



## Virtual and Remote Resources for Work-based Learning for the 2020-2021 School Year

***Please note that this document is for the 2020-2021 school year and does not represent a permanent shift in NYSED guidance regarding work-based learning. More permanent policy decisions regarding the future of remote and virtual work-based learning require a more engaged conversation with stakeholders, which we hope to have over the course of 2020-2021. However, our immediate task is to support the coordinators and educators who are in the process of planning high-quality work-based learning experiences for students during this uniquely different school year.***

Work-based Learning (WBL) is an important element of career and technical education (CTE) which prepares students for careers while reinforcing application of academic skills.

As a result of COVID-19 guidelines for closures and physical distancing, it may be difficult to provide WBL experiences at work sites. Remote and virtual WBL are two options to consider when planning how to offer WBL experiences during this period of restrictive workplace and social interaction. Ideally, these WBL experiences should be developed in partnership with business and industry partners and include regular interaction with these partners when practicable.

**Remote Work-Based Learning:** A WBL experience (including, but not necessarily limited to, an internship or a job shadow) where students complete an experience similar to what they would have completed on-site; however, the student does not go to the site. Students will complete responsibilities via telecommuting, e-mail, or other means. Students will work with a real organization and interact with an actual industry employer/mentor.

**Virtual Work-Based Learning:** A WBL experience where students learn work-related and (where appropriate) technical skills related to a job or career field. This would be done via a simulation, preferably created by and in conjunction with business and industry. Students will complete simulated experiences that mirror and teach skills needed for career success. However, students may not have the opportunity to work with an actual industry employer/mentor from a real organization.

Provided below are resources which may aid CTE programs in developing remote or virtual WBL opportunities for students. Please note that certain resources may include costs to use and/or utilize certain features. Questions regarding compliance with [Education Law 2D](#) should be directed to your administrator and/or Chief Information Officer.

***Posting of resources on this form does not constitute an endorsement from the New York State Education Department. Teachers and coordinators have the final authority, in alignment with local policies, to choose and utilize the resources that best meet the needs of their students. Consideration must be given when choosing WBL alternatives for***

**programs that must meet New York State Department of Health and New York State Department of State and other regulatory guidelines.**

**CAREER AWARENESS AND EXPLORATION RESOURCES**

RESOURCE	DESCRIPTION
<a href="#">United States Dept of Labor</a>	Provides extensive career information including O*Net and the Occupational Outlook Handbook
<a href="#">New York State Department of Labor</a>	Provides extensive career exploration tools including <a href="#">Career Zone</a>
<a href="#">Cue Career</a>	Provides extensive career information which aggregates the resources of industry associations for career exploration/ navigation and workforce development
<a href="#">Khan Academy</a>	Provides free online lessons in careers, networking, financial planning, and entrepreneurship.
<a href="#">Hats &amp; Ladders</a>	Helps students explore career by unlocking Hats (potential careers) and learn basic information about those careers. If they are interested, they can “try on” a career by completing hands-on activities, engaging in real world experiences, and informal and formal workplace skill building
<a href="#">Virtual STEM Adventures</a>	Interactive career exploration site
<a href="#">Virtual Internships</a>	Virtual internship resource- teacher created
<a href="#">Power Skills 4 Success</a>	Professional skills development resource
<a href="#">Skills to Succeed (S2S) Academy</a> (through ACTE)	Provides an engaging multimedia interface that delivers high-quality career planning, job exploration and a unique ‘flight simulator’ for job seekers

<a href="#">Nepris</a>	Provides online talks with industry professionals on a wide array of subjects
<a href="#">CareerPrepped</a>	Provides a free career planning platform as part of the New York CTE Learn portal that includes online tools for students to plan their career portfolio, develop career readiness skills, and track progress toward career
<a href="#">Quest for Success</a>	Provides a free career exploration curriculum in eight modules designed to ensure students know about and are prepared for careers of the future with emphasis on knowing self and others, leading responsibly, and planning for the future
<a href="#">Naviance</a>	Provides a comprehensive career exploration and planning tool which can be used for self-examination and career opportunities
<a href="#">You Science</a>	Offers aptitude and career skills assessments
<a href="#">VirtualJobShadow</a>	Helps students to discover, plan, and pursue career interests in a video-based career planning platform, including interactive tools to help students develop career paths.

### CAREER PREPARATION RESOURCES

RESOURCE	DESCRIPTION
<a href="#">Harbor Freight EdCorps</a>	Provides experience and support resources like e-commerce technology, toolkits, and personalized support to dozens of skilled trades classrooms in public high schools around the country using student-run businesses to develop hands-on skills and the entrepreneurial mindset at the same time

<a href="#">Open P-Tech</a>	Provides free digital learning on a range of professional skills
<a href="#">Career Day Inc,</a>	Provides an introduction to professionals in different career paths.
<a href="#">100 Mentors</a>	Brings employers in to support students as they prepare for careers
<a href="#">Virtual Enterprise (VE)</a>	Provides in-school, live business simulation that offers students a competitive edge through project-based collaborative learning and the development of 21st Century skills in entrepreneurship, global business, problem-solving, communication, personal finance, and technology
<a href="#">Virtual Internships Foundations</a>	Provides students 14-18 years old the opportunity for career exploration and professional development remotely
<a href="#">Today's Class</a>	Provides interactive online learning system for various career areas
<a href="#">Reality Works</a>	Provides simulation resources that can be used remotely for learning for developing professional skills and technical skills in several CTE subjects
<a href="#">Career Solutions Publishing</a>	Provides online programs intended to teach and measure technical and professional skills

## POTENTIAL INSTRUCTIONAL STRATEGIES

### Remote WBL Strategies

- For students completing remote internships, build a schedule, with employer input, which identifies when internship tasks will be completed, using the training plan as appropriate.
- Use online tools for remote speakers.
- Use online tools for planning WBL experiences.
- Train students using online meeting tools for meeting with employers.
- Conduct digital mock interviews.
- Conduct more frequent online check-ins with students than previously done with in-person

visits.

- Use online meeting tools for planning WBL experiences.
- Assign workplace-specific projects that can be completed remotely.
- Arrange networking opportunities using technology.
- Set up remote mentoring.
- Have industry professionals remotely set up a real-world challenges or task for learners, interact with students through periodic progress meetings, and evaluate the final products.

### **Virtual WBL Strategies**

- Use digital apps and online resources for career exploration and analyzing student interests.
- Have students complete simulations of “a day in the life” or certain tasks, preferably designed by industry partners, in a career area.
- Utilize the student training plan to track the types of experiences.
- Utilize resources best aligned with the student’s career goals so that students can get an experience of what a particular career field is like.