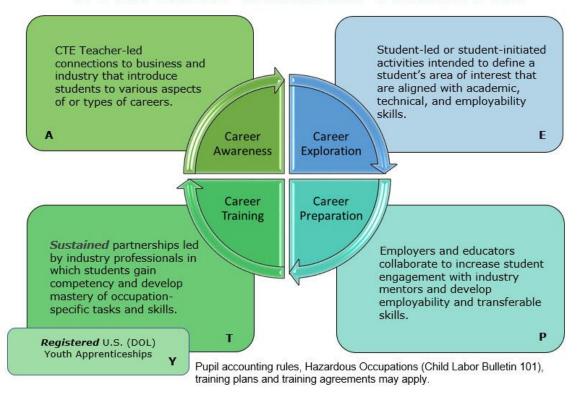# CTE Virtual WBL Opportunities

Quality CTE Work-Based Learning (WBL) in a state-approved CTE program is demonstrated by a full continuum of experiences progressing in quality and intensity that is accessible to every student throughout their program of study. Work-Based Learning experiences should be matched to the student's specific career interests, abilities, maturity, and progression through the program.

> The term **WORK-BASED LEARNING** means **sustained interactions** with **employers** or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the **tasks** required of a given career field, that are aligned to curriculum, instruction, and CTE Program standards.

During these unprecedented times, students may not be able to participate in Work-Based Learning experiences as they were previously designed; however, in collaboration with business and industry partners, and with the use of technology, teachers may be able to continue to offer rich learning experiences to students. While the list below is not exhaustive, it is intended to be used as an example and to generate ideas of ways to incorporate WBL into remote learning opportunities.

WORK BASED LEARNING CONTINUUM

A — CTE Teacher-led connections to business and industry that introduce students to various aspects of or types of careers.

E — Student-led or student-initiated activities intended to define a student's area of interest that are aligned with academic, technical, and employability skills.

Career Awareness

Career Exploration

Career Training

Career Preparation

T — *Sustained* partnerships led by industry professionals in which students gain competency and develop mastery of occupation-specific tasks and skills.

P — Employers and educators collaborate to increase student engagement with industry mentors and develop employability and transferable skills.

Y — *Registered* U.S. (DOL) Youth Apprenticeships

Pupil accounting rules, Hazardous Occupations (Child Labor Bulletin 101), training plans and training agreements may apply.

Career Awareness (A)

Career Fair

- Line up several different professionals to speak about their careers, specific to the career cluster. Give each some talking points or an outline so that similar aspects are covered. Presentations can be pre-taped or scheduled for live events over the course of several days. (Live events will allow students to ask the speaker questions. Pre-taped events could be set up so that students can submit questions prior to or after the event to get more information.) Students can: compare and contrast aspects of each career type; do more research on the career after the presentation using the internet or career exploration software; choose a professional to interact with and ask more questions; write a research paper; etc.

- Use Xello or other career exploration software to introduce students to multiple businesses with pre-fair research and post-fair comparison.

Field Trip

- Schedule a virtual field trip with an industry professional that all students can watch (The field trip may be taped; however, to qualify as WBL, the students must be able to interact live with the industry partner after the "field trip" or tour).

- Ask students to find an industry professional that might take them on a virtual field trip using FaceTime or other media app; student should report back on what they learned to the whole class or prepare a short report summarizing what they learned in the career field.

- Find an online virtual field trip experience that is already available and assign to students; follow up with a reflection or assignment.

- Using VR Goggles, students can virtually explore a workplace. Follow up with an interview session with an employee from that workplace or career field.

- Using platforms such as MAVIN, Naviance, Xello or Nepris, schedule a virtual field trip with an industry professional that all students can watch; students should be able to participate in two-way interactions with the industry professional during or after the experience.

Career Exploration (E)

Informational Interview

- Student picks from a list of willing volunteers or seeks their own industry contact to interview. Instructor may provide or approve the list of interview questions. Students ask the industry professional questions about the profession and specific job; student follows up with report for the instructor/class and a thank-you to the industry professional.

- Student conducts several interviews with various individuals and compares jobs or work environments. Instructor may also provide a specific focus for each interview; multiple interviews may be conducted by breaking topics into smaller chunks.

Job Shadow

- Industry professional uses live feeds throughout the course of an actual workday to allow student to see what a typical day is like in the industry and view all aspects of the job. The professional utilizes real-time student interactions to answer questions and have dialogue.

   For example, a cosmetologist may connect with a student to show them what happens when the cosmetologist first arrives at work and is preparing for clients; checks in and allows the student to watch a portion of a service; checks in again and talks about scheduling, mixing chemicals, etc.; shows the unglamorous work in the dispensary; and connects final time to discuss close-out procedures and preparation for the next day. A time for questions and answers might also be provided when the industry professional is not on the clock or with a client.

- Student is allowed to job shadow in the field if precautions and protocols are followed; this will be at the employer and school's discretion.

Virtual Interactions

- Students watch a service given by the industry professional and ask questions after the conclusion of the service/job.
- Classes conference call with industry professionals and receive guidance and instruction around a topic area within the program.
- Industry professionals may teach or demonstrate a service or skill. (Example: knife skills in Culinary Arts) The industry professional should be encouraged to highlight safety procedures and practices as well as specific skill being demonstrated.
- Industry professionals may assist students or classes with leadership skills, resume building, interviewing skills, job seeking advice, employability skills, entrepreneurship instruction, etc.

Career Preparation (P)

Entrepreneurial Project

- The business partner enlists a student or the class to help create or complete a work project that can be done remotely (for example – web design, CAD drawing) with virtual interaction and guidance from the employer. Student and employer collaborate via conference call or remote platform to complete the project.

- Student develops a plan, in conjunction with a business and industry partner, that utilizes skills and safety procedures to complete product deliverables to customers for sale or donation within industry quality standards.

- Students operate their own enterprise at their home and work in cooperation with the program teacher and industry partner, who provide guidance and mentoring.

  Some examples of student business ownership include raising livestock such as chickens, pigs, sheep and cattle, or raising plants in a garden, farm or greenhouse setting. Other entrepreneurship projects might include farmers markets or placement on farms. (All of these have been deemed essential by both federal and state orders during times of remote learning.) Students and teachers can arrange video conferences to stay updated and record keeping can be accomplished using the Ag Experience Tracker (AET) system used in all AFNRE programs in Michigan.

School-Based Enterprise

- The class takes their SBE to a remote virtual platform. Students collaborate with industry mentors to learn about virtual business set up, marketing, and selling. The mentor helps teach related concepts and facilitates problem-solving.

- School stores create an online webstore working with industry professionals (web developers, vendors, and entrepreneurs) to sell merchandise online and continue to run the operation.

Formal Mentoring Relationship

- The student and employee agree to work together in a formal mentoring relationship. Specific goals and outcomes are defined.

  The mentor may assist the student in solving an identified problem. For example, the marketing student may be asked to develop multiple ideas for a virtual ad campaign for the business. The student will meet with the employee mentor to understand the product, the desired target audience, the resources available to implement the proposed plan and any other key factors to consider in creating the plan. The student and employee mentor will meet on a weekly basis so the student can ask questions, share ideas, request feedback, and continually make appropriate adjustments to meet the needs of the company.

Career Training (T)

Developing and participating in career training experiences require careful planning, documentation, and communication; these opportunities require even more scrutiny, diligent planning and communication when WBL becomes virtual. Work-Based Learning personnel should continue to refer to the CTE Work-Based Learning Booklet, Pupil Accounting Manual Section 5-P and the Child Labor Bulletin 101 regarding minors and labor laws for all WBL career training experiences.

The following is an example of considerations that may need heightened amounts of attention to develop and execute a career training WBL experience in a virtual environment.

	District	Employer	Student
Safety Considerations	• Conduct workplace safety inspection that includes virtual safety measures to protect the student and other workers • Assure the student has the prerequisite knowledge and skills to be successful in the WBL placement	• Provide safety training, including virtual safety and training on company computer and internet protocols	• Participate in required safety training, both prior to working and as an ongoing work assignment • Become familiar with and follow all safety protocols for both industry and employer/placement
Equipment, Supplies and Materials	• Provide student with computer, internet capability, the employer's software, and security/firewall software, _before_ the student begins the placement	• Collaborate with district IT personnel and provide district with software necessary for student to participate in WBL virtual experience	• Follow usage, care and safety protocols for equipment and software provided by school and employer
Required Documentation	• Assure training plans and training agreements are complete, signed, and copies are provided to the WBL coordinator and business partner	• Assign supervisor • Develop training plan, in conjunction with district WBL coordinator and program instructor	• Secure employment and complete all employment paperwork • Provide employer contact information to teacher or WBL coordinator • Complete required WBL paperwork

In virtual learning situations, districts must continue to adhere to the two-way interaction requirements found in PA 147-149. All other requirements of the Pupil Accounting Manual Section 5-P would continue to apply. The district must consider how the placement would (or might) change during the school year with changes in student schedules or delivery methods. Will the experience remain virtual? If so, does the experience lend itself to a virtual environment?

Practicum Examples

General Examples

- Collaborate with the employer on a project in real time.
- Students work virtually in a business or organization to develop resources and materials for the employer that can be used by the employer or clients; these should be done in collaboration with the employer and under the guidance of a supervisor.

  Examples include: Teacher Academy students working with students in small groups on reading skills in Google Meets; Graphic Design student creating deliverables for a business; Computer Science student working on website development.

  Other ideas for virtual internships can be found here: https://www.parkerdewey.com/example-projects?utm_campaign=Employer&utm_source=hs_email&utm_medium=email&_hsenc=p2ANqtz--jN2YCwOVWP5LPzoKnIIuuZS8YbIfAglY3SEFAmXB0J7ntbpKz8G6s0FPTbjM2VUjm2qWO

Other virtual WBL suggestions related directly to specific CIPs can be found by contacting the cluster teacher association or education consultant.