

THURSDAY, OCTOBER 1,  
2026

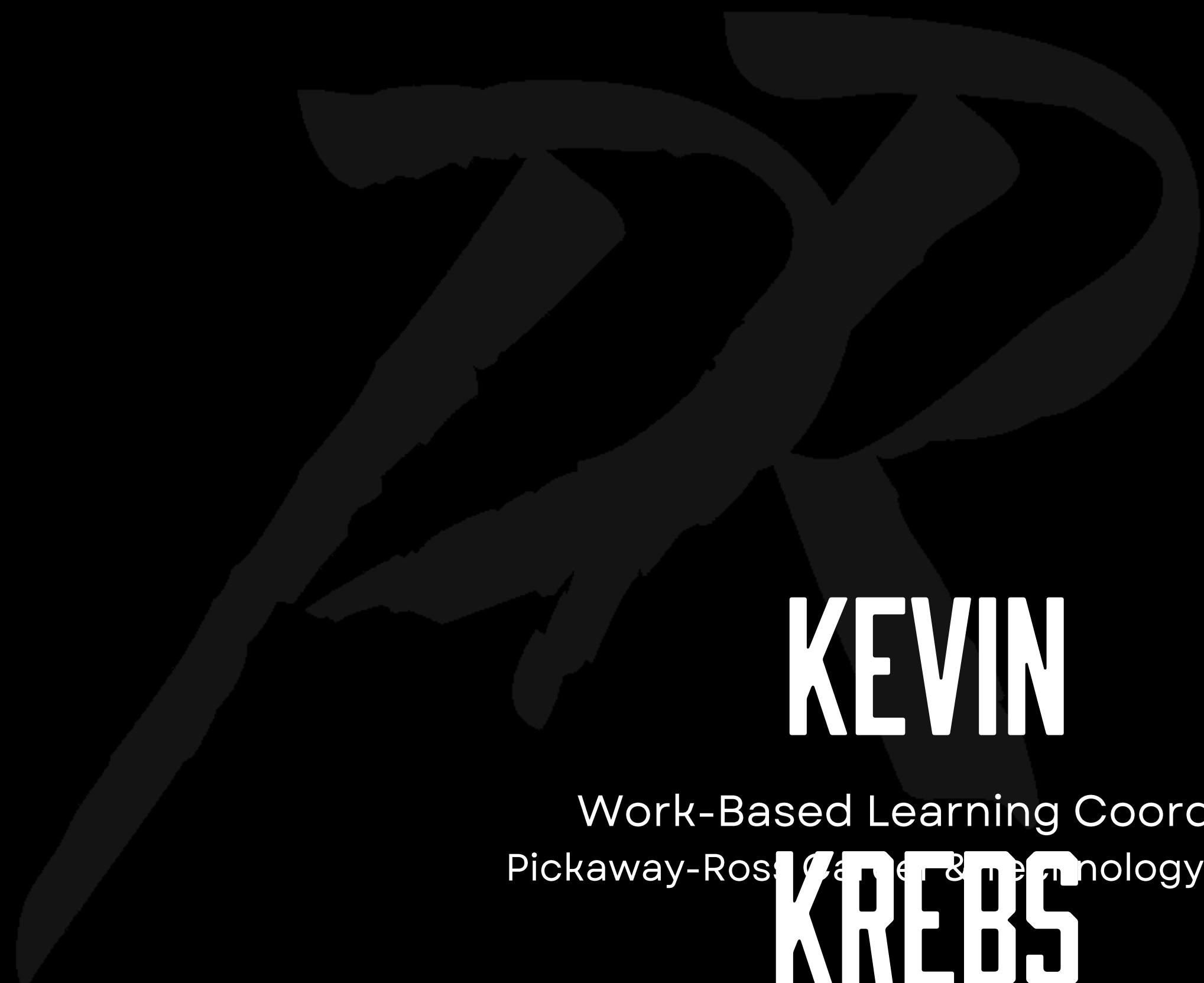
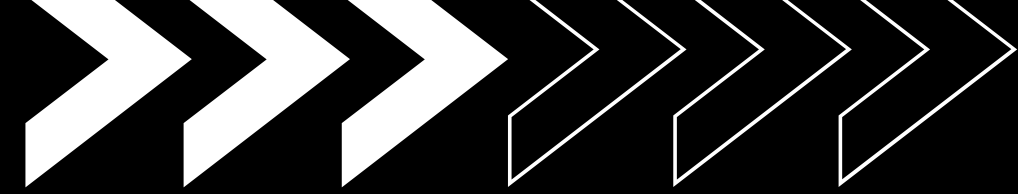
# WHAT IS WORK- BASED LEARNING?



**PR**  
#PRCTCWORKS



*Life-changing opportunities. Real-world education.*



KEVIN

Work-Based Learning Coordinator  
Pickaway-Ross Career & Technology Center

KREBS

[WWW.PICKAWAYROSS.COM](http://WWW.PICKAWAYROSS.COM)

# 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.”

Work-based learning experiences are conducted at a work site during or after school. They are designed to provide authentic learning experiences to students that link academic, technical and professional skills. Business and education partners work together to evaluate and supervise the experience, which must be documented with learning agreements.

**Find more information on Work-Based Learning options  
in this [overview](#) 📄!**



## Families and Students

View tools to help your child make real world connections with Work-Based Learning



## Business and Community Partners

View tools to help your business engage with schools



## Schools and Educators

View tools to help your school engage with industry partners

# OHIO WORK-BASED LEARNING PATHWAY OPTIONS



## 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.



**Job 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.

# OHIO WORK-BASED LEARNING DESCRIPTIONS



## 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 [ApprenticeOhio](#), Ohio's State Apprenticeship Council. Apprenticeships have similar but distinct registration requirements through ApprenticeOhio 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 in 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 in 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.

# SIMULATED WORK ENVIRONMENT



## **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 commiserate with the typical experience of the industry. Work can be completed during school hours or when school is not in session.

# WORK-BASED LEARNING AGREEMENTS

## **Must include:**

### **Relevant Stakeholders**

- Student
- Parents/guardians
- Employer/Business Mentor
- Instructor/Educational Representative

### **(Must be co-supervised)**

- **Academic and technical competencies aligned to the student's program of study, student success plan or graduation plan.**
- **Roles and responsibilities**
- **Evaluation Plan**
- **Signatures**
- **Summary of demonstration, assessment, evaluation, or industry recognized measurement used.**

[This Learning Agreement is an editable template designed to address the essential educational requirements of work-based learning experiences. All components may be tailored or customized to reflect local program design and policies. The first part of the agreement connects learning standards to work-related tasks. The second part of the agreement outlines the roles and responsibilities of each participant. Both are required components of any learning agreement.]

PICKAWAY ROSS JVSD – 895 CROUSE CHAPEL RD, CHILLICOTHE, OH 45601 – 740-642-1200  
WORK-BASED LEARNING AGREEMENT

STUDENT INFORMATION      **SAMPLE -SIMULATED WORK ENVIRONMENT**

|                                  |                                      |
|----------------------------------|--------------------------------------|
| Name: Johnny Student             | Phone: 123-456-7890                  |
| Address: 123 Honor Student Drive | City/State/Zip: Hometown, Ohio 12345 |
| DOB: 1/2/23                      | Grade: 12                            |

INSTRUCTOR/EDUCATOR INFORMATION

|                                 |                                         |
|---------------------------------|-----------------------------------------|
| Name: Robert Educator           | Phone: 908-765-4321                     |
| School Address: 101 School Lane | City/Zip: Hometown, Ohio 12345          |
| Position Title: IT Instructor   | District/School: Hometown Career Center |

WORK BASED LEARNING LOCATION INFORMATION

|                                |                                                  |
|--------------------------------|--------------------------------------------------|
| Name: Robert Educator          | Location Setting: Precision Welding Technologies |
| Phone: 444-567-0912            | Address: 901 Main Street Road                    |
| City/Zip: Hometown, Ohio 12345 | Position Title: Welding Instructor/Mentor        |

EXPERIENCE DETAILS

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Start Date: 08/14/24 End Date: 05/21/25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | Grading Period(s): 1-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Career Field Pathway (if applicable): Manufacturing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| This experience will be considered for Credit Flexibility: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No                                                                                                                                                                                                                                                                                                                                                                                                      |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <u>Type of Work-Based Learning:</u><br><input type="checkbox"/> Off-Site Placement or Internship<br><input type="checkbox"/> Apprenticeship/Pre-Apprenticeship<br><input type="checkbox"/> Remote or Virtual Placement<br><input type="checkbox"/> Entrepreneurship<br><input type="checkbox"/> School-Based Enterprise<br><input checked="" type="checkbox"/> Simulated Work Environment<br><br><b>*All WBL Hours will be submitted in Edwise</b><br><b>*If applicable pay stubs/documentation will also be uploaded in Edwise</b> |  | <u>Recorded hours of Work Based Learning:</u><br>Work Based Learning hours will be entered into Edwise by the student. These hours <b>must</b> be documented using a time sheet, pay stub or other documentation approved by the instructor or Work Based Learning coordinator. The documentation <b>must</b> also be uploaded into Edwise for instructor approval.<br><br>Instructors may also enter hours in Edwise for Simulated Work Environment projects completed in the lab for each student participating on the project. |
| <u>Description:</u> Jobs/tasks will be assigned by the person-in-charge using skills and competencies acquired in the classroom/lab. Students use "hands on" skills to complete jobs/tasks assigned. Hours completing the jobs/tasks will be documented and entered in Edwise by students or the person-in-charge. This simulated setting and projects will be reviewed, evaluated and approved by Industry Professionals through discussions held during Advisory Committee meetings and visits.                                   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## LEARNING OUTCOMES

[Work-based learning is designed to provide authentic learning experiences that link academic, technical and professional skills. This section of the learning agreement outlines the key learning outcomes that students will aim to achieve during the experience. It describes how learning competencies will be demonstrated in the workplace, in addition to any supporting study or instruction.]

| <p align="center"><b>Ohio's Learning Standards</b></p> <p align="center"><b>Ohio Career Field Technical Content Standards</b></p> <p align="center"><b>(Manufacturing)</b></p> <p align="center"><b>OhioMeansJobs Readiness Seal Competencies</b></p> <p align="center"><i>*Competencies listed are a sampling; a complete list is on file in the WBL office</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p align="center"><b>Work-Based<br/>Demonstration</b></p>                               | <p align="center"><b>Additional<br/>Study<br/>Demonstration</b><br/><i>(Through classroom instruction, independent study, project, etc.)</i></p> | <p align="center"><b>Evidence of<br/>Demonstration</b></p>                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <p>4.1.1. Explain how the welding arc produces a weld.</p> <p>4.1.2. Identify the factors that affect heat transfer.</p> <p>4.2.5. Explain grain boundaries</p> <p>4.3.6. Join materials using the gas metal arc welding (GMAW) process.</p> <p>4.3.7. Join materials using the flux core arc welding (FCAW) process.</p> <p>4.3.9. Join materials using the gas tungsten arc welding (GTAW) process.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Student will exhibit hands on skills acquired related to the competencies.</p>       | <p>Student will explain hands on skills being used on projects.</p>                                                                              | <p>Self-evaluation</p> <p>Instructor evaluation</p>                                     |
| <p>4.3.7. Join materials using the flux cored arc welding (FCAW) process.</p> <p>4.3.9. Join materials using the gas tungsten arc welding (GTAW) process.</p> <p>1.1.1. Identify the knowledge, skills and abilities necessary to succeed in careers.</p> <p>1.1.2. Identify the scope of career opportunities and the requirements for education, training, certification, licensure and experience.</p> <p>1.1.5. Develop strategies for self-promotion in the hiring process (e.g., filling out job applications résumé writing, interviewing skills, portfolio development).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Identify tools/supplies needed to complete tasks.</p>                                | <p>Gather all the supplies, materials and tools needed to complete the work</p>                                                                  | <p>Instructor evaluation</p> <p>Mentor evaluation</p>                                   |
| <p>4.3.1. Identify types of ferrous and nonferrous materials to be joined.</p> <p>4.3.2. Select the types of welds required for product specifications.</p> <p>4.3.3. Explain electrode and filler metal classification systems and procedures for handling and storing.</p> <p>4.3.4. Select an arc welding process based on product specifications.</p> <p>4.3.6. Join materials using the gas metal arc welding (GMAW) process.</p> <p>4.3.7. Join materials using the flux core arc welding (FCAW) process.</p> <p>4.5.1. Identify the factors considered in weld quality.</p> <p>4.5.2. Conduct a visual defect examination.</p> <p>4.5.3. Conduct destructive weldment testing.</p> <p>4.5.4. Conduct dye penetrant examination.</p> <p>4.5.7. Analyze weld structure test results to determine weld quality.</p> <p>4.6.1. Identify types of materials (ferrous and nonferrous) to be cut.</p> <p>4.6.2. Identify the characteristics of the cut (e.g. bevels, miters, angles) and finish (e.g. machined, grind, rolled).</p> <p>4.6.3. Select a cutting process based on product specifications.</p> | <p>Discuss and explain how skills and materials needed will used complete the work.</p> | <p>Demonstrate how the tools and materials are used to complete tasks and projects</p>                                                           | <p>Instructor evaluation</p> <p>Mentor evaluation</p> <p>WBL Coordinator evaluation</p> |

|         |                                                                                                                                                                                                                                                                                                      |                                                                                        |                                                                                                                     |                                                                                                                                            |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 4.6.4.  | Cut metals using the plasma arc cutting (PAC) process.                                                                                                                                                                                                                                               |                                                                                        |                                                                                                                     |                                                                                                                                            |
| 4.6.5.  | Cut and gouge metals using the air carbon arc (CAC-A) process.                                                                                                                                                                                                                                       |                                                                                        |                                                                                                                     |                                                                                                                                            |
| 4.6.6.  | Cut metals using manual and machine-guided oxy-fuel processes.                                                                                                                                                                                                                                       |                                                                                        |                                                                                                                     |                                                                                                                                            |
| 4.6.7.  | Cut metals using advanced cutting systems (e.g. plasma computer-aided controls, computer numeric controls [CNC], laser).                                                                                                                                                                             | Demonstrate the critical thinking skills needed to complete the assigned work/project. | Explain the order of how the work or project needs to be completed and how each step leads to the completed project | Journaling<br><br>Material checklist<br><br>Equipment and tool checklist<br><br>Directions or list of steps needed to complete the project |
| 6.1.1.  | Identify measuring tools and gradations used in precision machining and their purposes.                                                                                                                                                                                                              |                                                                                        |                                                                                                                     |                                                                                                                                            |
| 7.1.1.  | Use Occupational Safety and Health Administration (OSHA)-defined procedures for identifying employer and employee responsibilities, working in confined spaces, managing worker safety programs, using ground fault circuit interrupters (GFCIs), maintaining clearance and boundaries and labeling. |                                                                                        |                                                                                                                     |                                                                                                                                            |
| 7.1.6.  | Identify source of electrical and mechanical hazards and use shut-down and established lock out/tag-out procedures.                                                                                                                                                                                  |                                                                                        |                                                                                                                     |                                                                                                                                            |
| 7.1.10. | Select and operate fire extinguishers based on the class of fire.                                                                                                                                                                                                                                    |                                                                                        |                                                                                                                     |                                                                                                                                            |
| 7.2.1.  | Interpret personal safety rights according to the employee Right to Know plan.                                                                                                                                                                                                                       |                                                                                        |                                                                                                                     |                                                                                                                                            |
| 7.2.2.  | Describe how working under the influence of drugs and alcohol increases the risk of accident, lowers productivity, raises insurance costs and reduces profits.                                                                                                                                       |                                                                                        |                                                                                                                     |                                                                                                                                            |
| 7.2.3.  | Select, use, store, maintain and dispose of personal protective equipment (PPE) appropriate to job tasks, conditions and materials.                                                                                                                                                                  |                                                                                        |                                                                                                                     |                                                                                                                                            |
| 7.2.4.  | Identify workplace risk factors associated with lifting, operating and moving heavy objects and establish an ergonomics process.                                                                                                                                                                     |                                                                                        |                                                                                                                     |                                                                                                                                            |
| 7.2.5.  | Identify, inspect and use safety equipment appropriate for a task.                                                                                                                                                                                                                                   |                                                                                        |                                                                                                                     |                                                                                                                                            |
| 7.2.6.  | Use safe practices when working with electrical, mechanical, or other equipment.                                                                                                                                                                                                                     |                                                                                        |                                                                                                                     |                                                                                                                                            |
| 7.2.7.  | Create and distribute training materials.                                                                                                                                                                                                                                                            |                                                                                        |                                                                                                                     |                                                                                                                                            |
| 7.2.8.  | Safely operate manual, electrical-powered and pneumatic tools.                                                                                                                                                                                                                                       |                                                                                        |                                                                                                                     |                                                                                                                                            |

(Copy and paste additional rows as needed.)

## EVALUATION PLAN

| Method of Evaluation                                                                                                         | Frequency                                                         | Responsible Party                         |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------|
| Project and/or portfolio presentation by the student to the class, instructor, mentor, WBL coordinator or Advisory Committee | Throughout and end of the project, grading period, or school year | Student                                   |
| Webxams or End of Course Exams                                                                                               | End of the course                                                 | Student                                   |
| Credentials Earned                                                                                                           | Completion of trainings and certifications                        | Student                                   |
| CTSO Competitive Events Rubrics                                                                                              | Local, regional, state and national events                        | CTSO Competitive Events Judges/Evaluators |
| Self-assessment completed by student                                                                                         | Throughout and end of the project                                 | Student                                   |
| Project review by the instructor, WBL coordinator and/or mentor                                                              | Ongoing monitoring/providing feedback                             | Instructor, WBL Coordinator and/or mentor |
| WBL Agreement Competency Review                                                                                              | Completion of the project                                         | Instructor, WBL Coordinator or Mentor     |
| Employer/Business Specific Evaluation                                                                                        | Quarterly and End of Year                                         | Employer/Business Supervisor              |
| Ohio Means Jobs Readiness Seal                                                                                               | Completion of OMJ Readiness Seal Requirements                     | Volunteer Coordinator                     |
| Mentor/Customer Evaluation                                                                                                   | Completion of the project/job                                     | Mentor/Customer                           |

## **ROLES & RESPONSIBILITIES** *[Edit as needed.]*

### **ALL PARTIES**

1. All parties agree that the primary purpose of the work-based learning experience is educational attainment for the student.
2. The instructor/educational representative, the parent and/or caregiver, the student and the employer/business mentor will jointly identify learning outcomes, develop learning experiences and job tasks, and will maintain and update this plan accordingly.
3. All related learning experiences and job tasks will be identified and managed utilizing this plan.
4. All concerns and challenges should be addressed to and resolved by the instructor/educational representative, in partnership with the student and employer/business mentor, and in communication with the parent and/or caregiver.
5. The agreement will not be terminated without the knowledge of all parties.

### **STUDENT**

1. The student will observe and uphold the policies, rules and regulations of the school, the business and all other professional environments.
2. The student will maintain a positive and professional attitude and appearance, including good hygiene.
3. In the event of a necessary absence, advance notification will be provided to both the instructor/educational representative and the employer/business mentor.
4. When possible, the student will attend functions that show appreciation for the employer/business mentor.
5. The student will complete all required employment forms, records of experience, and other assignments as outlined in this agreement.
6. The student may withdraw or transfer from a work-based learning placement, after providing appropriate notification and with approval of the instructor/educational representative, when it is educationally appropriate or beneficial.

### **PARENT AND/OR CAREGIVER**

1. The parent and/or caregiver will support the student in demonstrating appropriate personal conduct at school and work.
2. Transportation to and from the worksite must be approved by the parent and/or caregiver.
3. The parent and/or caregiver may inquire with both the student and the instructor/educational representative regarding the student's performance and growth throughout the experience.

### **EMPLOYER/BUSINESS MENTOR**

1. The employer/business mentor will direct the student to complete job tasks in alignment with the learning outcomes identified in this agreement.
2. The employer/business mentor will routinely evaluate the student's performance and growth throughout the experience (as defined in this agreement).
3. The employer/business mentor agrees to provide regular feedback to the student regarding their progress in performing job tasks, particularly in between scheduled formal evaluations and whenever it will enhance the student's educational attainment.
4. The employer/business mentor will observe and uphold all state and federal employment and compensation laws.

### **INSTRUCTOR/EDUCATIONAL REPRESENTATIVE**

1. The instructor/educational representative will routinely observe and evaluate the student's on-the-job performance (as defined in this agreement).
2. The instructor/educational representative agrees to provide regular guidance and feedback to the student regarding challenges and opportunities that arise from observation, or in discussion with the student or employer/business mentor.
3. Using multiple methods of evaluation from throughout the experience, the instructor/educational representative will determine the student's final grade in the case of any credit earned.
4. The instructor/educational representative is responsible for assisting the student in identifying and coordinating supplemental educational activities to enhance learning outcomes.

## SIGNATURES

By signing, I agree that I have reviewed and approved the learning outcomes and evaluation plan documented in this agreement, and that I will comply with all identified roles & responsibilities herein.

|                                               |              |
|-----------------------------------------------|--------------|
| <u>Student:</u>                               | <u>Date:</u> |
| <u>Advisory Committee Member:</u>             | <u>Date:</u> |
| <u>Instructor/Educational Representative:</u> | <u>Date:</u> |
| <u>Employer/Business Mentor:</u>              | <u>Date:</u> |

## SUMMARY OF DEMONSTRATION, ASSESSMENT, EVALUATION, OR INDUSTRY RECOGNIZED MEASUREMENT USED

|                                                                           |                                                                                                                                                                                                                                                                                                                              |                                                                                    |                                                                                    |                             |                           |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------|---------------------------|
| <b>Student:</b> Johnny Student                                            |                                                                                                                                                                                                                                                                                                                              | <b>Location:</b> Simulated Work Environment                                        |                                                                                    | <b>Start Date:</b> 08/14/24 | <b>End Date:</b> 05/21/25 |
| <b>Learning Outcomes</b><br>(as defined in Work-Based Learning Agreement) | Please choose (1-3) assessment, evaluations, or industry exams used for your student learning outcomes.<br>(Choose from ones listed previously in this agreement or an industry recognized credential of your choice)<br>Number and type to be determined by the teacher, multiple may be used, only <u>ONE</u> is required. |                                                                                    |                                                                                    |                             |                           |
|                                                                           | Date and document assessment used below, <u>print and attach</u> student(s) scores                                                                                                                                                                                                                                           | Date and document assessment used below, <u>print and attach</u> student(s) scores | Date and document assessment used below, <u>print and attach</u> student(s) scores |                             |                           |
| <b>Assessment Date</b>                                                    |                                                                                                                                                                                                                                                                                                                              |                                                                                    |                                                                                    |                             |                           |
| <b>Assessment Used</b>                                                    |                                                                                                                                                                                                                                                                                                                              |                                                                                    |                                                                                    |                             |                           |

**Comments:**

# WHERE DO I FIND MY COURSES AND COMPETENCIES?

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.



# WHERE DO I FIND MY COURSES AND COMPETENCIES?

## Career Fields

Ohio's career clusters, pathways and programs inform learners as they navigate their way to graduation and success beyond high school. The framework also provides a useful guide to bridge secondary and postsecondary learning and create individual student programs of study for a range of career options. Beginning as early as [middle school](#), these courses help students discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college and career.



Agriculture and  
Environmental  
Systems



Arts and  
Communication



Business and  
Administrative  
Services



Construction  
Technologies



Education  
and Training



Energy and  
Natural Resources



Engineering  
and Science  
Technologies



Finance



Health Science



Hospitality  
and Tourism



Human Services



Information  
Technology



Law and  
Public Safety



Manufacturing



Marketing



Transportation  
Systems

# CONSTRUCTION TECHNOLOGIES

## Construction Technologies

Technical and professional level careers in designing, planning, managing, building and maintaining commercial, industrial and residential structures and infrastructures.

### Courses

#### HIGH SCHOOL

- » [Construction Technologies Career Field Course Titles and Descriptions](#) 
- » [Construction Technologies Career Field Course Outlines](#) 

### Standards

- » [Construction Technologies Career Field Technical Content Standards](#) 
- » [Construction Technologies Career Field Technical Content Standards](#) 

### Assessment

- » [Program and Assessment Matrix](#)
- » [WebXam](#)

# CONSTRUCTION TECHNOLOGIES CAREER FIELD



177024 Aviation Unmanned Aircraft Systems



178000 Construction Technology Core and Sustainable Construction



178001 Carpentry and Masonry Technical Skills



178002 Mechanical, Electrical and Plumbing Systems



178003 Structural Systems



178004 Structural Coverings and Finishes



178005 Masonry-Brick and Block



178006 Concrete and Residential Masonry



178007 Construction Electrical Systems



178008 Residential Electrical Systems



178009 Commercial and Industrial Construction Electrical Systems



178010 Pipefitting and Plumbing Systems



178011 Residential and Commercial Plumbing Systems



178012 Heating and Cooling Systems



178013 HVAC Refrigeration



178014 Sheet Metal



178016 Alternative Power Generation Systems



178017 Powerline Hi-Voltage Power Transmission



178018 Construction Safety and Crew Leadership



178019 Plan Reading and Estimating



178020 Architecture Design Structural and MEP



178021 Architecture Design Site and Foundation Plans



178022 Construction Management



178023 Remodeling and Renovation



178024 Facility and Building Maintenance



178026 Heavy Equipment Operations



178027 Construction Surveying and Site Logistics



178028 Interior Design



178030 Principles of Woods Construction



178040 Fundamentals of Architecture and Construction

**Construction Technologies Career Field**  
**Carpentry and Masonry Technical Skills**  
Subject Code: 178001  
Outcome & Competency Descriptions

**Course Description:**

This first course in the pathway will introduce to students the materials, methods, and equipment used in carpentry and masonry. They will layout and install basic wall, floor and roof applications. Students will perform introductory concrete applications including formwork, reinforcement, mixing, and finishing. Current advancements in technology, safety, applicable code requirements and correct practices are learned.

**Strand 1. Business Operations/21st Century Skills**

Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.

**Outcome 1.1. Employability Skills**

Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings.

**Competencies**

- 1.1.1. Identify the knowledge, skills and abilities necessary to succeed in careers.
- 1.1.2. Identify the scope of career opportunities and the requirements for education, training, certification, licensure and experience.
- 1.1.3. Develop a career plan that reflects career interests, pathways and secondary and postsecondary options.
- 1.1.4. Describe the role and function of professional organizations, industry associations and organized labor and use networking techniques to develop and maintain professional relationships.
- 1.1.5. Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, résumé writing, interviewing skills, portfolio development).
- 1.1.6. Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles.
- 1.1.7. Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.
- 1.1.8. Identify the correlation between emotions, behavior and appearance and manage those to establish and maintain professionalism.
- 1.1.9. Give and receive constructive feedback to improve work habits.
- 1.1.10. Adapt personal coping skills to adjust to taxing workplace demands.
- 1.1.11. Recognize different cultural beliefs and practices in the workplace and demonstrate respect for them.
- 1.1.12. Identify healthy lifestyles that reduce the risk of chronic disease, unsafe habits and abusive behavior.

**Outcome 1.2. Leadership and Communications**

## Construction Technologies Career Field Carpentry and Masonry Technical Skills

Subject Code: 178001

### Outcome & Competency Descriptions

Process, maintain, evaluate and disseminate information in a business. Develop leadership and team building to promote collaboration.

#### Competencies

- 1.2.1. Extract relevant, valid information from materials and cite sources of information.
- 1.2.2. Deliver formal and informal presentations.
- 1.2.3. Identify and use verbal, nonverbal and active listening skills to communicate effectively.
- 1.2.4. Use negotiation and conflict-resolution skills to reach solutions.
- 1.2.5. Communicate information (e.g., directions, ideas, vision, workplace expectations) for an intended audience and purpose.
- 1.2.6. Use proper grammar and expression in all aspects of communication.
- 1.2.7. Use problem-solving and consensus-building techniques to draw conclusions and determine next steps.
- 1.2.8. Identify the strengths, weaknesses and characteristics of leadership styles that influence internal and external workplace relationships.
- 1.2.9. Identify advantages and disadvantages involving digital and/or electronic communications (e.g., common content for large audience, control of tone, speed, cost, lack of non-verbal cues, potential for forwarding information, longevity).
- 1.2.10. Use interpersonal skills to provide group leadership, promote collaboration and work in a team.
- 1.2.11. Write professional correspondence, documents, job applications and resumés.
- 1.2.12. Use technical writing skills to complete forms and create reports.
- 1.2.13. Identify stakeholders and solicit their opinions.
- 1.2.14. Use motivational strategies to accomplish goals.

#### Outcome 1.3. Business Ethics and Law

Analyze how professional, ethical and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance.

#### Competencies

- 1.3.1. Analyze how regulatory compliance affects business operations and organizational performance.
- 1.3.2. Follow protocols and practices necessary to maintain a clean, safe and healthy work environment.
- 1.3.3. Use ethical character traits consistent with workplace standards (e.g., honesty, personal integrity, compassion, justice).
- 1.3.4. Identify how federal and state consumer protection laws affect products and services.
- 1.3.5. Access and implement safety compliance measures (e.g., quality assurance information, safety data sheets [SDSs], product safety data sheets [PSDSs], United States Environmental Protection Agency [EPA], United States Occupational Safety and Health Administration [OSHA]) that contribute to the continuous improvement of the organization.
- 1.3.6. Identify deceptive practices (e.g., bait and switch, identity theft, unlawful door-to-door sales, deceptive service estimates, fraudulent misrepresentations) and their overall impact on organizational performance.

## Construction Technologies Career Field Carpentry and Masonry Technical Skills

Subject Code: 178001

### Outcome & Competency Descriptions

- 1.3.7. Identify the labor laws that affect employment and the consequences of noncompliance for both employee and employer (e.g., harassment, labor, employment, employment interview, testing, minor labor laws, Americans with Disabilities Act, Fair Labor Standards Acts, Equal Employment Opportunity Commission [EEOC]).
- 1.3.8. Verify compliance with computer and intellectual property laws and regulations.
- 1.3.9. Identify potential conflicts of interest (e.g., personal gain, project bidding) between personal, organizational and professional ethical standards.

#### Outcome 1.4. Knowledge Management and Information Technology

Demonstrate current and emerging strategies and technologies used to collect, analyze, record and share information in business operations.

##### Competencies

- 1.4.1. Use office equipment to communicate (e.g., phone, radio equipment, fax machine, scanner, public address systems).
- 1.4.2. Select and use software applications to locate, record, analyze and present information (e.g., word processing, e-mail, spreadsheet, databases, presentation, Internet search engines).
- 1.4.3. Verify compliance with security rules, regulations and codes (e.g., property, privacy, access, accuracy issues, client and patient record confidentiality) pertaining to technology specific to the industry pathway.
- 1.4.4. Use system hardware to support software applications.
- 1.4.5. Use information technology tools to maintain, secure and monitor business records.
- 1.4.6. Use an electronic database to access and create business and technical information.
- 1.4.7. Use personal information management and productivity applications to optimize assigned tasks (e.g., lists, calendars, address books).
- 1.4.8. Use electronic media to communicate and follow network etiquette guidelines.

#### Outcome 1.5. Global Environment

Evaluate how beliefs, values, attitudes and behaviors influence organizational strategies and goals.

##### Competencies

- 1.5.1. Describe how cultural understanding, cultural intelligence skills and continual awareness are interdependent.
- 1.5.2. Describe how cultural intelligence skills influence the overall success and survival of an organization.
- 1.5.3. Use cultural intelligence to interact with individuals from diverse cultural settings.
- 1.5.4. Recognize barriers in cross-cultural relationships and implement behavioral adjustments.
- 1.5.5. Recognize the ways in which bias and discrimination may influence productivity and profitability.
- 1.5.6. Analyze work tasks for understanding and interpretation from a different cultural perspective.
- 1.5.7. Use intercultural communication skills to exchange ideas and create meaning.
- 1.5.8. Identify how multicultural teaming and globalization can foster development of new and

**Construction Technologies Career Field**  
**Carpentry and Masonry Technical Skills**  
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Outcome & Competency Descriptions

improved products and services and recognition of new opportunities.

**Outcome 1.12. Cyber Hygiene**

Apply digital information security principles to keep information secure.

**Competencies**

- 1.12.1. Identify the purpose and practices of Cyber Hygiene.
- 1.12.2. Differentiate between appropriate and inappropriate information.
- 1.12.3. Interpret security policies through job specific training and training updates.
- 1.12.4. Apply secure password behavior.
- 1.12.5. Apply physical and virtual situational awareness (e.g., clean desk policies, shoulder surfing, social engineering, tailgating).

**Strand 2. Safety, Tools, and Equipment**

Learners apply principles of protection, prevention and mitigation to create and maintain safe working conditions at construction sites. Knowledge and skills may be applied in all aspects of personal site safety to meet all applicable standards.

**Outcome 2.1. Site Safety**

Handle materials, prevent accidents and mitigate hazards.

**Competencies**

- 2.1.1. Use Occupational Safety and Health Administration (OSHA)-defined procedures for identifying employer and employee responsibilities, working in confined spaces, managing worker safety programs, using ground fault circuit interrupters (GFCIs), maintaining clearance and boundaries and labeling.
- 2.1.2. Identify and rectify or mitigate construction hazards (e.g., thresholds, slippery surfaces, lighting and workplace clutter).
- 2.1.3. Identify and apply load factors for constructing scaffolding, railings, ladders and temporary structures.
- 2.1.6. Identify the source of electrical hazards and use shutdown and established lock-out/tag-out procedures.
- 2.1.7. Identify procedures for the handling, storage and disposal of hazardous materials.
- 2.1.8. Identify the location of emergency flush showers, eyewash fountains, Safety Data Sheets (SDSs), fire alarms and exits.
- 2.1.9. Select and operate fire extinguishers based on the class of fire.
- 2.1.10. Create a hazardous materials safety plan (e.g., liquid and airborne materials).
- 2.1.11. Describe the interactions of incompatible substances when measuring and mixing chemicals.

**Outcome 2.2. Personal Safety**

Practice personal safety in construction.

# Construction Technologies Career Field Carpentry and Masonry Technical Skills

Subject Code: 178001

## Outcome & Competency Descriptions

### Competencies

- 2.2.1. Interpret personal safety rights according to the employee Right-to-Know plan.
- 2.2.2. Describe how working under the influence (e.g., drugs, alcohol and stimulants/caffeine) increases the risk of accident, lowers productivity, raises insurance costs, and reduces profits.
- 2.2.3. Select, use, store, maintain and dispose of personal protective equipment (PPE) appropriate to job tasks, conditions and materials.
- 2.2.4. Identify workplace risk factors associated with lifting, operating and moving heavy objects and establish an ergonomics process.
- 2.2.5. Identify, inspect and use safety equipment appropriate for the task.
- 2.2.6. Demonstrate first aid and cardiopulmonary resuscitation (CPR).
- 2.2.7. Identify and describe hazards associated with using electronic devices on the job site.
- 2.2.8. Identify and describe hazards associated with improper clothing and poor hygiene.
- 2.2.9. Describe trenching and excavation hazards (e.g. soil types, cave in, utilities, underground obstacles).
- 2.2.10. Describe the process for identifying and locating existing site utilities.

### Strand 3.

#### Structural Construction

Learners apply principles of architectural engineering to erect residential, commercial and industrial buildings. Knowledge and skills may be applied in constructing footings and foundations; framing floors, walls, ceilings, roofs and stairs; completing exterior and interior finishes; and repairing, restoring or remodeling existing structures.

### Outcome 3.1.

#### Brick, Block, and Concrete

Mix and pour concrete and lay brick and block.

### Competencies

- 3.1.1. Complete layout calculations.
- 3.1.3. Construct foundations, footings and retaining walls.
- 3.1.4. Lay brick and block (Concrete Masonry Units) with mortar.
- 3.1.8. Cast and finish concrete.
- 3.1.10. Level base material.

### Outcome 3.2.

#### Site Management

Analyze site management operations.

### Competencies

- 3.2.1. Identify topographical and existing features of areas (i.e., property lines, utilities, streets, setbacks) on survey maps (parcel map, survey plat).
- 3.2.2. Interpret features of a site plan.
- 3.2.3. Apply conventional engineering and field measurement processes to survey for site development.
- 3.2.4. Identify and apply relevant building codes.

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**Outcome 3.5. Floor Framing**  
Install floor framing systems.

**Competencies**

- 3.5.1. Identify, describe, and assemble materials for floor framing.
- 3.5.4. Lay out, cut and install floor joists.
- 3.5.5. Frame floor openings.
- 3.5.6. Install bridging (e.g., wood, metal).
- 3.5.7. Install subflooring using adhesives and fasteners.

**Outcome 3.6. Wall Framing**  
Wall and ceiling framing.

**Competencies**

- 3.6.2. Lay out walls and rough openings.
- 3.6.3. Compare and contrast metal and wood framing.
- 3.6.4. Locate partitions, determine stud layout and strike wall lines.
- 3.6.5. Describe wall framing techniques used in masonry construction.
- 3.6.6. Cut and assemble wood and metal wall framing components (e.g., corner posts, T-posts, door openings, window openings, headers, cripples, king studs, trimmers, common studs, blocking).
- 3.6.7. Erect and plumb partitions and walls with top and bottom plates.
- 3.6.8. Brace exterior walls and install wind bracing.
- 3.6.10. Lay out, cut, and install ceiling joists and bracing.

**Outcome 3.7. Roof Framing and Finishing**  
Construct and finish roof.

**Competencies**

- 3.7.1. Compare roof types and materials.
- 3.7.2. Identify, describe and assemble materials for roof framing.
- 3.7.3. Lay out, cut and install ridge boards and common rafters.
- 3.7.4. Lay out, cut and install hip rafters and install valley rafters and jack rafters.
- 3.7.5. Lay out, cut and install gable-end studs and lookouts.
- 3.7.6. Frame roof openings, dormers and chimney saddles.
- 3.7.7. Install roof sheathing.
- 3.7.8. Install prefabricated roof trusses with required hardware.
- 3.7.10. Install underlayment (ice and water barriers) and shingles.
- 3.7.11. Lay out and install shingles and other roof finishes (e.g., fiberglass, asphalt, wood, valley material, felt paper, starter strip, hip and ridge caps).

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**Outcome & Competency Descriptions**

**Outcome 3.8. Exterior Finish Work**  
Complete exterior finish.

**Competencies**

- 3.8.2. Identify, describe, and assemble materials for exterior finishing.
- 3.8.8. Install exterior siding, covering or finishes.

**Outcome 3.9. Stairs**  
Construct stairs.

**Competencies**

- 3.9.1. Describe stairway types and their components.
- 3.9.2. Calculate rise and run and design stairway risers, treads, carriage, stringers and clearances.
- 3.9.3. Lay out, cut, and install stair components.

**Strand 6. Construction Management and Jobsite Maintenance**  
Learners apply principles of business, facility and site operations and project management to build and operate residential, commercial and industrial facilities. Knowledge and skill may be applied in managing and supervising site operations; developing work sequences for tasks and units of work; coordinating material and equipment delivery; planning building stages and the build environment; and providing facility management, and maintenance services.

**Outcome 6.1. Construction Math**  
Apply math and measurement principles to complete construction projects.

**Competencies**

- 6.1.1. Calculate surface area and volume for three-dimensional objects, accurate to a specified level of precision.
- 6.1.2. Apply measurement scales to layout length, width, and angle measurements.
- 6.1.3. Apply algebraic procedures and geometric concepts to reading construction documents.
- 6.1.4. Use proportional reasoning and apply indirect measurement techniques (e.g., right triangle trigonometry, properties of similar triangles).
- 6.1.5. Select and use measurement tools (i.e. grade rod, ruler, tape measure, measuring cups, builder's level).
- 6.1.6. Perform calculations and conversions with fractions, decimals, and percents
- 6.1.7. Perform unit conversions.

# Construction Technologies Career Field Carpentry and Masonry Technical Skills

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## Outcome & Competency Descriptions

### Outcome 6.2. Construction Drawings

Read and interpret plans and diagrams within a construction drawing set (i.e., topographical, grading and drainage, architectural, structural, plumbing, mechanical, electrical) to organize a project work sequence.

#### Competencies

- 6.2.1. Collect and analyze project information to determine resources and tasks required to complete a project.
- 6.2.2. Read and interpret a site plan.
- 6.2.3. Use architect's and engineer's scales to read and interpret construction drawings for material calculations and installation at the jobsite.
- 6.2.4. Read, interpret, and organize construction drawings, models, specifications and other contractual documents.
- 6.2.6. Identify and interpret aspects of sustainable design and construction techniques in construction drawings and specifications.
- 6.2.7. Identify and interpret aspects of the Americans with Disabilities Act (ADA) in construction drawings and specifications.

### Outcome 7.1. Planning and Design

Develop and present a design, proposal, or concept.

#### Competencies

- 7.1.1. Differentiate between residential, commercial, industrial, infrastructure, and institutional construction segments.

# HOW TO FIND THE WORK BASED LEARNING SITES/LOCATIONS

- Established employers
- Attend Chamber of Commerce Meetings
- Research hiring or help wanted
- Advisory Committees
- Conversations and Collaborations
- Ohio Means Jobs
- Ohio employment sites
- Employers are contacting CTC's
- Knuckle contacts
- Trade and Industry Organizations
- Guest Speakers
- etc.

The current worker shortage has changed the “norm”.  
Employers are on the hunt for employees.

We used to be concerned about job creation... Now, employers are concerned about having enough employees.

With our population declining, it offers more opportunities for our students.



# WBL EMPLOYER INFORMATION

## Work Based Learning Site Information

### Employer Information

|                                          |  |
|------------------------------------------|--|
| Name of Business:                        |  |
| Owner's Name:                            |  |
| Physical Address:                        |  |
| Type of Business:                        |  |
| Contact Person:                          |  |
| Title:                                   |  |
| Email:                                   |  |
| Phone Number:                            |  |
| Possible Job(s) for<br>Student Learners: |  |
| Possible Work Site<br>Supervisor:        |  |
| Department:                              |  |
| Date Visited:                            |  |
| Number of<br>Employees:                  |  |

# MONITORING WORK BASED LEARNING

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.



# TRAINING EVALUATION REPORT

PICKAWAY-ROSS CTC  
TRAINING EVALUATION REPORT

Student \_\_\_\_\_ Training Station \_\_\_\_\_

Instructor \_\_\_\_\_ Position \_\_\_\_\_

Please rate the student-employee in each of the following categories.

CHARACTERISTIC -- Please check appropriate box

|               | Falling                  | Poor                     | Average                  | Good                     | Excellent                |
|---------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Dependability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comment: \_\_\_\_\_

|             |                          |                          |                          |                          |                          |
|-------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Punctuality | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|-------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Comment: \_\_\_\_\_

|            |                          |                          |                          |                          |                          |
|------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Initiative | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Comment: \_\_\_\_\_

|             |                          |                          |                          |                          |                          |
|-------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Cooperation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|-------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Comment: \_\_\_\_\_

|             |                          |                          |                          |                          |                          |
|-------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Work Habits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|-------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Comment: \_\_\_\_\_

|                      | Always                   | Some                     | Average                  | Little                   | Never                    |
|----------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Required Supervision | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comment: \_\_\_\_\_

|             |                          |                          |                          |                          |                          |
|-------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Work Safety | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|-------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Comment: \_\_\_\_\_

|            |                          |                          |                          |                          |                          |
|------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Politeness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Comment: \_\_\_\_\_

|                     |                          |                          |                          |                          |                          |
|---------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Personal Appearance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Comment: \_\_\_\_\_

Date Range: \_\_\_\_\_

Singature of Employer: \_\_\_\_\_

Number of days absent from scheduled work: \_\_\_\_\_

# COSMETOLOGY INTERNSHIP ASSESSMENT

**Cosmetology Internship Assessment**

You can add examples in the box or in the comments section as needed or on back for a long response

Student name:

Instructor: Donna Patrick

Please rate the student intern in the following categories.

Dependability (On time, follows scheduled days)

| Excellent | Good | Average | Poor | Comments |
|-----------|------|---------|------|----------|
|           |      |         |      |          |

Follows Directions/Asks for help as needed

| Excellent | Good | Average | Poor | Comments |
|-----------|------|---------|------|----------|
|           |      |         |      |          |

Safety and Sanitation

| Excellent | Good | Average | Poor | Comments |
|-----------|------|---------|------|----------|
|           |      |         |      |          |

Salon appropriate attire

| Excellent | Good | Average | Poor | Comments |
|-----------|------|---------|------|----------|
|           |      |         |      |          |

Work ethic (stays on task, not on phone without permission

| Excellent | Good | Average | Poor | Comments |
|-----------|------|---------|------|----------|
|           |      |         |      |          |

Evaluator Signature name printed & signature:

**Cosmetology Internship Assessment**

You can add examples in the box or in the comments section as needed or on back for a long response

Date:



# WORK BASED LEARNING TIME SHEET

Johnny Student

## Work Based Learning Time Sheet

Name \_\_\_\_\_ Week of \_\_\_\_\_

Monday duties \_\_\_\_\_ Hours Worked \_\_\_\_\_

Tuesday duties \_\_\_\_\_

Wednesday duties \_\_\_\_\_

Thursday duties \_\_\_\_\_

Friday duties \_\_\_\_\_

Total weekly hours recorded and timesheet uploaded into Edwise \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_



# ACR SIMULATED WBL TIME SHEET

Auto Collision Repair

## Simulated Work Based Learning Time Sheet

Name \_\_\_\_\_ Week of \_\_\_\_\_

Monday's Lab Assignment \_\_\_\_\_ Hours Worked \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Tuesday's Lab Assignment \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Wednesday's Lab Assignment \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thursday's Lab Assignment \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Friday's Lab Assignment \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Total weekly simulated hours recorded in Edwise and timesheet uploaded \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_



# PRCTC WBL VISIT FORM

## Pickaway-Ross CTC Work Based Learning Visit Form

Parent, student, and instructor must sign & return to

Work Based Learning Coordinator **BEFORE** visit begins

Student Name: \_\_\_\_\_ Program: \_\_\_\_\_

Name of location visit: \_\_\_\_\_

Address of location visit: \_\_\_\_\_

Contact: \_\_\_\_\_ Title: \_\_\_\_\_ Phone: \_\_\_\_\_

| <u>Date</u> | <u>Time-in</u> | <u>Time-out</u> | <u>Supervisor Initials</u> | <u>Total Time</u> |
|-------------|----------------|-----------------|----------------------------|-------------------|
| _____       | _____          | _____           | _____                      | _____             |
| _____       | _____          | _____           | _____                      | _____             |
| _____       | _____          | _____           | _____                      | _____             |
| _____       | _____          | _____           | _____                      | _____             |
| _____       | _____          | _____           | _____                      | _____             |
| _____       | _____          | _____           | _____                      | _____             |
| _____       | _____          | _____           | _____                      | _____             |
| _____       | _____          | _____           | _____                      | _____             |
| _____       | _____          | _____           | _____                      | _____             |
| _____       | _____          | _____           | _____                      | _____             |

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

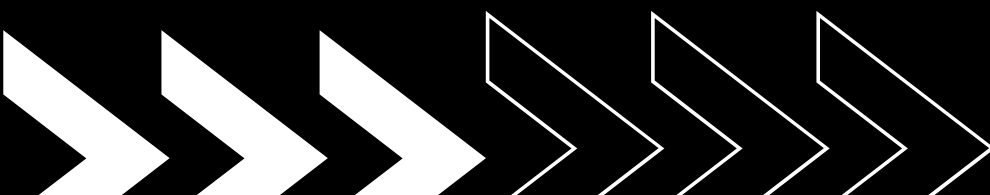
Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### To Be Signed by Business Partner/WBL Coordinator after visits to verify

Business Partner Signature: \_\_\_\_\_ Date: \_\_\_\_\_

WBL Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_



# TRACKING WORK BASED LEARNING

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.

Several platforms available:

- Edwise
- PortfoliOH (free)
  - School links
  - Xello
  - Naviance
  - Vector
- Self-created
- Many others

# STATE TRACKING AND REPORTING CODES

Schools in Ohio track work-based learning (WBL) hours using state reporting codes, digital tracking platforms, and cumulative evaluations across grades 9 through 12. [1, 2, .3.]

## State Tracking and Reporting Codes

- Cumulative Totals: Ohio requires high school students in specific pathways to accumulate cumulative totals (often a target of 250 hours) across grades 9-12. [1, 2]
- Hour Range Codes: Schools report these hours to the state via ODD EX and data collections using specific program codes based on tier ranges:
  - 310040: Greater than 0 and less than 40 hours
  - 310099: 40 to 99 hours
  - 310249: 100 to 249 hours
  - 310499: 250 to 499 hours
  - 310500: 500+ hours [1]
- Accountability: These reported hours feed into the Career-Technical Education (CTE) Quality Program Review and Perkins V accountability systems. [1]

# DIGITAL TOOLS AND PLATFORMS

- PortfoliOH: Ohio integrated PortfoliOH as a dedicated digital tracking tool for OhioMeansJobs K-12, allowing students and educators to document work hours, volunteer time, and career skills. [1, 2]
- Third-Party Software: Many districts (like Cincinnati Public Schools) utilize dedicated external platforms such as x2VOL or Eduthings to log approved internship, mentorship, and career-tech hours. [1, 2]

## **Documentation and Supervision Requirements**

- Learning Agreements: Hours must be validated through formal learning agreements co-supervised and co-evaluated by a school instructor/representative and an on-site business mentor or employer. [1, 2]
- Evaluations: Accumulated hours require accompanying evidence of positive employer evaluations to satisfy graduation pathways and seal requirements. [1, 2, 3]



# WHAT ABOUT LIABILITY?

## What about liability?

Kevin,

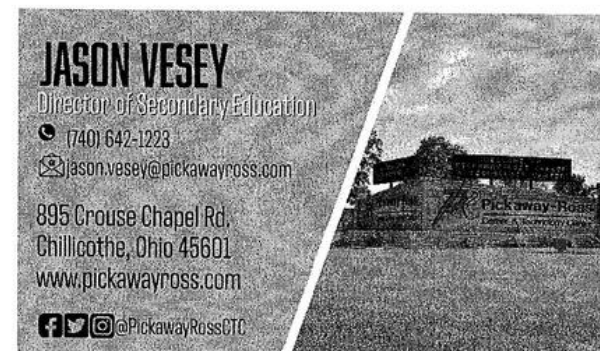
I'm not sure this is exactly what you are looking for but it may be helpful. I will keep looking.

### 8750 - LIABILITY INSURANCE

The Board of Education recognizes the risks it faces in the ordinary course of conducting a school program and chooses to insure itself against certain liabilities as a result of said risks.

The Board shall, in accordance with law, insure its employees against injury or death resulting in the course of their employment and chooses also to:

- A. insure members of the Board, officers, and **students** of the District against liability for damages for death, injury to person, or damage or loss of property caused by the negligent act or omission of the member, officer, or employee when acting within the scope of his/her office or employment;
- B. insure against any major liability arising from the use of a motor vehicle by an employee of the District in the performance of District business;
- C. procure liability and property damage insurance covering each school bus or motor van and accident insurance covering all students and other authorized passengers according to law.
- D.



If paid position they should be covered under Workers Compensation

# CHALLENGES

*Being under the age of 18*

*Continuing Exemption Rules for Student Workers*

- **State Law Exemption:** *Under ORC 4109.06, students aged 16 and older participating in an approved career-technical education work-based learning program remain exempt from Ohio's minor labor laws, including standard hour restrictions and work permit requirements.*
- **Federal Standards:** *Employers involved in career-technical work placements must still follow the federal Fair Labor Standards Act (FLSA), which supersedes state exemptions regarding hazardous occupations and specific federal hour limits.*

## Transportation

### **School schedule flexibility**

- Work with your career tech instructors and academic teachers
- Communicate with guidance counselors, administration and school nurses regarding any concerns you may not be aware of
- Check for IE P's and 504's that may impact the student's ability to participate in a Work Based Learning experience and or employment

Students that may have not met graduation requirements

Parental/Guardian support

Employer expectations/needs

Drug testing, fingerprints, certifications, etc.

Understanding of Work Based Learning

Others will surface from time to time you will need to Look for solutions

*Successful Work Based learning experiences can benefit everyone and can produce a positive opportunity moving forward.*

# RESOURCES

*Building/District Work Based Learning  
Coordinator*

*Other staff*

*ODEW website search for Work Based Learning*

- Home | Ohio Department of Education and Workforce
- Find more information on Work-Based Learning options in this overview!

*Successful Work Based learning experiences can benefit everyone and can produce a positive opportunity moving forward.*

## Sample Resources

- Learning Agreement
  - *[This Learning Agreement is an editable template designed to address the essential educational requirements of work-based learning experiences. All components may be tailored or customized to reflect local program design and policies. The first part of the agreement connects learning standards to work-related tasks. The second part of the agreement outlines the roles and responsibilities of each participant. Both are required components of any learning agreement.]*
- Employer Guidelines for Working with WBL Students
- Evaluation of Potential Worksite
- WBL Orientation Checklist
- Sample WBL Calendar
- Suggested Components of a WBL Portfolio
- Portfolio\_Rubric\_for\_WBL
- Student\_Reflection\_Questions
- Visit the SuccessBound Ohio website for



# CONTACT INFO

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## KEVIN

Work-Based Learning Coordinator  
Pickaway-Ross Career & Technology Center

## KREBS

[WWW.PICKAWAYROSS.COM](http://WWW.PICKAWAYROSS.COM)