



Six District Educational Compact

Cuyahoga Falls • Hudson • Kent • Stow-Munroe Falls • Tallmadge • Woodridge

Work-Based Learning

May 19 & 20, 2022

12:00 p.m. – 2:45 p.m.

AGENDA:

1. Welcome
2. Introductions
3. Why WBL?
4. WBL Pathway Options
5. WBL Hours Documentation System
6. Closing

"WORK BASED LEARNING IS 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.

[FEDERAL PERKIN'S V DEFINITION, OHIO CTE STATE PLAN]

Work-Based Learning is not "new" to the Compact. All of our programs and students have participated in various workplace experiences.

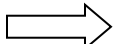
"WBL is what we have always done but with new language and requirements."

These changes are an opportunity to fine tune our procedures and improve the opportunities available to our students.

WHY?

- Expands experiential learning to “real world” work and strengthens relationships with business and industry partners
- Provides instructors with the additional resource of business mentors who can provide updated industry practices
- Gives students the opportunity to explore career pathways and develop professional skills through the student’s choice of WBL experiences
- Students’ knowledge, skills, and attitudes are reinforced and enhanced by participation in supervised, authentic experiences
- Aligns program technical content standards to WBL experiences
- WBL impacts ALL students as WBL hours may be used as a possible graduation pathway
- **WBL hours are now tracked by ODE and used as a performance indicator!**

❖ **There are 3 performance measures aligned to Quality Program Review and the CTPD report card. They are:**

1. Technical Skill Attainment
2. Post-Program Placement
3. **Work-Based Learning: measures the percentage of career-technical education concentrators in the graduation cohort that have participated in a minimum of 250 hours**  **“held harmless” until Class of 2024**

NEW!

WBL will first appear as a performance indicator on the FY22 Quality Program Review but will be “held harmless” until the class of 2024.

- **Listed below are the WBL performance levels set by ODE - % of students per pathway that participate in 250 hours of program specific WBL.**
 - 2022 Graduation Cohort – 14%
 - 2023 Graduation Cohort – 15%

NEW!

OHIO'S SIX WORK-BASED LEARNING PATHWAY OPTIONS

Job Site Placement and Internship

- The student is a paid employee or a non-paid intern for a business or community partner
- Work occurs off-site

Program Examples:

Apprenticeship and Pre-Apprenticeship

- Offers students the opportunity to work in a designated occupation or industry in preparation for formal apprenticeship training
- Apprentices must be at least 16 years old, except when a higher minimum age is fixed by law.

Program Examples:

Remote or Virtual Placement

- Follows the same perimeters as Job Site Placement / Internship but most often takes place outside of the physical location of the employer.

Program Examples:

Entrepreneurship

- The student operates his or her own business or service, including all operations and decisions
- The business must be operational
- Planning prior to the operation of the business would not count as WBL hours

Program Examples:

School-based Enterprise

- Students work cooperatively to operate a business or service
- Can be a partnership with an outside entity as defined in a partnership agreement
- Work hours are most often completed during school hours

Program Examples:

Simulated Work Environment

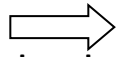
- The student works cooperatively with a business mentor to perform work in a simulated environment
- The student should have the opportunity to engage with customers or community members typical to the industry.

Program Examples:

How? (CONT.)

Each of the 6 WBL Pathway Options must adhere to the following **GUIDING PRINCIPLES**:

- **A LEARNING AGREEMENT** should exist prior to the WBL experience taking place. It should be developed in partnership with the student, parent, instructor and employer/business mentor and built on the professional, academic and technical competencies aligned to the program's standards.



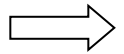
Existing forms used with some updates – these forms will be available to download from the website.

NEW!

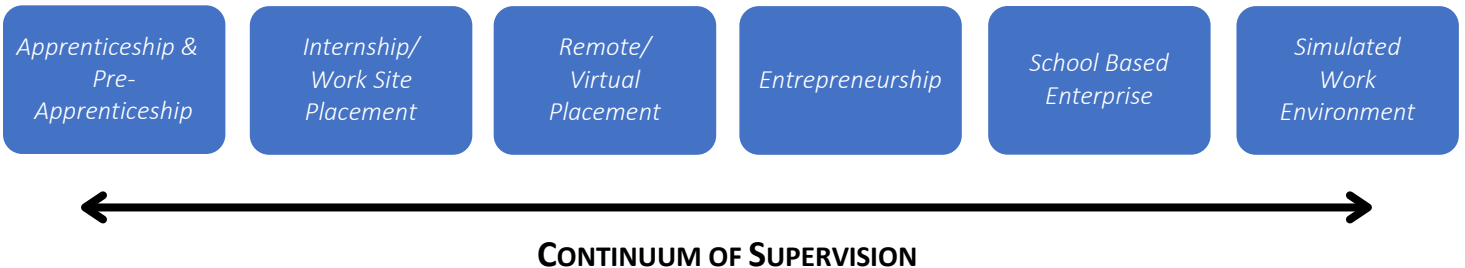
- WBL can occur during the school day or after school hours. **A WORK SITE** may be at a business or at school/in the classroom lab but it **cannot** take place during instructional time. Regular interaction with clients/customers/community members as typical of that type of job experience should be a component of the WBL experience.

- WBL should be **CO-SUPERVISED AND CO-EVALUATED** by an instructor and an employer/business mentor. Supervisors are not required to visit job sites every day.

NEW!



Business mentors may include students' employers, advisory committee members & others



Supervision of the six pathway options will vary according to the learning agreement. For example, an employer may be the primary supervisor at an internship, whereas the instructor may be the primary supervisor in a school based enterprise.

Consistency within the data collection process is KEY! WBL hours will be reported to ODE annually.

- Each CTE program will be provided a specific Google Form & Sheet that includes student information.
- The CTE instructor will be provided a program-specific link for the Google Form. The instructor will determine the best place to post the link in a location (i.e. Google Classroom) where students have easy access. **The students will use the Google form.**

➡ Students should complete the Google Form to report their WBL hours each Friday during instructor-led time in class.

➡ The Google Form will allow the student to report hours related to program (WBL experience) as well as non-program related hours (outside employment).

➡ For program-related hours, the student will select either 1) apprenticeship/pre-apprenticeship, 2) internship or 3) Other ***these are the only 3 reported categories***

➡ These program-related hours should only be reported when a Learning Agreement & Training Plan aligned to the program technical content standards are in place.

Students must enter their local Student ID correctly with each Google form submission - this Student ID number serves as the data indicator to compile cumulative hours over the course of the school year.

- The Google Sheet keeps a running total of each student's WBL hours (both program-related and non-program related). **Teachers and EMIS coordinators will use the Google sheet.** EMIS coordinators will report these hours annually to ODE.
- The CTE instructor will need to train students so that they may effectively use the Google Form to track their WBL hours. The WBL coordinator will also be available to assist.

Instructors' Responsibilities for WBL Documentation System

- Post/provide students with the link to the Google Form (post on Google classroom, send via Remind text/email, etc.)
- Provide dedicated time in class (or structured reminders outside of class) to complete the form weekly
- Provide assistance to students when filling out the form if needed
 - Student IDs will be on the Google sheet if a student forgets theirs and you need to look it up
- Provide Jenny with updates to student roster so she can update the Google form