

CTE DISTANCE TEACHING AND LEARNING

Quarterly Newsletter Supporting Career Technical Education

QUARTER 1, 2021

NEWS AND UPDATES

Hello CTE Community! We are excited to release the first CTE Distance Learning Newsletter of 2021. We have shifted to a quarterly publication release, with each issue addressing a different theme or topic. This issue will focus on the virtual work based learning (WBL) landscape, offer the best of past publications, draw attention to top resources from across the state and nation, and do a deep dive into the incredible work the Association for Career Technical Education has done to support educators in virtual WBL.

CTE DISTANCE LEARNING SURVEY

The California Department of Education CTE Distance Learning Task Force is committed to providing ongoing support with resources, opportunities and tools for CTE educators and leaders. We aim to plan our ongoing work around your needs and interests, so please take a few minutes to complete this [CTE Distance Learning Survey](#) and let us learn more about your experience with distance learning and how we can best support you in 2021.

BEST WBL RESOURCES OF 2020

[San Bernardino County ROP](#) developed a collection of lessons and activities on their [Virtual Work-based learning Pinterest Board](#), which has been selected as the best newsletter resource of 2020! This comprehensive online WBL Pinterest Board provides students with a variety of distance learning activities for all California CTE sectors. Thank you for sharing SBCoROP!

[Edge Factor](#) has updated the [Free For California Students](#) page with an emphasis on creative careers in arts, media and entertainment, manufacturing, construction and architecture. The page features the newly launched [Experience Toolkits](#) which offer educators and workforce leaders FREE access to high impact media content, a keynote presentation, promotional tools, and practical guidebook on how to plan, promote, host and follow-up on engaging virtual events. Using the power of storytelling, Edge Factor media showcases industries and career profiles, teaches soft skills, shows how STEAM comes alive on-the-job.

TOOLS FOR VIRTUAL, SIMULATED, AND REMOTE CAREER AWARENESS AND EXPLORATION

UPDATE FROM THE CA CAREER RESOURCE NETWORK

The California Career Resource Network (CalCRN) has updated the content on its [Quick Starts page](#). Quick Start activities provide a quick way to engage students in using their resources. Two California CareerZone workbooks provide alternate ways to help student dive in to using the site. Three student workbook PDFs introduce students to career exploration, finding a first job, and being successful in that job with: Exploring Career Options, Find and Get the Right Job, and Succeed at Work.

MORE FREE RESOURCES

Career Guidance from [Gladeo](#)

Financial Literacy Resources from [Annuity.org](#)

Career One Stop from [US Department of Labor](#)

WBL Blog from [Tallo](#)

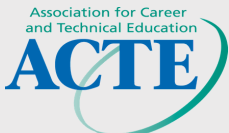
Explore Industry Sectors with [CA Career Zone](#)

Discover Careers with [Roadtrip Nation](#)

Share best practices, events and resources for the CTE DL newsletter using this [submission form](#).

Subscribe to this newsletter by sending a blank email to: subscribe-cctd-updates@mlist.cde.ca.gov

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WORK-BASED LEARNING (WBL) IN DISTANCE AND BLENDED ENVIRONMENTS

Work-based Learning is an education strategy that links classroom instruction to work-related experiences, aims to increase students' technical skills and knowledge, and helps shape career decision making. Remote instruction has changed the way schools are delivering these experiences to students.

FEATURED STATE




NEW YORK STATE

[New York State Department of Education](#) has differentiated between Remote and Virtual WBL and provided resources and support including teacher created [virtual and simulated internship experiences](#).

New Your City Department of Education's [Virtual Work Based Learning Toolkits](#) help teachers design quality remote and simulated opportunities for students.

US DEPARTMENT OF EDUCATION

[Work Based Learning Toolkit](#)

Models of Simulated Work-Based Learning			
	 Simulation Tools	 Simulated Workplaces	 School-based Enterprises
Motivation	Create safe opportunities to teach specific skills or tasks associated with a given job	Replicate a range of workplace environments designed to develop employability skills and increase student engagement	Offer students a holistic experience of running an actual business to foster entrepreneurial skills and deepen student engagement
Intended skills	<ul style="list-style-type: none"> Critical thinking/decision-making Preparation/exposure to specific work scenarios Confidence Technical skills 	<ul style="list-style-type: none"> Employability (on time, drug free, interviewing, safety, professionalism, dress) Teamwork Responsibility Leadership Career awareness 	<ul style="list-style-type: none"> Entrepreneurism Critical thinking Problem solving Communication Collaboration
Typical program elements	<ul style="list-style-type: none"> Use of common and emergency scenarios Some clinical credits for simulation time (health care) Debrief/reflection processes that allow for learning from mistakes 	<ul style="list-style-type: none"> Classes organized as student-led companies Time clocks, uniforms, drug testing Facilities resemble industry settings Teacher serves as facilitator 	<ul style="list-style-type: none"> Student-run businesses provide products or services for sale to other people Business plan development Teacher serves as facilitator
Required resources	<ul style="list-style-type: none"> Simulation tools Operations and maintenance costs Additional training for instructors or coordinators 	<ul style="list-style-type: none"> Professional development Employer partnership and input/guidance 	<ul style="list-style-type: none"> Equipment for student businesses Start-up capital Additional training for instructors or coordinators

[Simulated Work-based Learning: Notable Approaches and Instruction practices](#), Office of Career, Technical, and Adult Education

EXAMPLES OF VIRTUAL, SIMULATED, AND REMOTE CAREER PREPARATION AND TRAINING

Virtual Workshops and Master Classes: Business and industry partners facilitate master workshops for students to develop their skills in a specific area. These experiences can be customized for the CTE classroom, or as an assignment for students in CTE programs can attend virtual classes offered by partner businesses or organizations as an assignment or requirement of the course.

Remote Internships: Internships expose students to work in partnerships with local industries, or other organizations in the community. Students will work with a real organization and interact with an actual industry employer/mentor via telecommuting, e-mail, or other means.

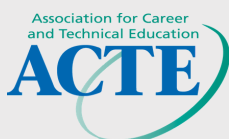
Student Led Enterprise in a Virtual Environment: A student-led enterprise involves the development and operation of a revenue-generating business outside the classroom but is associated with a course at the school and evaluated by the course instructor. Students produce goods or services for sale to or use by people other than their selves.

Project-based learning (PBL) simulations: A PBL simulation is a student challenge or project created in conjunction with industry. Students will complete simulated experiences that mirror and teach skills needed for career success. Industry partners can offer formative and summative feedback to students.

Join CTE Online Community Groups to engage with other CTE educators!

*This publication is organized around California's 15 CTE Industry Sectors

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WORK BASED LEARNING RESOURCES

SAN DIEGO COUNTY OFFICE OF EDUCATION

BUILDING A CONTINUUM FOR CAREER DEVELOPMENT

Work-based learning should be integral to the classroom experience, and strategically implemented throughout the K12 experience to ensure students are truly ready for the world beyond the classroom.

As part of K12 Strong Workforce Program, the San Diego region has developed continuums for career development: [Middle School Career Development Continuum](#) and the [High School Career Development Continuum](#). **See the third page of each for specific Work-Based Learning strategies.

High School Career Development Continuum

Out-of-School: Work-Based Learning

Self Awareness

Learning about ONESELF

Build awareness of strengths, interests and values and connect this information to future purpose and career through reflection and related metacognitive activities.

Experiences might include:

- Industry tours
- Guest speakers
- Adult role models
- Role model observation
- Progression of responsibility
- Service activities

Career Awareness

Learning ABOUT a wide variety of careers

Build awareness of the variety of careers available and the preparation required to obtain and succeed in a career; broaden student options.

Experiences might include:

- Guest speakers
- Industry tours
- Career Fairs
- Visit parents at work
- Online tools

Career Exploration

Learning ABOUT work and exploring, research and planning for career

Explore career and post-secondary options for the purpose of motivating students and to inform their decision making in secondary school and postsecondary education.

Experiences might include:

- Informational interview
- Job shadow
- Virtual exchange with a partner
- Professional mentor
- Civic engagement/community service

Career Preparation: Practicum & Internships

Learning THROUGH work

Apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education.

Experiences might include:

- Integrated project with multiple interactions with professionals
- Student-run enterprise with partner involvement
- Virtual enterprise or other extended online interactions with partners
- Projects with partners through industry focused student organization
- Service learning and social enterprises with partners
- Internship connected to curriculum

Career Training

Learning FOR work

Train for employment and/or postsecondary education in a specific range of occupations.

Experiences might include:

- Internship
- Internship required for credential or entry to occupation
- Apprenticeship
- Clinical experience
- On-the-job training
- Work experience

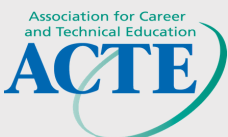
DEVELOPING WORK-BASED LEARNING OPPORTUNITIES AT A DISTANCE

SDCOE has taken a strategic approach to supporting Work-Based learning in our local districts while in distance and blended learning. Check out some of our work or consider creating similar events for students in your district or region.

Pre-recorded virtual sessions are key to providing asynchronous work-based learning opportunities teachers can assign students. See cte.innovatesd.org/sectors to use these sessions with your students!

Themed student events such as [Careers in Public Service](#), and our annual Apprenticeship fairs have been moved to zoom webinar, and new events such as [Future is Fashion](#) and the [SDCOE Go Virtual Conference](#) have been developed to ensure students don't miss out on industry connections while learning from home. See cte.innovatesd.org for previous and upcoming events to inspire your own work!

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ADULT EDUCATION CALIFORNIA DEPARTMENT OF EDUCATION

EIGHT CALIFORNIA ADULT EDUCATION PROVIDERS ARE FINALIST IN U.S. DEPARTMENT OF EDUCATION'S RETHINK ADULT EDUCATION CHALLENGE

Eight adult education providers, Charles A. Jones Career and Education Center (CAJ), Los Angeles Southwest College/ LA Community College District, Mt. San Antonio College, Oakland Adult and Career Education (OACE), Proteus, Inc., Roseville Adult School, Tamalpais Adult School, Vallejo City Unified School District-Regional Education Center which the U.S. Department of Education recently named as a finalists for their submission to the Rethink Adult Education Challenge, a \$750,000 competition to advance pre-apprenticeships.

Submissions for the project were collected from September to November. During that time period, the U.S. Department of Education invited Adult Education Family Literacy Act adult education program grantees to submit proposals. The Rethink Adult Education Challenge received 203 proposals from programs across 44 states, Guam, and the District of Columbia.

Proposed programs covered a range of industries—from manufacturing, healthcare, and technology. During Phase 2 of the challenge, from February to June 2021, the finalist teams will have access to a range of digital resources — such as case studies, activities, and webinars with subject matter experts — to help them refine their program designs.

Finalists will then be invited to submit more detailed program proposals. A judging panel will select a grand-prize winner that will receive \$250,000 and up to five runners-up that will receive at least \$100,000 each.

More information can be found on the Rethink Adult Education website.

ADULT EDUCATION

Go to <https://www.cde.ca.gov/sp/ae/> to find overviews, links and additional information on adult education from the CDE.

OUTREACH AND TECHNICAL ASSISTANCE NETWORK (OTAN)

OTAN provides regular workshops and trainings to support adult education. To register for upcoming trainings see <https://caadultedtraining.org/>.

ADULT EDUCATION STUDENTS SUCCEED PROGRAM FROM THE ADULT EDUCATION, OTAN

The nomination period for the 2021 Adult Education Students Succeed Program is now open. OTAN invites nominations of adult education learners who are successful as a result of the education received at California WIOA-funded adult education agencies. [Learn more about the program and how to nominate a student.](#)

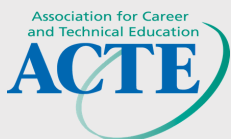
FROM THE US DEPARTMENT OF EDUCATION

The Literacy Information and Communications Systems (LINCS) offers COVID-19 Support for Adult Educators In response to COVID-19, the need for adult educators to remain abreast of the Department's response to the pandemic and to transition from in-person to distance teaching.

LINCS Resources for Adult Education: Career Technical Education

[Employability Skills Framework](#)
[Teaching Skills that Matter Toolkits](#)
[Moving Pathways Forward Project](#)

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High-quality CTE

Planning for a COVID-19-Impacted School Year



KEY ISSUES TO ADDRESS

- Identifying business and community partners' capacity and willingness to engage in WBL
- Maintaining WBL alignment with students' educational goals
- Identifying employers or programs that can accept learners on the worksite or are willing to meet with students remotely
- Promoting social distancing and learner safety on the worksite
- Integrating WBL into in-person or remote instruction through school-based models
- Using virtual and simulated platforms for WBL

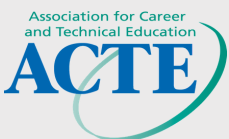
KEY QUESTIONS TO CONSIDER

- How can you use virtual WBL platforms and other remote tools that connect learners and industry partners and help learners learn about work?
- Does your CTE program of study lend itself to virtual internships, apprenticeships or clinicals? Do you have industry partners who are in a position to support virtual interns or apprentices?
- How can you integrate WBL into the remote classroom through industry-driven projects or by transforming the remote classroom into a simulated business?
- Can industry partners offer guidance, collaboration and evaluation remotely?
- If you offer any SBEs, how can these continue to operate remotely?
- How can you use simulations to enable students to practice employability skills in authentic workplace scenarios?
- Will any worksite placements be allowed for students even if campuses remain closed?

TOOLS AND RESOURCES

- [State Resources Explore WBL pages from State Departments](#)
- [Work-based Learning Case Studies](#)
- [Importance of Work-based learning flyer](#)
- [Work-based Learning Research](#)
- [High Quality CTE: Planning for a Covid Impacted School Year, Work-based Learning.](#)
- [Career Planning Tools from Asiasociety.com](#)
- [Nebraska Career Clusters Virtual Workplace Tours](#)
- [ConnectED Day at Work Videos](#)

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PROFESSIONAL DEVELOPMENT AND STUDENT OPPORTUNITIES

UPCOMING EVENTS

February 1-3 [CTE Winter Sector Collaboration Meetings](#)

February 28-March 2 [Educating For Careers 2021](#)

April 29-30 [ACTE's & Iowa's Work-based Learning Hybrid Conference](#) On-line and on-site at the FFA Enrichment Center, Ankeny, ACTE's upcoming 2021 professional development events! [Save the dates!](#)

Family and Consumer Science

March 19-20 FCS - Strong and Resilient Virtual Leadership and Management Conference: [Registration](#) and [Call for Proposals](#), and [Nomination For Administrator of the Year](#)

Arts, Media, and Entertainment

February 26: Human Centered Design for AME Teachers
March 25: The Business of Talent Management
April 29: Teaching Entrepreneurship in the AME Classroom
May 27: Soft Skills and the Future of Work
[Register Here](#)

ON DEMAND

ACTE

- [Middle School Career Exploration Podcast Series](#)
- [Online Seminars for CTE Educators](#)

ADVANCE CTE

- [Principles for supporting Work-based learning in Covid-19](#)
- [The State of Career Technical Education: An Analysis of States' Perkins V Priorities](#)
- [Improving Youth Apprenticeship Data Quality: Challenges and Opportunities](#)
- [Broadening the Path: Design Principles for Middle Grades CTE](#)

CALIFORNIA DEPARTMENT OF EDUCATION

- View previous CDE CTE webinars on the [YouTube Archive](#)

PARTNER WEBSITES

- [Advance CTE](#)
- [Association of Career and Technical Education \(ACTE\)](#)
- [CTE Online](#)
- [California Career Zone/Career Explorer by State](#)
- [California Career Resource Network \(CalCRN\)](#)
- [California Dept. of Education CTE Resources for Distance Learning](#)
- [COVID-19 CTE Resources - San Diego County Office of Education](#)
- [OTAN Outreach and Technical Assistance Network](#)

CURRICULUM, CONTESTS AND STUDENT OPPORTUNITIES

[Ethical Dilemmas in the Workplace Video Series](#)

Brought to you by MBA Research through the Daniels Fund which provides grant dollars to support Ethics Education, these short videos can lead to great discussions in any CTE classroom!

[KQED Youth Media Challenges](#)

Now aligned with CTE standards, the Youth Media Challenges engage student voice and give them an authentic audience for their work.

[NAF's Education Today](#) has curated resources for teaching CTE during the pandemic including: great [lessons and activities](#), [live events for students and educators](#), and [help from their community!](#)

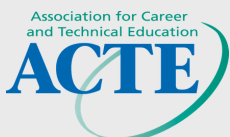
[Autodesk Fusion 360](#) and Regional Directors of California Community Colleges are inviting middle and high school students to participate in a statewide CAD competition. The goal: "Design a product related to pets". March 1 - April 9. [Details available here](#)

[ComputerScience.org](#) created a guide to the [Best Computer Science Bootcamps](#) here.

[BRIC Creative Academy](#)

February 12th from 5-8P
Free virtual master class by BRC Imagination Arts, an experience design agency that produces brand and cultural attractions all over the world. High-school students (9-12th grade) will have the opportunity to be coached by industry professionals. [Students must RSVP by Wednesday, February 10th.](#)

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