    - Once per month - this was a common answer amongst the group
    - Site visits occur once per quarter (per Andrew)

- Challenges/Barriers to get students to consistently log their work hours
  - Andrew's students are required to be in lab each Monday; he meets students each Monday to collect their time logs
  - EFCTS has monthly meetings with groups of students per lab to ensure they are logging their hours (digitally); frequent check-ins while students are in their academics or catching them at "sign out" each day
  - Suggestion: Using REMIND for students
  
- Business/Mentor Challenges
  - Susan is running into challenges with businesses not wanting to allow students to miss work day to attend school related meetings. These particular companies were requiring students to take their personal time to attend school meetings.
    - We discussed reiterating the work-based learning/partnership agreements; not using those companies for future placements is an option.
  
- Carina shared that she was invited to participate in a VR Career Exploration Headset training with OMJ from a regional representative: [rob@rfgassociates.net](mailto:rob@rfgassociates.net)
  - These headsets can be borrowed for career exploration use at the elementary level
  - Future programs will include IRC certifications
  - Used for Job Shadowing
  
- Question: Once minimum required WBL hours (250) have been reached by students, do you stop tracking?
  - Group agreed: No - tracking, paperwork, and processes continue for all students who choose to stay on placement after reaching 250 hours
- Question: Do you track/document additional (non-CTE program) WBL hours?
  - Group agreed: No - this graduation-requirement/report card measure WBL tracking is the responsibility of the home school. CTE centers/compacts only track program-related WBL hours
  
- WBL Related Conferences, Webinars, Resources
  - Tech Prep Region SuccessBound Conferences (Spring - check your local region for specific dates)
  - ACTE WBL Conference - April 26-28, Atlanta, GA
  - Ohio ACTE Conference - July 24-26, Columbus, OH
  - ACTE WBL Webinar Series
  - Article on [Engaging Business Partners](#)
  - Article on [Effective WBL Management](#)

Next WBL Monthly meeting is March 2, 2023 at 9 a.m.

**Zoom:** 953 2963 4919

## WORK-BASED LEARNING MONTHLY MEETINGS NOTES

### January 5, 2023 WBL Meeting

Attendees: Kyle Watts, Findlay City Schools, Jama Cobb-ESC-Central Ohio, Kristin Samson-Wayne County Schools, Melissa Sitzmann, Cherrelle Turner, Annette Harris-Eastland Fairfield CTS, Carina Aulicino-Jefferson County JVS, Jodie McInnes-Four Cities, Megan Reed-Miami University TP, Beth Bronkar-LCESC

Carina shared that she sent letters to 25 employers regarding the Tax Credit (SB166) and hasn't heard back from the companies. The EMIS person will enter into ODEXX if/when companies want to take advantage of this benefit. Melissa is also working with companies on this tax credit benefit. Kyle uses SB166 as a marketing tool to get companies involved. He has a couple of companies beginning the process.

### **SB 166 Tax Credit Certificate Program for Work-Based Learning Experiences** (ORC 5747.057)

This document serves as guidance for the Tax Credit Certificate Program for Work-Based Learning Experiences as passed in Senate Bill 166. In this program, a nonrefundable credit is allowed against a taxpayer's aggregate tax liability for a taxpayer that holds a tax credit certificate issued by the Department and employs an eligible student employee, defined below. The credit equals the amount listed on the certificate and shall be claimed for the taxable year that includes the last day of the calendar year for which the certificate was issued. The credit shall be claimed in the order required under section 5747.98 of the Ohio Revised Code.

Jama shared the February 7 Pre-Apprenticeship Forum and below is the link to participate.

Eventbrite for Pre-apprenticeship Forum Series 2 <https://www.eventbrite.com/e/recognized-pre-apprenticeship-forum-series-2-tickets-48955088887?aff=ebdssbdestsearch>

Jama shared that the BAC meeting they had was well attended and had great speakers. The industry Recognized Credential Data showed misalignment when looking at job postings and credentials. More work is needed.

Industry Recognized Credential Data <https://docs.google.com/presentation/d/1ACycOTQLpWqIZtKj-PHzRY6g2Y4Fd6WQ/edit#slide=id.p10>

Jama shared they are organizing an Educator Boot Camp on workforce development the second week of June, 2023. This will be a four-day professional development event with graduate credits available. (possibly 5 days with a share out the 5<sup>th</sup> day)

Megan shared that Kevin Fleming has Master Classes on Career Readiness and WBL. Also, Danny Rubin has a competition for students on professional skills. See links below.

Career Readiness PD: <https://www.catapultpd.com/careerreadiness>

America's Next Great Intern Contest: <http://rubineducation.com/contest/>

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Carina asked what student youth organization would Heavy Equipment Operator below with....Eastland has a Heavy Equipment Mechanics that is in Skills USA

Toby Fischer ([tfischer@efcts.us](mailto:tfischer@efcts.us)) and Jama can help Carina with answers to questions about developing MS Camps.



Kyle asked about WBL opportunities for students in Computer Programming programs. Carina shared that they have students help get computers ready for the beginning of school year at home schools helping in the IT departments. Eastland has students doing remote WBL for computer programming.

Kyle shared the letter he sent to companies regarding SB166.

[https://docs.google.com/document/d/1clWmcgd1JGMH0uQ54Jv4BltpovIG\\_9ckHCfmWbkZRJI/edit?usp=sharing](https://docs.google.com/document/d/1clWmcgd1JGMH0uQ54Jv4BltpovIG_9ckHCfmWbkZRJI/edit?usp=sharing)

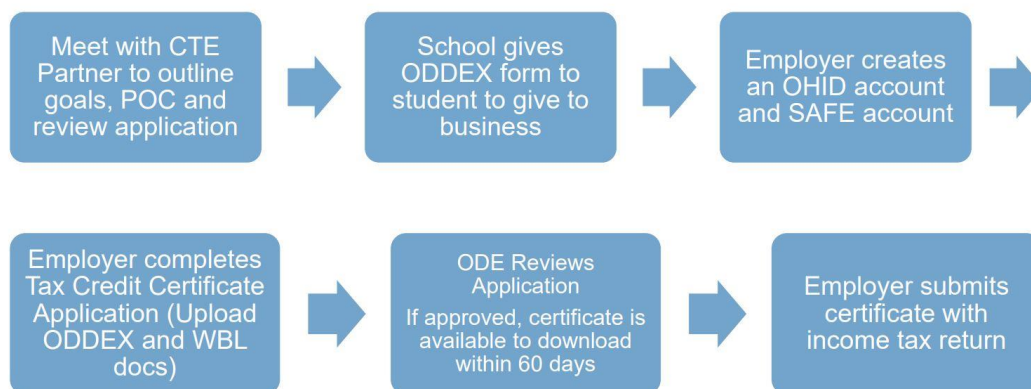
Dear Employer,

This letter is intended to provide you with information and resources to apply for the Senate Bill 166 Tax Credit for the employment of a career tech student in a position that relates to their field of study. Senate Bill 166 took effect on March 23rd, 2022. Therefore, wages that were paid between **March 23rd to December 31st, 2022** are eligible for this tax credit. To file for this tax credit, the following materials are required to be submitted:

1. ODDEX Tax Document provided by Millstream Career Center that includes student name, name of program, and a unique 10 digit document number. This document must be signed by a parent if the student is not yet 18 years old. (Attached to this email)
2. A copy of the work based learning agreement between the student, school and employer. (Attached to this email)
3. The exact amount of wages paid to the student between March 23rd, 2022 and December 31st, 2022.

The employer must create/register an Ohio Safe ID (see link below for additional information, specifically the Tax Credit Application Webinar Slides link at the bottom of the page) to upload these documents to receive their tax credit. An overview of the application process is as follows:

## Application Process



### General Information Regarding Senate Bill 166 Tax Credit:

<https://education.ohio.gov/Topics/Career-Tech/Program-Enhancements/Tax-Credit-Certificate-Program-for-Work-Based-Lear>

### Creating an OHID & Safe Account:

<https://education.ohio.gov/getattachment/Topics/Career-Tech/Program-Enhancements/Tax-Credit-Certificate-Program-for-Work-Based-Lear/Creating-an-OHID-and-SAFE-Account-for-Tax-Credit-Certificate-Application-1.pdf.aspx?lang=en-US>

### Tax Credit Application Webinar Slides:

<https://education.ohio.gov/getattachment/Topics/Career-Tech/Program-Enhancements/Tax-Credit-Certificate-Program-for-Work-Based-Lear/Tax-Credit-Application-Webinar-Slides.pdf.aspx?lang=en-US>





For more information or assistance, please contact Kyle Watts, WBL Coordinator at Millstream Career Center, at [kwatts@mcc.center](mailto:kwatts@mcc.center) or call 419-420-3353.

Thank you, Kyle Watts

Beth Shared a couple of resources to use with students, parents, employers that can be found <https://education.ohio.gov/getattachment/Topics/Career-Tech/Career-Connections/Work-Based-Learning/Ohio-Work-Based-Learning.pdf.aspx?lang=en-US> and <https://education.ohio.gov/getattachment/Topics/Career-Tech/Career-Connections/Work-Based-Learning/Ohio-Work-Based-Learning-Overview.pdf.aspx?lang=en-US>

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## Ohio Work-Based Learning Descriptions

### 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, Ohio graduation requirements for the class of 2023 and beyond, or the student success or graduation plans. Students may accumulate hours through six types of work-based learning experiences. Student work-based learning experiences may include one or more of these:

#### Job Site Placement and Internship

- Employer and instructor
- Employment agreement
- Hours journalled
- Income received, if compensated
- Competencies performed
- Evidence of positive evaluation

#### Apprenticeship and Pre-Apprenticeship

- Employer and instructor
- Outlined in Ohio State Apprenticeship Council Policy, Rules of Procedure
- Evidence of positive evaluation

#### Remote or Virtual Placement

- Employer and instructor
- Employment agreement
- Hours journalled
- Income received, if compensated
- Competencies performed
- Evidence of positive evaluation

#### Entrepreneurship

- Business mentor and instructor
- Mentoring agreement
- Business plan
- Competencies performed
- Evidence of positive evaluation
- Inventory
- Reports of receipts and expenses
- Financial summary

#### School-based Enterprise

- Business mentor and instructor
- Mentoring agreement
- Partnership agreement
- Business plan
- Competencies performed
- Evidence of positive evaluation
- Inventory
- Reports of receipts and expenses
- Financial summary

#### Simulated Work Environment

- Business Mentor and instructor
- Mentoring agreement
- Plan of practice
- Competencies performed
- Evidence of positive evaluation
- Simulated work summary

#### Job Site Placement and Internship

In a worksite placement experience, the student is a paid or unpaid employee. The student performs the skills or competencies necessary for operation of the business, which are determined by the employer and instructor. The placement experience must provide the student the opportunity to develop and advance competencies related to the Career Field Technical Content Standards. The work occurs off-site and can take place during school hours or when school is not in session.

#### Apprenticeship and Pre-Apprenticeship

Pre-apprenticeships offer students work-based preparation for formal registered apprenticeship training programs. These apprenticeship programs are approved and recorded by the Employment and Training Administration's Bureau of Apprenticeship and Training or by a recognized state apprenticeship agency or council that provides on-the-job training for a skilled occupation. Apprentices must be at least 16 years old, except when a higher minimum age standard is fixed by law, and taking part in an approved registered apprenticeship program to learn a skilled occupation, pursuant to a registered apprenticeship agreement.

#### Remote or Virtual Placement

In a virtual or remote placement experience, the student often works outside the business setting as a paid or unpaid employee. The student performs the skills or competencies determined necessary for the operation of a business by the employer and instructor. The placement experience must provide the student the opportunity to develop and advance competencies related to the Career Field Technical Content Standards.

#### Entrepreneurship

In an entrepreneurship work-based learning experience, the student operates individual businesses or services that align to the career field in which he or she is concentrating. In this experience, students make the operational and risk management decisions inherent to the business. Outside sources can provide facilities, inputs, resources and equipment. Operation of the business must develop the skills and competencies the students need to succeed in business operations.

#### School-based Enterprise

In a school-based enterprise, the student may work cooperatively to operate a single business or service that aligns to the career fields in which the student is concentrating. The school may provide facilities, inputs, resources and equipment. Operation of the business must develop the skills and competencies the students need to succeed in business operation. The school can structure the experience as a student partnership or cooperative. Partnership agreements define roles, responsibilities and profit distribution. The experience can occur during school hours or when school is not in session. School-based enterprise hours should not include time the student is receiving direct classroom instruction with a teacher. The student, teacher and mentor must co-plan the experience strategically.

#### Simulated Work Environment

In a simulated work environment, a student may work cooperatively with an industry mentor or employer to perform competencies in a simulated, real-world setting. The school or industry partner may provide facilities, inputs, resources and equipment. The simulated work environment must give a student the opportunity to build on more complex activities that can prepare the student for the workplace, postsecondary education or both. Mentorship agreements define the roles of the student, mentor and instructor. Simulated work environments can occur during school hours or when school is not in session. Simulated work environment hours must include a customer interface and should not include time the student is receiving direct classroom instruction with a teacher. This type of work-based learning experience must be planned strategically by the student, teacher and mentor.

Ohio Work-Based Learning | November 2019

**Ohio** Department of Education

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## 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 commensurate 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 <https://www.ohio.gov/get-involved/education/ohio-state-apprenticeship-council>. Ohio's State Apprenticeship Council. Apprenticeships have similar but distinct registration requirements through ApprenticeshipOhio 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 by 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 by 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 commensurate with the typical experience of the industry. Work can be completed during school hours or when school is not in session.

## December 1, 2022 WBL meeting

Attendees: Kyle Watts, Findlay City Schools, Ellen Nixon-C-TEC, Holli Swarts-Collins CC, Tyler Staton-Collins CC, Susan Roades-SHCTC, Jama Cobb-ESC-Central Ohio, Kathleen Clemons-Keller-Tri-Rivers CC, Melissa Sitzmann-Eastland Fairfield CTS, Beth Bronkar-LCESC

### Kyle Shared

#### **SB 166 Tax Credit Certificate Program for Work-Based Learning Experiences** (ORC 5747.057)

This document serves as guidance for the Tax Credit Certificate Program for Work-Based Learning Experiences as passed in Senate Bill 166. **In this program, a nonrefundable credit is allowed against a taxpayer's aggregate tax liability for a taxpayer that holds a tax credit certificate issued by the Department and employs an eligible student employee, defined below.** The credit equals the amount listed on the certificate and shall be claimed for the taxable year that includes the last day of the calendar year for which the certificate was issued. The credit shall be claimed in the order required under section 5747.98 of the Ohio Revised Code.

**What Businesses are Eligible?** An employer who is a taxpayer or a pass-through entity, such as a Limited Liability Company, and that employs an eligible employee in fulfillment of a work-based learning experience is eligible. The experience must be associated with an approved career technical education (CTE) pathway in which the eligible employee is enrolled. New and current work-based learning experiences may be eligible for this tax credit.

**Definitions** Strengthening Career and Technical Education for the 21st Century Act (Perkins V) 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 foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

Eligible employee means an employee who is nineteen years of age or younger and enrolled in an approved CTE pathway. To be considered enrolled in a CTE pathway, a student must be enrolled in at least one course within the approved pathway. Eligible compensation means compensation paid on and after the effective date of March 23, 2022 from which the employer is required to deduct and withhold income tax.

#### Required Information

1. Name and Date of Birth of employee/student
2. Employee/student Social Security Number (SSN)
3. Employer Name and Address
4. Employer Person of Contact/Phone/Email
5. Type of Employment (Work Study/Paid Internship/Registered Apprenticeship)
6. Work Start and End Date
7. Total compensation paid to employee/student during the preceding calendar year
8. Name of CTE program in which the employee/student is enrolled
9. Amount of tax credit received in any prior year for the employee/student
10. Description of the employee/student's duties as part of the work-based learning experience

**Tax Credit and Funding Limits** Eligible employers may receive the lesser of \$5,000 per eligible employee or 15% of wages paid to an eligible employee. The tax credit certificate is submitted with the employer's Ohio income tax return and provides a credit against aggregate tax liability. The total amount of funding is not to exceed \$5 million within the state fiscal biennium (2-year period).

#### Application Process

1. Eligible employer meets with CTE partner to outline mutual goals of the workbased learning experience, identify point persons for each organization and review application.
2. Eligible employer submits application to the department.
3. Department approves or denies application.
4. If approved, the department sends tax credit certificate to business within 60 days of submission of the application.
5. Eligible employer submits tax credit certificate when filing annual Ohio income tax return.



## Scenarios

**Scenario 1:** Student starts as an 18-year-old junior in February working in welding. They turn 19 in October of their senior year. Subsequently, they complete the CTE pathway and graduate in May. They were employed with this company for more than one year. An “eligible employee” (student) is “19 years of age or younger.” Any wages paid to a student prior to their 20th birthday and while enrolled in the approved CTE pathway would count as “eligible compensation.” The application for a tax credit would be filed between January 1 and February 1 for the previous calendar year. In scenario 1, wages paid in year 1 (February to December) would go on the application submitted in January of the next year. Wages paid in year 2 (January to May) would go on the application submitted in January of the next year. However, if the tax credit amounted to \$5,000 for year 1, in year 2 no tax credit would be available because the \$5,000 per eligible employee cap was reached.

**Scenario 2:** Student is hired in January as 18-year-old senior in manufacturing. Student graduates in May but continues to work for the employer during the summer. “Eligible compensation” is limited to compensation paid while the employee/student is “enrolled in a CTE program”. Wages paid after the student graduates are not included in eligible compensation for purposes of the credit.

**Scenario 3:** Company A hired an 18-year-old senior in September who then turned 19 in October. The student resigned from Company A in January and started with Company B in February, remaining with Company B for the rest of the school year. Are both companies eligible for the tax credit because the student is still in a CTE program? Each employer may apply for a tax credit for an eligible employee (student) in the amount of compensation paid to the student. The \$5,000 cap applies to each business and not the student. Therefore, each employer could theoretically claim \$5,000 for the student.

**Scenario 4:** A 17-year-old student is hired to work for an eligible employer and is enrolled in an approved CTE pathway. The student worked the entire year of 2022 for 10 hours a week at \$9.00/hour. How much is the employer eligible to receive in tax credit for this student? The tax credit listed in SB 166 goes into effect starting March 23, 2022; therefore, compensation earned after this date is eligible for the tax credit. Assuming the student worked 10 hours every week for those 41 weeks, the student earned \$3,690. The employer would be eligible for a tax credit of 15% of the student’s total compensation, which equals \$553.50. The student still is considered enrolled in a CTE pathway during the summer between school years, but would not be eligible if they had graduated.

**Scenario 5:** Company A is interested in starting a new work-based learning experience to benefit local students and earn the tax credit, for which they are an eligible business. Where should Company A start in designing a work-based learning experience? First, Company A should identify the type of work-based learning experience the business may be able to commit to based on the options providing in the Work-Based Learning Overview. Then, Company A should connect with schools, career centers, Tech Prep Regional Centers and institutions in the community by setting up a meeting with the CTE administrators, principals or other staff to discuss how the business can provide work-based learning experiences for CTE students.

The Work-Based Learning Experience Employer’s Guide provides more information. For more information on creating a work-based learning experience, contact Brenna Bartlett, Assistant Director of Career-Technical Education, at [brenna.bartlett@education.ohio.gov](mailto:brenna.bartlett@education.ohio.gov).

**KYLE EXPLAINED AND DEMONSTRATED THE FOLLOWING: Go to your SAFE Account. You must have access to ODDEX platform-your EMIS Coordinator can assign you access. Once in ODDEX, select student for WBL. Once student is selected and form completed, a document is created that you can save as PDF and share with student who provides to employer for Tax Credit- Kyle will probably forward the document to employers, too. VERY GOOD MARKING STRATEGY TO GET MORE EMPLOYERS INVOLVED IN WORK-BASED LEARNING.**

## ODDEX EXAMPLE SCREENS

### • Select student

Ohio Department of Education Ohio District Data Exchange (ODDEX) Work Based Learning

Home SOES SCR SCM Records CCP Tuition SSID Search Setup ODDX Help Log Out

Nelson Camesville Ex Village (16)

### Select Student for Work Based Learning

Introductory text from ODE. Web link to ODE policy will be included.

Last Name First Name SSID WBL000001 Find Clear Help

SSID	Last Name	First Name	Birth Date
WBL000001	Student 1	Vocational	12/22/2005

### • User Interface, all courses listed

Ohio Department of Education Ohio District Data Exchange (ODDEX) Work Based Learning - Student Courses

Home SOES SCR SCM Records CCP Tuition SSID Search Setup ODDX Help Log Out

Wording to be provided by ODE explaining the use of this page along with any other relevant information pertaining to the use of this software. More wording to expand the size of this section.

### Selected Student For Work Based Learning

Name Student 1, Vocational  
Birth Date 12/22/2005  
District Augusta-Richmond County Weber Local (896568)  
Document ID 991783833

Return to Select a Student

Year / Status	Subject	Course Start Date	Course End Date	Reported By
2021-2022 / Unknown	072040: Human Anatomy and Physiology	08/24/2022	12/31/2022	896568 / 136997
2021-2022 / Current	143000: Finance Foundations	08/24/2022	12/31/2022	896568 / 969578
2021-2022 / Current	252010: Electricity/Electronics	08/24/2022	12/31/2022	896568 / 969578
2021-2022 / Current	010990: Energy and Power	01/01/2023	05/31/2023	896568 / 969578
2021-2022 / Current	141015: Business Administration Finance	01/01/2023	05/31/2023	896568 / 969578
2021-2022 / Current	175009: Engineering Capstone	01/01/2023	05/31/2023	896568 / 399658

### • User Interface Input

- Select Pathway
- Enter Local Program Name
- Graduation date
- Select 1 check box

Related Career Tech Pathways Accounting (G2)

Local CTE Program Name Business Accounting

Expected Graduation Date 05/22/2022

☐ The student is expected to continue in this CTE course and pathway

☐ Unknown if the student will continue in this CTE course and pathway

☒ Student is expected to graduate at the end of current school year

☐ Any break in enrollment is due to a school break and not a withdrawal situation

Next

### • Generate Optional PDF

Generate WBL Documentation

When you generate WBL documentation a PDF will be created for this student.

## Upcoming Events for ESCCO shared by Jama Cobb

1. Amazing Futures Update
  - a. Upcoming events at ESCCO
    - i. Pre-apprenticeship Forum 2.0-Feb 7th 8:30-11:00
      1. Funding, Best Practices, Legal and Safety Matters & Networking
    - ii. BAC meeting Dec. 15
      1. Share out of ExcelinED Ohio Industry Credential Analysis Report
      2. OSA Technology summer internship presentation highlighting how they incorporated Industry Recognized Credentials
      3. Break-Outs and Networking:
        - a. Industry Recognized Credential Conversations
        - b. Project Innovation- utilizing STEM to build career awareness
        - c. Office of Workforce Transformation and TechCred
      - d. Workforce Connections – education and business mingling

Upcoming even for Dublin

Dec. 6 Open House-see attached flyer

Save the date: Healthcare Careers Event (1/19/23) They are partnering with Ohio Health Grads2Work. They are opening it up to the community, graduates and students. The flyer is in its final approval stages.



**Tap into the talent pipeline!**

# RECRUITMENT EVENT FOR PARTNERS

**DUBLIN CITY SCHOOLS**

Get a competitive advantage by connecting with students earlier! Select the level of involvement that meets your organization's needs while helping to prepare the next generation for the workforce.

**Dec. 6th Open House 8AM-Noon**

Volunteering  
Mentoring  
Employment  
Job Shadowing  
Guest Speaking  
And More Options!

**DUBLIN CITY SCHOOLS**



**Dec. 6 Open House 8:00-Noon**  
**Dublin Chamber of Commerce**  
**129 S High St, Dublin, OH 43017**

**RSVP HERE**

**QUESTIONS?** [maximovich\\_laura@dublinschools.net](mailto:maximovich_laura@dublinschools.net)

Susan Roades shared that they are using **edWise** by Learn21 for WBL.

Southern Hills and Pickaway Ross are using this platform. We are new to it at Southern Hills but I think I'm going to like it.

<https://www.bing.com/ck/a?!&&p=1ca27014d789c8ddJmltdHM9MTY2OTg1MjgwMCZpZ3VpZD0wYWMzOGVINy0zZThhLTZiOGEtMmZjNC05ZjE0M2E4YTZkYjMmaW5zaWQ9NTE3Nw&ptn=3&hsh=3&fclid=0ac38ee7-3e8a-6b8a-2fc4-9f143a8a6db3&psq=learn21+ohio&u=a1aHR0cHM6Ly9sZWYybjlxLm9yZy8&ntb=1>

← ↻ <https://learn21.org/edwise/> 🔊 📄 ⭐ ⌵ 🗑️



## Data-Driven Education

edWise District Suite allows you to maximize your time and increase your impact by automating mundane and tedious data tasks and providing access to up-to-date district data through intuitive software made by K-12 for K-12.

[Schedule a Demo](#)

Kara Pontius is currently employed by Transeo. If you have any questions about this platform, she is your contact.

[Kara.Pontius@GoTranseo.com](mailto:Kara.Pontius@GoTranseo.com)



## November 3, 2022 WBL meeting

Attendees: Carina Aulicino-Jefferson Co CC, Megan Reed-Miami U, Heidi Clevinger-Lorain Co CC, Beth Bronkar

GRADS TO WORK combines full time employment and an associate degree with Strayer University. This position requires completion of the online workforce readiness course prior to applying.

- Grads to Work is for those looking to pursue an associate degree in: Marketing, IT, Business Administration or Accounting while working full time for OhioHealth
- The positions with OhioHealth are considered entry-level
- There are several start dates per year – please reach out for the next opportunity to begin at [GradstoWork@strayer.edu](mailto:GradstoWork@strayer.edu)
- Learn more here: <https://www.strayer.edu/gradstowork>
- Please reach out to [gradstowork@strayer.edu](mailto:gradstowork@strayer.edu) with any registration questions

### **Minimum Qualifications**

High School or GED (Required)

**Carina reported that she attended a Career Connections meeting in Columbus and learned about this program. If students work in careers that are INDEMAND, they can earn \$5250 per year towards a degree or \$3000 a year for other careers that are not indemand. She also shared BB2Career.org as well.**

## BB2Careers.org

**Building Bridges 2 Careers: BB2C fosters school, business, and community relationships to inspire career choice through experience, entrepreneurship, and education.**

BB2C Epicenter runs programs and events for the Mid-Ohio Valley and houses our Makerspace and Small Business Incubator. BB2C BECAN provides support and services to communities in Southeastern Ohio and Beyond. [Our approach is informed by the following points:](#)



**Megan Reed shared that Tech Prep is hosting a series of Work-based Learning meetings. You can learn more information by going to [techprepswohio.org/work-based-learning-series/](https://techprepswohio.org/work-based-learning-series/) Next meeting is November 14.**

**We hope to see you at the next meeting**

**WBL meeting January 5 at 9 a.m. Zoom: [953 2963 4919](https://join.zoom.us/j/95329634919)**