



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:

 <h3>Job Site Placement and Internship</h3> <ul style="list-style-type: none"> • Employer and instructor • Employment agreement • Hours journaled • Income received, if compensated • Competencies performed • Evidence of positive evaluation 	 <h3>Apprenticeship and Pre-Apprenticeship</h3> <ul style="list-style-type: none"> • Employer and instructor • Outlined in Ohio State Apprenticeship Council Policy, Rules of Procedure • Evidence of positive evaluation 	 <h3>Remote or Virtual Placement</h3> <ul style="list-style-type: none"> • Employer and instructor • Employment agreement • Hours journaled • Income received, if compensated • Competencies performed • Evidence of positive evaluation
 <h3>Entrepreneurship</h3> <ul style="list-style-type: none"> • Business mentor and instructor • Mentoring agreement • Business plan • Competencies performed • Evidence of positive evaluation • Inventory • Reports of receipts and expenses • Financial summary 	 <h3>School-based Enterprise</h3> <ul style="list-style-type: none"> • Business mentor and instructor • Mentoring agreement • Partnership agreement • Business plan • Competencies performed • Evidence of positive evaluation • Inventory • Reports of receipts and expenses • Financial summary 	 <h3>Simulated Work Environment</h3> <ul style="list-style-type: none"> • Business Mentor and instructor • Mentoring agreement • Plan of practice • Competencies performed • Evidence of positive evaluation • Simulated work summary

Ohio Work-Based Learning Descriptions



Job Site Placement and Internship

In a worksite placement experience, the student is a paid or nonpaid 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 nonpaid 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 student needs 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.