

Ohio Employer Guide to Work-Based Learning



**Department of
Education &
Workforce**

Overview and Instructions

Work-based learning is an important educational experience that empowers organizations to work with students and education professionals. Work-based learning gives students a first-hand view of the world of work. It introduces them to what it is like to work for an employer and perform job functions while reinforcing what they've learned in the classroom. It also allows employers to have a direct impact on developing their future workforce.

This guide has been co-developed to aid organizations in designing mutually beneficial work-based learning experiences that span secondary and postsecondary systems.

While this guide has been built with simplicity in mind, we have included many opportunities to further investigate topics through web-based links, therefore this guide is much more user friendly electronically. Also, using the companion worksheet will aid in using this guide in a way that fits your needs.

We hope you find this guide to be helpful in getting your organization started and feeling confident in expanding or developing your work-based learning options!

Let's get to work...

First, what is “work-based learning”?

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.”

There are many ways to engage students in the work of your organization – but work-based learning experiences have specific guiding principles that must be incorporated.

For more information on defining work-based learning for high school students, visit this [Work-Based Learning Overview](#). K-12 schools and districts — and high school students — can use work-based learning for their high school graduation requirements and other school accountability systems if the criteria in the overview are met.

You may already employ students. Their job with you may be the start of a GREAT work-based learning experience. Learn more about transitioning your student employees to work-based learning students in the “[Expanding Opportunities](#)” section of this guide.



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.

Determining Your Starting Point

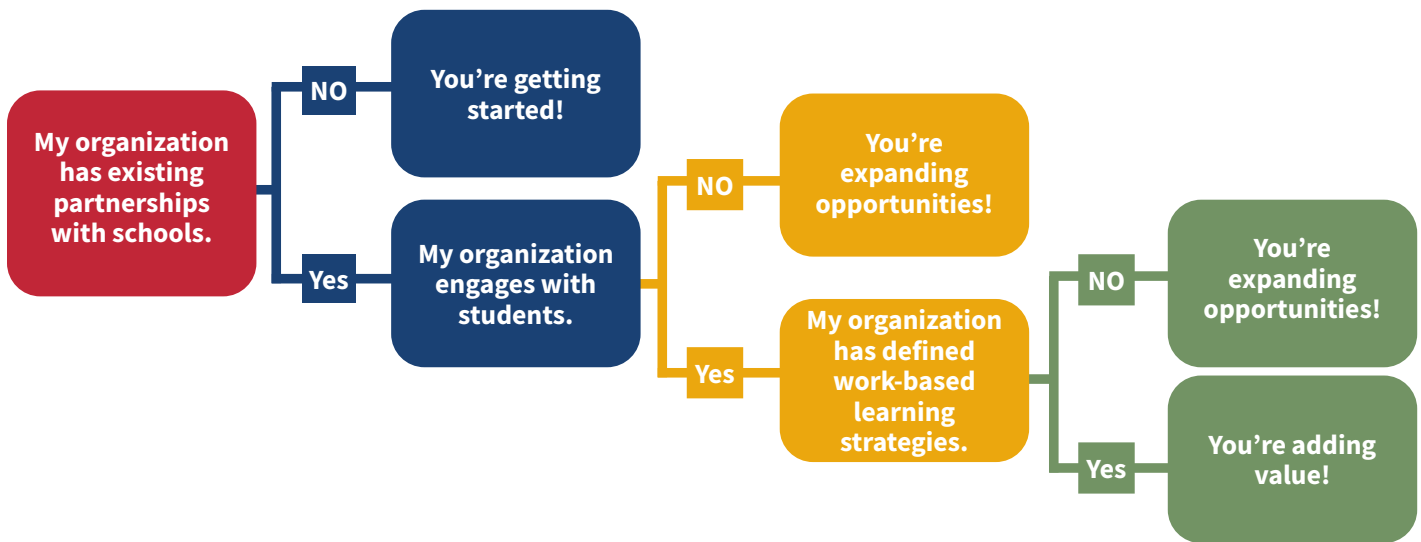
Ensuring you and your organization have all relevant information necessary to begin or expand your work-based learning strategy is key in using your time efficiently. To do so, let's look to the companion worksheet and begin identifying your level of engagement in work-based learning experiences (and other activities like career exploration).

This guide contains three major sections to be responsive to your needs:

- 1. Getting Started** – For organizations that are new to partnering with schools or may have some collaborations with schools but need a refresher on some basic work-based learning information.
- 2. Expanding Opportunities** – For organizations that partner with schools currently but may not engage in work-based learning or hosting student interns.
- 3. Adding Value** – For organizations that are looking to expand and enhance their work-based learning opportunities.

Complete the Identifying Your Starting Point section of the companion worksheet (or use the flow chart below) and dig into this guide starting wherever is most relevant for you.

Identifying Your Starting Point



Once you have identified your starting point, click the links below in the corresponding section to review more information. Don't forget to use the companion worksheet to help with your planning.

1. Getting Started

- [Why should your organization get involved in work-based learning?](#)
- [Tips for getting started and who can help](#)
- [Evaluating your organization's capacity to collaborate and start planning](#)

2. Expanding Opportunities

- [Preparing your organization to work with youth](#)
- [Checklist for onboarding students](#)
- [Developing learning agreements](#)
 - [Key partner responsibilities](#)
- [Creating an inclusive experience](#)
- [Turning part-time employment into work-based learning experiences](#)
- [Preparing students for the experience](#)

3. Adding Value

- [Mentoring students on professional skills](#)
- [Helping students earn industry-recognized credentials](#)
- [Advising students on their career pathway](#)
- [Continuous improvement and feedback](#)

Conclusion: Turning the Plans into Action

Now that you have some great plans for meaningful work-based learning, go forth and do great things! Start small, think big, scale fast. The students of Ohio need you – and your organization will no doubt learn and grow from them. It's time to put your ideas and plans in to action!

Getting Started

WHY SHOULD AN ORGANIZATION GET INVOLVED IN WORK-BASED LEARNING?

There are many benefits to engaging in work-based learning, including the organization's ability to develop skilled employees to address future and immediate workforce needs.

Create an image of social responsibility – By engaging students, businesses demonstrate how they are paying it forward by investing in future leaders in their own communities. [Learn how Ohio Health is creating an image of corporate responsibility through its engagement with local schools.](#)

Develop a talent pipeline – Businesses have the unique ability to help future talent learn about positions available within their organizations. By engaging students in training and apprenticeship opportunities at an earlier age, organizations can begin building their future talent pipelines, which leads to employee retention and lower training costs in the long run. [See how the Local 219 Plumbers and Pipefitters Union developed its talent in partnership with North High School.](#)

New perspectives – Students bring a different perspective and can contribute to the team with proper guidance. The trade-off is developing new, innovative ways of doing things. [See how a student at Piqua became an asset to a local employer, “Harmony Systems.”](#)

Students with skills – By creating work-based learning experiences, mentorships, internships and other career-focused opportunities for students, businesses gain a generation that is on the forefront of technological advancements, with great professional and technical skills. These students can be an asset to solving problems and thinking outside of the box.

Influence local curriculum – Businesses can have an influence on what is taught in schools to help ensure students are learning skills that are valuable in the workplace. [See how the Ottawa County Business Advisory Council influences curriculum.](#)

Advertisement – Businesses that support local schools often are acknowledged by the school as a sponsor. This advertisement at school events, in publications or on social media can increase an organization's reach.

Strong schools create a positive community for your business – Employees want to work in a community where they feel connected and where they want to send their children to school. [See how Ohio Health is providing opportunities for students in Marion.](#)

In addition to these benefits, work-based learning experiences benefit students by:

- Connecting classroom learning to the workplace;
- Providing students opportunities to practice skills in real-world scenarios;
- Helping students develop and refine their professional skills;
- Giving them a chance to observe professionals in action;
- Helping them learn how to network with potential employers;
- Increasing opportunities for post-high school employment;
- Allowing students to test and explore multiple career field options;
- Often improving student attendance and graduation rates and student motivation.

Meaningful work-based learning is a win-win-win. It's good for an organization, it's good for students and therefore it's good for schools.

Getting Started

TIPS FOR GETTING STARTED AND WHO CAN HELP

Wondering how to partner with schools to develop career exploration and work-based learning experiences for students? There are many regional and community partners, work-based learning coordinators and Business Advisory Councils in Ohio that can help.

- 1. Evaluate the organization's capacity to collaborate.** Identifying the type of activities the organization may be able to commit to is crucial. [The next section](#) of the guide provides guidance on this.
- 2. Identify a coordinator.** One person in your organization should lead the coordination efforts. This could be a human resources representative, office manager or project/team leader. They should have the capacity and time to commit to the effort.
- 3. Set some internal goals for what the organization would like to accomplish.** Having an idea of the goals the organization would like to accomplish through the partnership and work-based learning strategies is a great way to focus the initial work. [The next section](#) of the guide will provide some tools to help with this.
- 4. Connect with schools, career centers and institutions in the community.**

For a list of schools, visit the Business-Education Partner Search Map.

 - a. Connecting could be an informal conversation, a meeting to discuss possible experiences or looking to serve on a school's Business Advisory Council. (This map also shows Business Advisory Council locations and contact information.)
 - b. Set up a meeting with the principal, school counselor or other staff. Find out what they need and ask how the organization can help.
 - c. Talk with other business leaders in the community about how they partner with schools.
- 5. Ask for help.** While the local schools, career centers and institutions will be a great resource, some may be new to work-based learning too. Contact representatives from these organizations for more help:
 - a. [Ohio's Educational Service Centers](#)
 - b. [Workforce development organizations](#)
 - c. [Ohio Tech Prep Regional Centers](#)
 - d. [Ohio Department of Education and Workforce](#)
 - e. [Ohio Department of Higher Education](#)

Let's look at some activities that may jump-start the organization's work-based learning strategy.

Getting Started

EVALUATING THE ORGANIZATION’S CAPACITY TO COLLABORATE AND START PLANNING

There are many ways an organization can collaborate with schools, career centers and institutions with an ultimate goal of students experiencing the world of work with an employer through a work-based learning experience.

It’s important to consider the organization’s capacity to partner with schools before setting goals. The companion document can help.



A starting point may be to brainstorm small ways to partner to build toward hosting student interns and engaging students in other work-based learning experiences.

A key concept to understand is the difference between activities that are “career exploration” versus “work-based learning.”

Career exploration activities are critical for students. They add so much value to a student’s education experience and are often tied back to a person’s career decisions.

Think back to what made you enter into your first professional career. Was it a meaningful conversation that had an influence on your decision? Was it a field trip? Was it something you saw or experienced that you just had to try?

Parents and families, educators and real-world experiences are the biggest influencers of a person’s career choice. Ohio is committed to strengthening business-education partnerships across the state to better provide all students opportunities to learn about their career options right here in Ohio.

To support this mission, there are a variety of engagement opportunities to consider when building the organization’s strategy for working with students.

Here are some suggestions to get started that will lead your company on a path to offering work-based learning:

[View the full WorkBased Learning Activity Matrix](#)

Activity	Description	Estimated Time Investment	Key Roles
Career Awareness Activities			
Career Exploration Activities			
Career Planning Activities			
Work-Based Learning Activities			



Now let's put those brainstormed ideas into action. Consider answering these questions to help identify meaningful ways to get started. Find space to answer these questions in the companion document:

- **Does the organization currently employ students?** If so, consider their input on creative ways to connect with students and develop internship and other work-based learning experiences.
- **What are the organization's top workforce needs?** Where are the most projected openings going to be? These areas of the organization may be fundamental to designing work-based learning activities. Need human resource professionals, technical support professionals, IT specialists, mechanics, installers and maintenance professionals? Great! Design activities and experiences that will excite students about these careers.
- **Who in the organization has experience with engaging youth?** This could be in the form of volunteering at schools, career centers and institutions, or youth organizations; being a parent or caregiver; or through a prior career experience. This person or people may be great candidates to serve as the work-based learning coordinator.
- **Who could serve on an internal team to design these student experiences?** Who would be excited about doing something new? Who was on the list of people with youth experience? This team will be crucial in turning ideas into reality and meeting the identified goals.
- **Does the organization have a budget (including time and talent) it could put toward these student experiences?** Community and education partners can also help identify funding opportunities for student experiences – knowing what the organization can provide is helpful.
- **Is the organization ready to plan work-based learning experiences for students?** Or is the organization looking to start with a career exploration activity? If the organization is ready to start planning an internship or other work-based learning experience, the rest of this guide is here to help! If not, feel free to use the ideas introduced earlier in the guide to get started partnering with schools. Setting goals and organizing partners are still great ways to get career exploration activities off the ground.

The remainder of this guide will focus on developing **work-based learning** experiences for students.





Using the answers to those questions, set some common goals for success. Begin by documenting some basic information – the companion document can help!

- **Describe the organization’s work-based learning strategy.** If the organization will host student interns on site, focus on that. Use the answers to the questions above to further refine ideas.
- **How will the organization measure success of the experience? Here’s where the goals come in.**
 - Is one goal an overall reduction in the organization’s turnover and job openings?
 - Is another goal to see improvements in employees’ job satisfaction?
 - Is one goal to make an impact on the community?

Work-based learning can help in all of these areas! Get the team together and THINK BIG. Develop a vision for this project for the team to share. That vision will drive work-based learning success.

- **How many students are targeted to be served?** Think about the future too! While the organization might start with one student this year, will that number increase in five years if this goes well?
- **What is the timeline?** When would the organization need or want students to start? Consider the organization’s productivity timelines – there may be a time of year that would make more sense over another based on busy seasons. Same with schools, early fall and early spring are very busy for schools.
- **Who will be the key partners?** This is important. Which schools, career centers or institutions will the organization work with – at least at first? Are there workforce development boards, economic development groups or community outreach partners that can help with this?
- **What will be the supports for students? Will they be paid?** If traveling to the organization, how will the team ensure students get there? What other supports might students need to be successful? Visit the [Creating an Inclusive Experience Section](#) of this guide for more information.
- **What is the total amount required to fund the project?** Depending on the work-based learning experience being designed, time and talent may be the only budgeted items.
- **Identify the overall project manager(s) and include relevant contact information.** This person or people are key to making this a success.
- **How will the project team communicate progress?** Knowing how the overall project manager or coordinator will communicate progress is important.

Now that you’ve got a basic idea of what the organization would like to accomplish, let’s start getting more specific.

The next section of this guide will cover how to craft a high-quality **work-based learning experience for everyone involved.**

Expanding Opportunities

PREPARING YOUR ORGANIZATION FOR WORKING WITH YOUTH

According to Gallup, Gen Z and millennials now make up nearly half (46%) of the full-time workforce in the U.S.

To develop the next generation of organizational leaders, every employer needs to be asking: **What do our younger workers want from the workplace?**

If this is your first stop in this guide – welcome! Congratulations to your organization for your connections with schools – this likely means that you’ve already thought about this important question.

“Gen Z” was born in the mid-to-late ‘90s through the 2010’s.

Millennials were born in the mid-to-late ‘80s through the mid-to-late ‘90s.

As the organization thinks critically about offering work-based learning experiences, consider these points:

- Gen Z is largely optimistic about the future – but anxious about their abilities to be successful workers.
- Gen Z says they’re the hardest-working generation – but demand flexibility.
- Gen Z values trust and support above all else. They’re looking for leaders who will help them be inspired in their work while encouraging them to try new things and develop professionally over time.
- Gen Z is the first generation to have been provided a constant stream of information and outlets for expression through social media. Their priorities have changed over time and our ever-changing society has influenced these changes.
- Want Gen Z to do the best work on the job? [Mix in projects they actually care about and enjoy doing.](#)

Why do Generations Matter in the Workplace?

Preparing your organization to work with youth may take some patience and education. Too often, stereotypes and misunderstandings occur – try to remember this is a learning experience, and often it might be the first “real” job or employment experience these students have had. Work-based learning is a great way to partner with school professionals who can help correct negative behaviors and reinforce positive ones – teachers, counselors and other educators are trained to help students learn from their mistakes and can be there to help the organization manage issues if they arise.

The youth of today value experiences that provide opportunities to follow paths they find passion in and have determined for themselves. Providing hands-on, engaging experiences to students cultivates supportive relationships and equitable employment practices. Forming relationships with students allows work-based learning mentors to focus on students’ needs and aspirations. These relationships serve to benefit both employers and students.

Understanding Youth Employment and Internship Laws

- According to [Ohio law](#), many youth **can be exempt** from “employment of minors” laws – including students participating in a career-technical or STEM program approved by the Ohio Department of Education and Workforce or students participating in eligible classes through a College Credit Plus program.
- Some student-employer relationships may qualify as “**Internship Programs**” under the [Fair Labor Standards Act](#). This provides a set of easily understood guidelines for employers in design of the experience.
- Overall, **don’t let the fear of the unknown place a perceived barrier** in the way of the organization’s plans – consult the organization’s legal counsel, work with other companies who have work-based learning experiences or even consider an intermediary organization to serve as the employer of record for the students.
- For more information on Ohio’s Minor Labor Laws, contact the Ohio Department of Commerce’s [Bureau of Wage and Hour Administration](#) at wagehour@com.state.oh.us.

CHECKLIST FOR ONBOARDING STUDENTS

Connect with the organization's key partners to refine the following:

- **Determine the job description for the work-based learning experiences.** Determine the organization's need for additional skills. The organization's work-based learning coordinator may work with various departments to determine the needs and consider how students could develop them on the job.
- **Identify the main mentor for the student.** This could be the direct supervisor or someone else in the organization. Be sure to identify times and locations for the student and mentor to meet and get to know each other. Check out the [Adding Value section](#) of this guide for additional tips for workplace mentors.
- **Promote work-based learning opportunities.** Work with key partners to share the organization's work-based learning opportunities to find students who will be a great fit for the organization. Opportunities also can be posted on [OhioMeansJobs.com](https://ohiojobs.com) as high school and college internships.
 - **Consider how the organization may work with key partners to build excitement about the opportunity** – remember, students want to be inspired. Create videos and visit classrooms to get the organization's brand in their hands.
- **Consider the selection and hiring processes.** The more realistic these processes are, the more the authentic the learning experience for the student will be and the more likely the organization will find the right student for the opportunity. This will also help prepare students for future employment. Consider the following while designing the organization's work-based learning experience:
 1. Have the student visit or shadow the human resources department:
 - Provide an opportunity to review and enhance the student's resume.
 - Allow students to partake or sit in on interviews.
 2. Create a resource of job interviewing tips for the student to develop and prepare for the interview process.
 3. Provide the opportunity for students to be interviewed by the organization – and don't forget the most important part – give feedback.
- **Plan an orientation for all employees.**
 - Inform all employees the organization will engage in work-based learning.
 - State the purpose and benefits of work-based learning.
 - Identify work-based learning point of contact(s):
 - Let all employees know who to contact regarding successes and challenges engaging with students.
 - Stress that it is a learning environment for student(s).
 - Set the timeline, schedule and start date of the work-based learning experience.
- **Plan an orientation for the student.** Remember, this may be this student's first work-based experience. Conducting an orientation to go over some basic expectations like dress code, call-off procedures, evaluation methods and emergency procedures may be crucial to their success.
 - **Consider what the student's first day will look like.** How will the student meet people? Who will introduce the student to other employees? Where should the student go to meet his or her mentor? What should the student bring to work? These are all important things a student may not know to ask about.

- **Determine the schedule for the student.** Some students may be able to get to the organization during the day, others may need some help in scheduling. Overall, the more flexible (within reason, of course) the organization can be about students' schedules, the better.
- **Help develop a learning agreement** (covered in-depth in the [next section](#)) The student, instructor or educational representative and the organization's representatives should all co-develop and sign the agreement. The learning agreement should include the skills the organization wants students demonstrating on the job, along with the organization's basic expectations. Agreements should include the student's job description and **evaluation methods**.
 - **Evaluation methods** – Students should be evaluated by both the organization and the instructor or educational representative from the education partner. Work together to determine how student performance will be evaluated.
- **Consider the organization's welcoming strategies.** Students will excel faster if they feel welcome in the organization. Here are some ways to do that:
 - Have an organization-wide "greeting" strategy when others meet the intern (or anyone new for that matter). Make it an expectation that the team says "hello"!
 - Determine what is unique about the organization. What will ensure the student will walk away from the experience with a positive story to tell?
 - How will the organization ensure the student is doing something valuable? Students often aren't afraid to speak up and will bring fresh ideas to the organization.

→ **Pick a start date and keep moving forward!**

Want to focus on developing the organization's internship program? Find more internship tips, including 10 Steps to a Successful Internship in this [Cincinnati toolkit!](#)



DEVELOPING LEARNING AGREEMENTS

Learning agreements are an essential and required element of all work-based learning experiences. These documents ensure all involved parties agree to the organization’s plans and overall design of the experience. Learning agreements may vary based on the work-based learning experience, but they will always include three essential elements:

1. **Co-designed.** Work with the student and the organization’s identified mentor and/or coordinator, the student’s instructor or educational representative and a parent or caregiver to design the work-based learning experience.
2. **Identified learning outcomes.** Learning outcomes frame the desired skills and knowledge the student will develop over the course of the experience. The student and instructor or educational representative will help align work tasks with **Ohio’s Learning Standards, Career Field Technical Content Standards** and/or the **OhioMeansJobs Readiness Seal Competencies**.
3. **Expected roles and responsibilities.** Make sure everyone knows what is expected of each participant (student, employer, educator, parent/caregiver) with a signed agreement between all parties.

Learning agreements are extremely beneficial to students and educators in designing work-based learning experiences that meet educational needs, and these benefits extend to employers as well. For example:

- Learning agreements can solidify expectations for personal conduct, attire, attendance and more, ensuring that all parties understand the professional environment and importance of a positive and professional attitude.
- Learning agreements help identify **workplace competencies** that are essential to the organization, ensuring students are better prepared for successful employment after graduation (developing the talent pipeline).
- Students may be able to earn **school credit(s)** for experiences through the use of the learning agreement and evaluation from an employer or business mentor.

Each learning agreement may vary slightly depending on the type of work-based learning experience. Overall, steps to completion may include:

1. **The student identifying work tasks from the organization’s work-based learning experience plan and job description.**
2. **The student working with the instructor or educational representative to align work tasks to learning standards.**
3. **All parties reviewing and signing the agreement.**

Learning agreements also may outline the methods that will be used to **evaluate student progress and skill performance**. For more information, review the [Learning Agreement Template](#) on the Ohio Department of Education and Workforce’s Work-based Learning webpage.

Examples of Alignment Between Work Tasks and Learning Standards

Learning Standard	Work-based Demonstration	Evidence of Demonstration
Transportation Systems 2.4.2 : Inspect fluid levels and fluid conditions on all mechanical systems.	Check all fluid levels and conditions for customer’s vehicle and replace as needed.	Student Record for Customer; Employer Evaluation
OMJ Readiness Seal – Punctuality : The student arrives to commitments on time and ready to contribute.	Arrive at work by 8 a.m. Monday, Tuesday and Thursday.	Attendance Record; Timecard; Employer Evaluation
Math – Number & Quantity : Reason quantitatively and use units to solve problems.	Identify pressure concerns in the brake system.	Student Journal; Employer Evaluation

Detailed Roles and Responsibilities of Partners

The Organization (Employer and/or Business Mentor):

Internal Design Team

Employee Experience – The internal team is comprised of those individuals contributing in some way to the work-based learning experience. It may include human resources, team leads and leadership. In small businesses, this may be one person. The best people for the internal team are those with experience working with young people and providing mentoring and training for other employees.

Time and Commitment – Employees will need time and commitment to provide mentoring, supervision and evaluation of students. The best team members will have time provided to complete work-based learning activities.

Experience Coordinator

Relationship with District – Maintaining an ongoing relationship with the education partner provides an opportunity for the business partner to be in front of students (potential employees) throughout the school year. Students will tend to gravitate toward opportunities with employers they are familiar with.

Recruiting – Actively recruiting for work-based learning candidates is critical to the success of the project. It is important that education partners are aware of the quantity and types of positions that will be available for students.

Job descriptions – Similar to full-time positions, work-based learning opportunities should have job descriptions. This gives teachers and students the opportunity to see the types of activities they should be preparing for.

Employee orientation – This may be the first time the student has been under the supervision of an employer. The student should be made aware of company policies such as time tracking, dress code and meal breaks.

Tour and Supervisor/Team Introductions – A work-based learning experience can be intimidating for a student. This is a young individual who is being asked to perform in an adult environment. It is critical that introductions are made before the actual work to allow the student the opportunity to meet his or her future team.

Evaluation – Even adult employees are intimidated by the evaluation process. Thought should be given to the introduction of the evaluation process and a thorough explanation of the purpose and goals of the evaluation process should be incorporated.

Mentor/Supervisor

Learning Agreement Collaboration – The mentor should play a participatory role in the development of the learning agreement, providing tasks and objectives the instructor and student can align to classroom competencies. Occasionally, the supervisor or mentor may be asked to find tasks that reinforce a classroom competency.

Scheduling – The supervisor/mentor should collaborate with the student to develop a schedule that will allow the student to complete academics and required school activities. Ensure scheduling follows applicable labor laws.

Monitoring – Track student performance and recognize opportunities for mentoring or coaching. Provide feedback to the student’s instructor for classroom reinforcement.

Mentoring – Provide appropriate instruction/feedback to the student at the worksite. Find more tips on this in this guide.

Involvement of Student – Provide opportunities for the student to engage with co-workers and communities outside of the workplace, including:

- Team meetings;
- Social activities;
- Business community engagement.

Training – Contribute to the implementation of the student’s training plan.

Performance Evaluation – Assess the student’s learning and achievement of learning agreement objectives.

Education Partner (Instructor or Educational Representative): Leadership Team

Learning Agreement Collaboration – The educational leadership team should play a participatory role in the development of the learning agreement, providing learning outcome alignment to the work tasks of the employer or business mentor.

Time and Commitment – Students, coordinators and instructors need time and commitment to create high-quality experiences.

Promotion of Opportunities – This includes participating in community functions, planning and preparing publicity, taking part in extracurricular activities, keeping in direct contact with school staff, parents, business, industry, labor and community, and planning and conducting special events.

Reporting – Maintain student records and provide necessary information to the Education Management Information System (EMIS) coordinator.

Experience Coordinator

Relationship with the Business – Maintaining an ongoing relationship with the education partner provides an opportunity for the business partner to be in front of students (potential employees) throughout the school year. Students tend to gravitate toward opportunities with employers they are familiar with.

Coordinating Activities – This includes preparing a work-based learning agreement; coordinating on-the-job work-based learning; evaluating the student’s progress on the job with the employer and ensuring safety provisions and labor laws are being followed.

Operation/Administration – This requires the coordinator to work with leaders to plan and arrange a well-rounded program; work with the advisory committee; organize and supervise student activities; create a survey and conduct research to evaluate the effectiveness of the education programs.

Evaluation – Even adult employees are intimidated by the evaluation process. Thought should be given to the introduction of the evaluation process and a thorough explanation of the purpose and goals of the evaluation process should be incorporated.

Lead Instructor

Teaching – Involves the overall safety of the student; developing, administering, reviewing and evaluating instructional program plans and objectives; and utilizing activities and resources appropriate for the objectives, content and students.

Employer support – Assist the work-based learning coordinator in reinforcing skills learned on the job and act as a resource to help manage student behavior.

Assessment – Complete a pre-assessment of student competency demonstration to inform the work-based learning experience and a post-assessment for improvement and growth.

Mentoring – Provide appropriate instruction and feedback to the students at the worksite. Find more tips on this in this guide.

Training – Contribute to the implementation of student’s training plan.

Performance Evaluation – Assessment of the student’s learning and achievement of learning agreement objectives.

The Student and Their Parents or Caregivers:

ALL

Learning Agreement Collaboration – The student should play a participatory role in the development of the learning agreement, providing learning outcome alignment to the work tasks of the business partner.

Time and Commitment – Students and their families need time and commitment to create high-quality experiences.

Transportation – Parents, caregivers and/or students must provide transportation unless other arrangements are made.

Accountability – Maintain student records and provide necessary information as needed. Meet (and exceed) expectations set forth in the learning agreement.

Crafting a learning agreement and overall experience that is inclusive is important to ensuring a diverse workplace. Continue to the next section to learn more about creating an inclusive experience.

Expanding Opportunities

CREATING AN INCLUSIVE EXPERIENCE

The population of Ohio is made up of different races, national origins, religions, sexual orientations, gender identities, ages, abilities, educations, upbringings, families and personalities.

An employer's focus on diversity, equity, inclusion and accessibility can help in Ohio's mission to support all students to succeed in life. Appropriate supports must be made available so personal and social circumstances do not prohibit a student from reaching his or her greatest aspiration. The education system and partnering employers can help each student find the right path to success.

Benefits of a Diverse Workforce

Diversity: 1) The condition of having or being composed of differing elements; variety; 2) human variety of experiences, identities and perspectives that employees bring to state employment.¹

Studies show that having a more diverse workforce **boosts morale, productivity and profitability**. For example, individuals with disabilities have proven to be dedicated, conscientious and highly productive workers when given the opportunity. Their performance, attendance and retention often are above average in industry surveys.²

Additionally, as shown in the chart below² employers with above-average diversity scores reported higher innovation revenue than those with below-average diversity scores.

A study by McKinsey & Company² indicates that while gender and ethnic diversity clearly are correlated with industry profitability, women and minorities remain underrepresented in the workforce. Too often, the greatest barriers to hiring a diverse workforce are myths, fears and misunderstandings.

How can employers represent and embrace the diversity that exists among students and maximize the assets they will bring to the workplace?

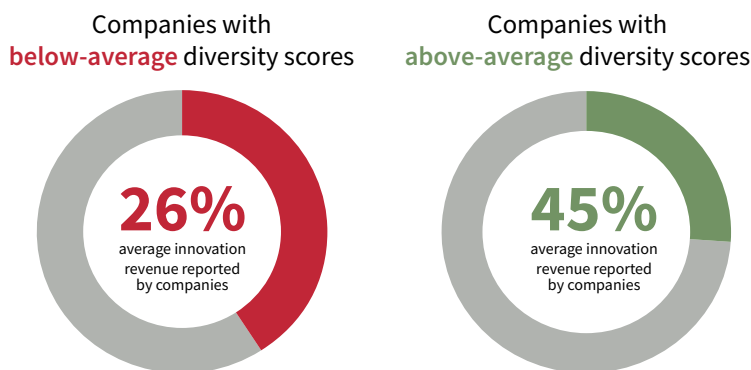
Inclusive Hiring Practices

Inclusion: To take in or comprise as a part of a whole or group; 2) the practice of understanding and applying diversity to improve work culture and influence the way we serve Ohioans.

Increasing diversity in the workplace can start with inclusive hiring practices.

Recruitment and hiring practices that are inclusive of diverse individuals give employers access to a range of talent, skills and innovative thinking in its candidates. Research shows that investing in an inclusive workforce gives employers a competitive edge and promotes connection to the community. Employers who hire and support employees with disabilities experience higher revenues and greater profit margins.

Exhibit 1 | Companies with More Diverse Leadership Teams Report Higher Innovation Revenue



Source: BCG diversity and innovation survey, 2017 (n=1,681).
Note: Average diversity score calculated using the Blau index, a statistical means of combining individual indices into an overall aggregate index.

¹ "Diversity." Merriam-Webster.com. Merriam-Webster, n.d. Web. 28 Feb. 2018; 2) "Diversity." Embrace Diversity & Inclusion State Competency. State of Ohio, 8 Jul. 2020.

² <https://www.weforum.org/agenda/2019/04/business-case-for-diversity-in-the-workplace/>

³ "Include." Merriam-Webster.com. Merriam-Webster, n.d. Web. 28 Feb. 2018; 2) "Inclusion." Embrace Diversity & Inclusion State Competency. State of Ohio, 8 Jul. 2020.

⁴ [Opportunities for Ohioans with Disabilities Inclusive Employer Toolkit](#)

Accessibility in the Workplace

Accessibility: The ability to access the functionality and benefit of systems, entities or products; the degree to which a product, device, service or environment is readily available for use by as many people as possible.

In the United States, workplace accommodations are defined as any change or adjustment to a job, the work environment or the way things are usually done that would allow an individual with a disability to apply for a job, perform job functions or enjoy equal access to benefits available to other individuals in the workplace. Examples of accommodations include service animals in the workplace, fragrance-free policies, assistive technologies (such as screen magnifiers and workspace modifications), accessibility services (for example, sign language interpreting for people who are deaf) or modifications to the existing digital assets to make these accessible or interoperable with assistive technologies.⁵

Providing workplace accommodations (sometimes known as reasonable accommodations) for employees leads to many direct and indirect benefits. It can increase an employee's productivity and eliminate the need to hire and train a new employee. A recent study found that more than half of all reasonable accommodations cost absolutely nothing. Other times, the accommodation is very inexpensive. Often, one-time accommodations cost no more than \$500.⁴

**Interested in improving the organization's inclusivity?
Consider these inclusive training opportunities and resources:**

- [Digital Accessibility and Accommodations](#)
- [Disability Awareness and Educational Training](#)
- [Disability Etiquette Training](#)
- [Disability Outreach and Inclusion Messaging: Assessment Checklist for Career Pages](#)
- [Employer Tax Incentives](#)
- [Inclusive Hiring: Applicants with Disabilities Training](#)
- [Inclusive Internship Programs: A How-to Guide for Employers](#)
- [Workplace Accommodation Toolkit](#)
- [Partnerships to Build the Pipeline, Employer Assistance and Resource Network on Disability Inclusion](#)
- [Each Child Means Each Child: Ohio's Plan to Improve Learning Experiences and Outcomes for Students with Disabilities](#)

⁵ [Job Accommodation Network \(JAN\) Workplace Accommodation Toolkit](#)

TURNING PART-TIME EMPLOYMENT INTO WORK-BASED LEARNING EXPERIENCES

Many organizations employ students in a part-time setting. These employees often are crucial members of a team. Students who are employed part time also can benefit from transitioning their part-time employment into a work-based learning experience.

Here are some considerations for transitioning part-time student employees into work-based learning experiences:

1. Work with the student to identify a contact at their school who can help develop a learning agreement.
2. To develop a learning agreement, identify the skills and knowledge the student will develop on the job. Consider the following when establishing the learning agreement (visit the earlier section on [Developing Learning Agreements](#) for even more information):
 - a. **What skills does the student's part-time job require?** Every job has skills associated with it – what are the skills needed to do the student's current position well? Those skills are the basis of the learning agreement for work-based learning. Consider the professional, technical and academic skills needed – the education partner can help.
 - b. **Are there additional areas in the organization the student could benefit from learning about?** Keep in mind the goal of exposing the student to the career opportunities available in the organization (or similar roles in other businesses).
 - c. **Could the student perform work temporarily in these additional areas?** For example, if management is an area of the organization that a student may benefit from learning about, could the student draft employees' schedule for the week with the manager? Are there tasks in the human resources or fiscal departments the student could perform to both help the full-time employees and give the student an opportunity to learn?
 - d. **What areas of the business may have workforce needs in the future?** If the organization has areas that will be seeking quality talent in the future, consider building in time for the student employee to be introduced to that area of the business.
3. Create a learning agreement that both satisfies the necessary duties of the part-time job and gives the student opportunities to build his or her skills.

A work-based learning experience is simply a more intensive type of work experience for a student – designed specifically to build the student's knowledge, skills and abilities in a career-field aligned to the student's chosen pathway.

The workplace offers a unique environment for students to learn skills they may not be able to learn at school – skills that will be critical for their long-term success. A work-based learning experience links classroom lessons with real-life work experience.

PREPARING THE STUDENT FOR THE EXPERIENCE

Different types of work-based learning will require different expectations and processes for preparing the student to interact with the organization and identified team. However, there are some general steps that will be beneficial to all students – whether completing virtual projects, working in a school-based enterprise or interning.

1. **Get to know the students.** Use their names. Show them the same respect they will be expected to show you. This serves as great role modeling. Ask the students about their strengths, goals and ideas.
2. **Provide opportunities for students to make some decisions regarding the work-based learning experiences.** Students get excited about sharing in the development of their experiences and will be more committed to the work. This may require flexibility and being open-minded to new ways of doing things. This input also helps students develop communication, creativity and decision-making skills.
3. **Teach students about workplace processes and procedures, culture and expectations.** Remember, this may be a student's first employment experience. Allow the students to ask questions about the workplace.
4. **Be a positive role model for students.** Students learn a lot from observing others. Set them on a path to success by modeling positive actions.
5. **Give the students clear directions.** A good practice is to provide these both verbally and in writing. Ask for questions and clarify. Again, many students are just beginning the process of working with business and industry.
6. **Establish positive relationships,** but if any student displays inappropriate behavior, speak with them in private and share this with the instructor or educational representative.

Whatever the work-based learning experience, it is important to set realistic expectations for student work, behavior and attitude. Determine what those expectations are. It may be helpful to have a conversation with the education partner to develop joint expectations depending on the type of work-based learning experience.

Clearly communicate expectations, just as the organization would do for other employees in the workplace. Ask for feedback from the students. Make sure the students have everything needed to meet the expectations.

Explain to students why these expectations are important. This will help them see the bigger picture of the skills they can develop and what they can accomplish.

Set an expectation that students always consider safety and health first. Young people are not as aware of or may not be as concerned as adults about dangers in the workplace. They will need instruction in general safety rules, machine safety, health precautions, personal protective equipment, emergency evacuation and exits and other procedures that ensure health and safety. If a student is working at night, exiting the building may even be a concern.

Give the student lots of feedback, especially in the beginning. Feedback is very important to youth. Plus, it ensures they understand how to perform successfully to meet expectations.

MENTORING STUDENTS ON PROFESSIONAL SKILLS

If this is your first step in this guide – welcome! Congratulations to your organization for its connections with schools – this likely means the organization is ready to enhance its programming.

Mentorship: 1) The guidance provided by a mentor, especially an experienced person in a company or educational institution.

Tips for Mentoring Work-based Learning Students:

Work-based mentoring provides students the opportunity to explore potential careers and related educational experiences. Mentoring allows for a trusting relationship between the student and their mentor(s), where students can connect what they're learning in school with a professional in the workplace.

Below are some recommendations for employers to keep in mind to create a positive mentoring environment:

- Demonstrate task performance by doing the task while the student observes;
- Ensure to clearly explain how to perform the task correctly and why it is performed a certain way;
- Monitor and coach the student as they attempts to do the task;
- Be a positive example for the student;
- Model problem-solving by thinking aloud and demonstrating problem-solving strategies;
- Avoid messages that may lead to the expectation of perfection, and let the student learn from their mistakes;
- Ask open-ended questions and be available for the student to ask questions;
- Keep a watchful eye and be a great listener;
- Be consistent with communication, engagement and goals;
- Be active and create a positive learning environment for the student;
- Use the skills outlined in the learning agreement to focus mentoring conversations.

The Role Mentoring Can Play in Addressing Students' Professional Skills

The 21st century workplace is evolving constantly. **Ohio businesses report a persistent disconnect between the skills businesses seek in applicants and the skills applicants have.** Many of the skills businesses seek can contribute to a student's success in higher education as well. This skills gap is a challenge for businesses and institutions of higher education seeking talented applicants.

Mentoring conversations around key professional skills can help students understand performance expectations and help businesses get the qualified workforce they need.

Mentoring High School Students on Professional Skills

For High School Students – Consider using the [OhioMeansJobs-Readiness Seal as a framework.](#)



What is the OhioMeansJobs-Readiness Seal? Students now can earn recognition by showing they are prepared to contribute to the workplace and their communities. The OhioMeansJobs-Readiness Seal is a formal designation students can earn on their high school diplomas and transcripts indicating they have the personal strengths, strong work ethic and professional experience that businesses need. Students must demonstrate certain professional skills required for success in the workplace. Students work with at least three experienced and trusted mentors who validate the demonstration of these skills in school, work or the community.

The OhioMeansJobs-Readiness Seal is a way for high school students to demonstrate they have the professional skills needed to succeed in college, careers and life. Consider [using this rubric](#) in mentoring conversations with students to help guide them in the right direction.

Here are the top five things to know:

1. The OhioMeansJobs-Readiness Seal can be an addition to a student's college applications or resume. It demonstrates a set of 15 professional skills that employers and colleges are looking for in applicants.
2. The OhioMeansJobs-Readiness Seal gives students an advantage when applying for jobs or colleges. Many Ohio businesses and colleges recognize the OhioMeansJobs-Readiness Seal and know that candidates with the seal already have a basic set of professional skills that lead to success.
3. To earn the OhioMeansJobs-Readiness Seal, three trusted adults, or mentors, certify students demonstration of the required skills.
4. If students are involved in school activities, community or a work-based learning experience, they're probably already doing the required work to earn the seal. For example, if they are in the marching band, they could ask the band instructor to be their mentor. The band instructor might certify they demonstrated punctuality (one of the professional skills) because they arrive on time to practices and performances.
5. Students don't have to wait on parents and educators to earn the OhioMeansJobs-Readiness Seal. Students can take charge and begin on their own. To get started, read the details about the OhioMeansJobs-Readiness Seal, download the [validation form](#), find three mentors and provide them with the mentor resources.

Next, let's take a critical look at work-based learning evaluations and how they can be used to reinforce mentoring conversations.

HELPING STUDENTS EARN INDUSTRY-RECOGNIZED CREDENTIALS

Earning Industry-Recognized Credentials

Connecting students to opportunities to earn industry-recognized credentials puts them on a path to success after their educational experiences. Students who earn industry-recognized credentials are poised to directly enter the workplace or continue their training as needed.

Industry-recognized credentials recognize a student's hard work in becoming career ready. Possessing an industry-recognized credential not only helps a student prove competency and capability in a given field, but also demonstrates to the community and employers the student is knowledgeable, properly trained and equipped to carry out related duties.

For some high school students, earning an industry-recognized credential can be an important step toward qualifying for graduation.

Defining Industry-Recognized Credentials

The U.S. Department of Labor defines credential as a verification of an individual's qualification or competence issued by a third party with the relevant authority to issue such credentials. Such authorities include business, trade association or other industry groups that validate knowledge and skills in a specific industry. It also includes licenses or legal permission to engage in particular types of work, typically issued by a government agency.

Ohio emphasizes and promotes the use of credentials that are accepted by multiple employers within the industry or sector involved. The credential is accepted, preferred or required for screening, hiring, retention or advancement purposes and may include credentials from vendors of certain products. Where appropriate, an industry-recognized credential is endorsed by a nationally recognized trade association or organization representing a significant part of the industry or sector.

Types of Industry-Recognized Credentials

Education and work-related credentials are important milestones for many career pathways.

There are many types of industry-recognized credentials offered or awarded by various organizations. The Ohio Department of Education and Workforce publishes an approved list of industry-recognized credentials. The list encompasses the following types of credentials:

- **Occupational Licenses** typically are awarded by state government agencies and often are required for a specific position.
- **Certifications** indicate mastery of or competency in specific knowledge, skills or processes that can be measured against a set of accepted industry standards. These are not tied to a specific education program but typically are awarded through assessment and validation of skills in cooperation with a business, trade association or other industry group. After attaining a certification, individuals often must meet ongoing requirements to maintain the certification.
- **Certificates** are earned by individuals who successfully complete a training, course or series of courses. Skill certificates are issued for specific skill sets or competencies within one or more industries or occupations and may be credentials that are:
 - Desirable but are not required;
 - Part of the hiring criteria but not associated with any critical job tasks;
 - Certificates of attendance or participation for training.

The value of the industry-recognized credential is based on employer demand and state regulations provided in statute.

Helping Students Earn Credentials through Work-based Learning Experiences

Many organizations offer training and certification to their own employees, which could be extended to youth who are employed. There are many state-supported programs to help offset the cost of earning credentials, including:

- [TechCred](#);
- [Innovative Workforce Incentive Program](#);
- [School District Exam Reimbursement](#);
- [Individual Microcredential Assistance Program \(IMAP\)](#).



The first step is to identify potential credentials the organization provides or could provide training on. For example, many health care facilities offer State Tested Nursing Assistant training and certification, this could be extended to students who are interning or employed by a health care facility.

Enhancing work-based learning opportunities by adding ways for students to earn industry-recognized credentials is just one of the many ways organizations can help students get ready for life's next steps.

ADVISING STUDENTS ON THEIR CAREER PATHWAY

Talking candidly with students about their futures is an important way to add value to work-based learning experiences. Students may be largely unaware of the opportunities for employment in an industry. **In thinking about work-based learning as a talent development strategy, consider sharing the following information with student employees or interns:**

- What are the various occupations available in the industry?
- Where can students find the education and training they need to be marketable in the industry?
- Where would students find employment opportunities in the industry?

Share the opportunities available within the organization, including:

- Employee incentive programs, such as tuition reimbursement and scholarship opportunities;
- Current openings.

The “Take the Next Steps” worksheet may be a great activity to conduct with students – or have them complete it on their own and discuss the results together.

CONTINUOUS IMPROVEMENT AND FEEDBACK

Employers are encouraged to adopt a continuous improvement process to maximize the benefit of work-based learning experiences. This can be done through routinely reviewing, revising and enhancing policies, procedures and practice. This process allows for an increase in equitable access and removes barriers to work-based learning experiences.

Employers should analyze feedback within the organization and from school, family and student partners through multiple and varied ways to ensure all have an equal voice in the development and implementation of work-based learning experiences.

Consider the following:

- How is the organization collecting and using feedback from students, employee mentors, families and schools?
- How is the organization increasing equity and inclusivity in the workplace?
- How is the organization expanding and strengthening options such as:
 - Developing registered pre-apprenticeship and apprenticeship experiences;
 - Working with more than one school;
 - Expanding the organizational work-based learning strategy by offering additional student placements; or
 - Expanding the [types of work-based learning experiences](#).

Suggested activities for continuous improvement:

- Issue survey(s) to obtain quality feedback from students, employee mentors, school partners and even parents;
- Conducting exit interviews with students;
- Hold regular performance evaluations with students and educators and collect formative feedback;
- Review and evaluate tasks students are performing as a part of the work-based learning experiences – are there opportunities to expose students to more, should students be conducting higher or lower-level tasks?
- Continuously consider employment paths for students in work-based learning – where are there opportunities in your organization for them?

Overall, students, educators and families appreciate any opportunities to work with businesses and organizations that will aid a student in their journey to employment. Any effort toward continuously improving meaningful student experiences will only help in refining the organizations Work-based Learning strategy!

Work-Based Learning Activity Matrix

Activity	Description	Estimated Time Investment	Key Roles
Career Awareness Activities			
GUEST SPEAKER	Visit a school to talk with students about jobs, businesses, industries, and the skills knowledge needed to achieve career goals.	30-60 minutes	<p>Business Partner: Prepare remarks for the classroom.</p> <p>Education Partner: Give clear context and instructions to the business partner about the visit, including time, location, background of students.</p>
WORKPLACE TOUR	Host a small group of students to tour your workplace, and discuss career options, a typical day, student opportunities, and more.	1.5-2 hours	<p>Business Partner: Share with education partner the breadth of opportunities in your organization and work to identify the key areas of emphasis for the tour. Be up front about safety protocols and other logistical details.</p> <p>Education Partner: Work with business partner to identify key areas of emphasis for the tour and communicate logistics and other information throughout your school.</p>
ONLINE DISCUSSION FORUM	Answer student questions about careers, offer advice, share your experiences, or otherwise support students virtually.	2-15 hours	<p>Business Partner: Prepare overview remarks to give students an idea of the industry and profession(s) you are sharing about, including any advice you may have to young individuals who are becoming aware of all the career opportunities they have. Avoid jargon and acronyms in your remarks. Be prepared to answer questions or have a method to follow-up.</p> <p>Education Partner: Give business partners background information on the students as needed. A general sense of the group they will be interacting with, including how much they already know about the career field, etc. will be helpful.</p>
CAREER FAIR	Staff a booth to share advice on pursuing a career, skills and knowledge needed, and career roles and responsibilities.	2-4 hours	<p>Business Partner: Prepare materials to hand out at your booth that are easily understandable.</p> <p>Education Partner: Give clear information on logistics of the fair and a general idea of who will be attending.</p>

Activity	Description	Estimated Time Investment	Key Roles
Career Exploration Activities			
INDUSTRY PROJECT	Collaborate with teachers to integrate authentic industry tasks and problem solving into curriculum.	8-15 hours	<p>Business Partner: Identify problems or inefficiencies in your industry or organization that students could attempt to solve through project-based learning opportunities.</p> <p>Education Partner: Work with business partner to discuss relevant information regarding your classroom learning. What standards are you looking to address? What problem solving techniques could business partners advise on? Work to define project-based learning opportunities for students.</p>
INFORMATIONAL INTERVIEW	Answer student questions in person, by phone, e-mail, or in a group about a profession or specific topic.	30 -90 mins	<p>Business Partner: Be available field questions from students in a variety of communication platforms. This could be one scheduled time, or throughout a given time period. Be sure to give clear and complete communication as you may be the first professional in your field a student has had the opportunity to interact with. Give advice and feedback as often as possible.</p> <p>Education Partner: Set expectations with students on the quality and type of communications they will be having with professionals. Encourage students to ask questions and be prepared with topics they would like to address with the business partner.</p>
COMPETITION JUDGE	Judge student presentations or competitions and provide constructive feedback regarding student mastery of targeted competencies.	2-8 hours	<p>Business Partner: Participate in judging competitive student events! Many schools host a variety of opportunities to judge – anything from science fairs to mock trials, from public speaking events and even industry-oriented contests!</p> <p>Education Partner: Give clear information on logistics of the judging event. Explain any rubrics you'll be asking judges to use and give business partners a general idea of what to expect from students.</p>

Activity	Description	Estimated Time Investment	Key Roles
Career Planning Activities			
JOB SHADOW	Provide an opportunity for students to observe, discuss and participate in daily routines and activities of a particular job.	Usually, one workday	<p>Business Partner: Prepare an experience for students to see the careers available at your organization! Consider how students may have opportunities to have some hands-on experiences during this time.</p> <p>Education Partner: Organize logistics of transportation, scheduling and work with business partners to create an experience for students that will give them an idea of whether or not a career at that organization is for them.</p>
MOCK/VIDEO INTERVIEW	Provide students feedback on their responses to interview questions.	30 mins-1 hour per student	<p>Business Partner: Conduct an interview with students that mirrors how you would interview potential employees! Provide thoughtful feedback on how the student performed and what you would suggest they do in the future.</p> <p>Education Partner: Make it easy for the student and business partner to interface – help arrange the logistics and give clear instructions to all parties. Help the students interpret their feedback.</p>
MENTOR/COACH	Offer in-person and virtual support, guidance, and motivation to students as they explore careers and enter the world of work.	15 hours over a semester	<p>Business Partner: Learn the OhioMeansJobs Readiness Seal and tailor mentoring or coaching conversations to include the skills listed. Find ways to connect on a personal level with students and guide them in a meaningful direction.</p> <p>Education Partner: Organize opportunities for potential mentees and mentors to be introduced and matched. Help mentors understand their role and give them training and tools to be successful. Connect mentor with valuable information about the mentees.</p>
RESUME DEVELOPMENT	Provide feedback to students on their resumes.	1-2 hours	<p>Business Partner: Offer feedback and advice to students on what you as an employer are looking for in a resume. Connect students to a HR professional in your organization to discuss proper application and resume writing procedures.</p> <p>Education Partner: Provide opportunities in class to discuss resume development and refinement. Give examples of high-quality resume to guide students in developing their first drafts. Help students interpret feedback and put it in to action.</p>

Activity	Description	Estimated Time Investment	Key Roles
Work-Based Learning Activities			
OFF-SITE PLACEMENT AND INTERNSHIP	<p>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.</p>	<p>Students work to accumulate 250+ hours across 4 years</p>	<p>Business Partner: Develop a job description and work tasks. Assign an individual to serve as the supervisor/mentor of the student. Work with the educator to determine an evaluation schedule. Prioritize the student’s learning of necessary skills.</p> <p>Education Partner: Work with student to align work tasks to learning outcomes on the Learning Agreement. Provide support to the business partner in supervising the student, including additional relevant instruction and skill development as needed. Assist in implementing and documenting evaluations (student should lead documentation).</p>
SCHOOL-BASED ENTERPRISE	<p>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.</p>	<p>Students work to accumulate 250+ hours across 4 years</p>	<p>Business Partner: Advise the student and educator on typical work tasks within the industry. Work with the educator to determine an observation, supervision and evaluation schedule (for example, determine how often you will visit the program). Provide feedback to students on demonstrated skills, areas of success and opportunities for improvement.</p> <p>Education Partner: Work with the student to align work tasks to learning outcomes on the Learning Agreement. Potentially serve as the day-to-day supervisor of student work; partner with the business mentor to implement an observation, supervision and evaluation schedule that meets educational needs. Assist students in documenting evaluations and other feedback.</p>
APPRENTICESHIP AND PRE-APPRENTICESHIP	<p>Pre-apprenticeships and 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.</p>	<p>Students work to accumulate 250+ hours across 4 years</p> <p>Registered apprenticeships have additional hours requirements</p>	<p>Business Partner: Business partner may serve as the Registered Apprenticeship Sponsor. Assign an individual to serve as the supervisor/mentor of the student. Assist in the development and implementation of the Operating Plan, including alignment of learning standards and work tasks/ other pre-apprenticeship activities.</p> <p>Education Partner: Assist in the development of the Operating Plan, including alignment of learning standards and work tasks/other pre-apprenticeship activities. Provide support to the Registered Apprenticeship sponsor in supervising the student and executing the Operating Plan.</p>

Activity	Description	Estimated Time Investment	Key Roles
Work-Based Learning Activities			
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.	Students work to accumulate 250+ hours across 4 years	<p>Business Partner: Develop a job description and work tasks. Assign an individual to serve as the supervisor/mentor of the student. Work with the educator to determine an evaluation schedule. Prioritize the student’s learning of necessary skills</p> <p>Education Partner: Work with student to align work tasks to learning outcomes on the Learning Agreement. Provide support to the business partner in supervising the student, including additional relevant instruction and skill development as needed. Assist in implementing and documenting evaluations (student should lead documentation).</p>
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.	Students work to accumulate 250+ hours across 4 years	<p>Business Partner: Advise the student and educator on typical work tasks within the industry. Work with the educator to determine a supervision and evaluation schedule (i.e., when will you review student work and provide feedback/guidance). Provide feedback to students on demonstrated skills, areas of success & opportunities for improvement.</p> <p>Education Partner: Work with student to align work tasks to learning outcomes on the Learning Agreement. Partner with the business mentor to implement a supervision and evaluation schedule that meets educational needs; assist the student in further skill development as needed. Assist students in documenting evaluations and other feedback.</p>
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.	Students work to accumulate 250+ hours across 4 years	<p>Business Partner: Advise the student and educator on typical work tasks within the industry. Work with the educator to determine an observation, supervision and evaluation schedule (i.e., determine how often you will visit the program). Provide feedback to students on demonstrated skills, areas of success and opportunities for improvement.</p> <p>Education Partner: Work with the student to align work tasks to learning outcomes on the Learning Agreement. Serve as the day-to-day supervisor of student work; partner with the business mentor to implement an observation, supervision and evaluation schedule that meets educational needs. Assist students in documenting evaluations and other feedback.</p>