EARN&LEARN
Dream Big, Climb Higher.

Remote and Virtual Options

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Remote and Virtual WBL Options

Introduction

This fact sheet provides a summary of remote and virtual options for a variety of work-based learning activities. It is not intended as an exhaustive list, but rather a guide for work-based learning coordinators, teachers and intermediary staff seeking to develop quality opportunities for their learners while most school activities are being conducted remotely.

Remote activities are defined as those that promote "live" learner[1] contact with adult professionals and front-line workers through the use of technology,

Virtual activities are defined as those that are generally simulations and provide employer exposures through recordings, on-line research and related classroom activities.

Hybrid activities are defined as those that combine both remote and virtual components.

When offering remote and/or virtual options to learners, it is important to pay attention to technology access and equity in the distribution of opportunities in addition to ensuring the necessary permissions, protections and guidance are in place to promote learner safety.

Summary of Remote and Virtual Options by WBL Activity

The summary activities described below are detailed in the activity guide's Remote and Virtual Options sheet. The options sheets are intended to be used in tandem with the complete guide, checklists and tip sheets for the activity.

Guest Speaker – A group of learners listen to a presentation to learn about the speaker's organization, careers and industry and ask questions to help them consider whether they might like to pursue an opportunity in the industry.

- Guest Speaker Remote Classroom
An industry or employer partner visits a remote classroom as a guest speaker and provides a presentation on the speaker's career, business or organization and industry. Learners ask questions to help them consider whether they might like to pursue a career in the industry.
- Guest Speaker Virtual Activity
Identify and select a recorded guest speaker to use as a foundation for an activity and discussion in the classroom.

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[1] Learners include: K-12, community college and college students; youth and young adults engaged in workforce development programs; and adults participating in career development activities.

- **Guest Speaker Hybrid Activity**
  Record the session and arrange for the guest speaker to return to the remote classroom for a short amount of time to answer specific questions from a new group of learners.

Download the Guest Speaker Remote and Virtual Options Sheet

Career Day – Business partners from a variety of companies come together at a school to share information about their company, their job and the education and skills required for success in careers in the industry.

- **Career Day Remote Classroom (with Breakouts)**
  An interactive, online career day where employers visit a classroom or classrooms remotely. After a panel presentation, learners visit individual industry partners in breakout rooms. At the end of the session, the class comes back together to share what they've learned and reflect on the activity.

- **Career Day Remote Classroom (Sequenced)**
  Schedule a number of industry partners to visits he remote classroom or set of classrooms throughout a school day. Combine a brief Guest Speaker activity followed by a group informational interview.

- **Career Day Research and Share**
  Have learners conduct online research on a range of careers in an industry of interest, gather information, find compelling recorded presentations on careers in the industry and have them share their findings in the remote classroom.

  Consider making it a team-based activity and have a small group of learners work together and prepare a presentation for the rest of the class or pathway cluster.

- **Career Day Hybrid Activity**
  Record a career day panel and use it as a basis for a remote classroom activity.

  If possible, have one or more of the career day panelists visit the remote classroom to share information and answer questions.

Download the Career Day Remote and Virtual Options Sheet

Career Mentoring – A learner is matched one-on-one or in small groups with an adult professional to explore potential careers and related educational issues.

Remote Note
Learners who are currently paired with a Career Mentor may continue to receive support via telephone or some other technology if the necessary permissions, protections and guidance are in place to promote learner safety.

Workplace Tour – Small groups of learners visit a workplace, learn about the business, meet employees, ask questions and observe work in progress. Teachers also benefit from exposure to the workplace.

Remote Note
Some employers may be in a position to conduct a remote tour of their workplace, perhaps as part of a scheduled Guest Speaker activity.

Informational Interview – A learner formally interviews an employer partner about his or her industry, educational and career path and chosen profession.

- **Remote Informational Interviews (by Phone or Internet)**
  A learner formally interviews an Industry Partner over the phone or internet about his or her industry, educational and career path, and chosen profession.

- **Virtual Informational Interviews**
  Learners review a prerecorded interview with an industry professional in the remote classroom and engage in a guided discussion after the interview. What did you learn? What surprised you? What do you wish the person had been asked? How can you follow up to learn more? (See below for some sample links. Consider having learners conduct on-line research to locate prerecorded interview session with employers and use those on the classroom.)

- **Informational Interview Hybrid Activity**
  A model where small groups interview an industry partner via Skype, Zoom, Microsoft Teams, Google Meet or some other technology, record the session and then use it to form the foundation for a classroom activity and discussion.

Download the Informational Interview Remote and Virtual Options Sheet

Job Shadowing – A learner is paired with an employee of a host company and

follows that employee during much of a regular workday. A job shadow provides learners the opportunity to experience the workplace, understand the various roles and duties of a particular occupation, learn about the business, connect with a working adult and observe work in progress.

- ▪ Remote Note
  Job shadowing does not lend itself to remote or virtual activities.

Mock Interview – Learners are paired one-on-one with a business partner who interviews each learner as if he/she were being interviewed by an employer for a paid internship or job.

- ▪ Remote Mock Interviews (by Phone or Internet)
  A learner is formally interviewed via telephone, Facetime, SKYPE, Microsoft Teams or Zoom by an Industry Partner as if they were applying for a job with the company the partner represents.

- ▪ Mock Interviews Remote Classroom
  Multiple Employers are invited to a remote classroom and are assigned to breakout rooms and interview a number of learners individually.

- ▪ Mock Interview Hybrid Activity
  View a recorded mock interview and have learners critique it in the classroom.

  Download the Mock Interview Remote and Virtual Options Sheet

Workplace Challenge – Small groups of learners (four to six per team) are engaged in a problem-solving exercise issued by an employer in consultation with a teacher or counselor.

- ▪ Remote Workplace Challenge
  Download the Provider Guide: The Workplace Challenge

Internship – A learner has the opportunity to learn by doing real work and being productively engaged in the workplace. Learners may work individually, in teams, work on a project, or rotate through a number of departments and job functions.

- ▪ Remote Internships
  In a remote internship, a learner is engaged in his or her internship remotely. Many industries and employer partners have recently shifted to a model where their employees work from home-based

settings. Most of these employers have established protocols, communications systems and supports to ensure that work is productive, employees are engaged and connected to each other. These same protocols apply to interns who are completing their internship from home.

[Download the CareerReady Work Learn Grow Remote Internship Industry Partner Guide](#)

- Virtual Internships
  Virtual Internships are simulations where a learner or group of learners can select a particular career or occupation, conduct online research and then address and complete one or more mock assignments for review by a teacher or WBL connector.

  Virtual Internships Website
  Created by Sue Gubing and WBL Coordinators with the support of Perkins funding
  https://sites.google.com/site/virtualinternshipswbl/2020-virtual-internship
  Each Virtual Internship involves selecting one of more than 70 occupations, conducting guided research on the occupation and its educational or training pathway followed by the completion of three simulated task associated with the job.

Download the Internship Remote and Virtual Options Sheet

Work Experience – An opportunity for a learner to develop and demonstrate professional and occupational skills by addressing a core business function and doing productive work with an employer.

- Remote Work Experience
  In a remote work experience, a learner is engaged as an employee with an employer or organization partner. As with internships. many industries and employers have recently shifted to a model where their employees work from home-based settings. Most of these employers have established protocols, communications systems and supports to ensure that work is productive, employees are engaged and connected to each other. These same protocols apply to learners who are working from home.

Across the country, communities put young people to work in subsidized work experiences designed to provide skill development and the acquisition of employability skills.

Digital Summer Youth Employment Toolkit 2.0
https://aspencommunitysolutions.org/report/digital-summer-youth-employment-toolkit-2-0/

The Aspen Institute Forum for Community Solutions - Digital Summer Youth Employment Toolkit 2.0 was released on December 16, 2020. This resource builds on the initial toolkit from June 2020, and is informed by implementation lessons from 2020's "summer like no other" from communities across the Opportunity Youth Forum (OYF) network and national partners.

Online Links and Resources[1]

Postsecondary Planning Milestones Toolkit
Activity Type: College and Career Development
Utility: This document is a comprehensive planning tool. The document explains step-by-step activities and provides hyperlinked resources for educators to help learners explore postsecondary pathways throughout their high school journey.
https://read.bookcreator.com/oJNLHh3W5Mhw8FWQWBnobVwGmE03/4AWy5coqS8uwnNCx75uzLQ

ISP 2020 Best Practices PPT
Activity Type: Career Development
Utility: This PowerPoint presentation shares learnings from ISP Summer 2020. Presentation shares best practices related to implementing remote internships and remote workplace challenges.
https://docs.google.com/presentation/d/1U1q5FzBuGuiXEtvogSH8ftsF5gTfTAkVkl_yat90Z3Y/edit?usp=sharing

Experiential Learning Directory
Activity Type: Career Development/ Internship
Utility: This online resource provides time sensitive information related to a range of work based learning opportunities for students including internships, mentorship opportunities .
https://docs.google.com/document/d/1C9LBPmOm3V2tDYc-cUkXaizD35bbQ_oFuf8vIRiEkUc/edit?usp=sharing

Level Up!
Activity Type: Career Development
Utility- This curriculum provides the tools to help students rapidly develop tools and skills essential to career success including: resume development, interview preparation.
https://drive.google.com/drive/folders/1nwab-mMnXwWT4eUmcgbooh0_SIp9DqbU?usp=sharing

DRAFT - Employer Cheat Sheet
Activity Type: Internship (support document)
Utility: This document is designed to be a one-page reference tool for employers who are sponsoring remote internships including pay schedule, student work schedule, key web links and contact information. This document can also be used for in-person internships.
https://drive.google.com/file/d/1CdLS3eOiZVN-h1B0JjrlGUmnnfN69-PS/view?usp=sharing

DRAFT- Worklog/ Check In
Activity Type: Internship (support document)
Utility: This document is designed to support clear communication between workplace supervisor and intern. This optional tool is designed for employers to create a running work log, to clearly state weekly work objectives, and allow space

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[1] The links and resources on this page were provided by the NYC Department of Education.

On-Line Practices Guidance

When participating in a remote, on-line Work-Based Learning activity, keep the following practices in mind. While these practices cover remote activities, which promote "live" learner contact with adult professionals and front-line workers via the use of technology, many of these guidelines apply to virtual experiences as well.

For WBL Connectors
- Determine the desired format and appropriate technologies for the specific activity.
- Participate in any professional development opportunities that are available to support your use of those technologies, either through the district, on-line or elsewhere.
- Practice using the technology and support teachers and learners in its use.
- Consider issues of equity and access in selecting technologies.
- Get appropriate permissions for the activity.

For Teachers
- Determine the desired format and appropriate technologies for the specific activity.
- Participate in any professional development opportunities that are available to support your use of those technologies, either through the district, on-line or elsewhere. Note: Most platforms provide a number of how to-guides and videos)
- Talk to the WBL Connector and determine your role in the activity.
- Practice your role using the technology.
- Prepare your learners by having them participate in a dry run prior to the activity.
- Communicate schedules and expectations with parents and/or guardians.
- Support learner access to an appropriate device and connectivity for the activity.
- Review the tips below with your learners.

For Learners
Impressions matter
- Be Attentive - Focus on the camera and "stay in the game". Fully participate in the activity.
- Dress as if you were visiting the Industry Partner in the workplace.
- Pay attention to lighting and your background. Best if you are sitting with natural light from a window in front of you at a desk or table without a lot of visible clutter. (tip – check out how you look by opening facetime or another video ap on your phone. Walk around until you get the best image and then try and set up there! Utilize a virtual background)
Be Prepared
- Practice using the technology
- Review the Learner Checklist for the activity.
Safety First
- Don't share your personal information (email address, home address, phone number, social media accounts)

For Employer Partners
- Make sure you're comfortable with the technology
- Practice. Connecting to the classroom online is a bit different than in-person. Check in with the teacher or connector about protocols and practices when interacting with learners online.
- Don't ask learners for personal information or try to connect with them outside the activity.

for student feedback.
https://drive.google.com/file/d/1gLq0XlFx2Dh8tDfCkK70ZU3MBNHYeaQX/view?usp=sharing

NASDAQ Lunch and Learn
Activity Type: Mentorship/ Career Development
Utility: These recorded sessions provide students with video interviews of representatives from within the financial services industry. Students are introduced to key financial ideas, as well as guidance around the range of careers that compose the financial sector:
https://www.nasdaq.com/diversity-inclusion-belonging

NASDAQ - LatinX Event
Activity Type: Mentorship/ Career Development
Utility: This recorded session provides students with video interviews of representatives from within the financial services industry. Students are introduced to key financial ideas, as well as guidance around the range of careers that compose the financial sector:
https://drive.google.com/drive/folders/1oR4oJtqDF1wWqImkobela8NNnaWXph1v?usp=sharing

Quantum Leap Voyages
At Quantum Leap Voyages, we offer various pathways as unique opportunities to virtually explore an inner calling or passion.

Remote and Virtual WBL Suggested Standards[1]

Remote Internships Should Include:
- Orientation and onboarding training for learners and employers to discuss standards and alignment for work in a remote learning environment.
- Clear expectations and protocol around communication between the employer, the learner, and the work-based learning connector.
- Outlined check ins including a regularly scheduled one-on-one with a supervisor, teacher, and learner; one-on-one with the teacher; and specific learning objectives that yield a culminating internship presentation.
- Secure online structure of employer and teacher support.
- Combination of employer-defined projects and selected upskilling opportunities as part of the learner's WBL plan.
- Adherence to district policy guidelines with respect to remote learning and work-based learning.

Communications Standards for Remote Internships:
- A reliable and secure virtual platform should be used for all remote communications (meeting, calls, etc.) with learners including Face Time, Microsoft Teams, Google Meet, and/or Zoom platforms.
- Online conferences and/or meetings are intended for instructional purposes only and should only occur in non-school hours during the learners scheduled work time.
- All parties are encouraged to adopt a virtual background or blur their background for all video calls.
- When appropriate, include the learner's teacher and/or Work Based Learning connector on all calendar invites and meeting requests so that they may be allowed to join to support learners and/or view learners in their "working environment".

Remote Workplace Challenges Should Include:
- Orientation and onboarding training for learners and employers to discuss standards and schedule for workplace challenge that lead to a culminating presentation.
- Clear expectations and protocol around communication between the employer, the learners and the work-based learning connector.
- Outlined check ins to discuss specific deliverables and learning objectives for employer and learners.
- Secure online structure of employer and teacher support.
- Adherence to policy guidelines with respect to work-based learning.
- A clearly defined real-world problem or a workplace challenge issued by an employer.

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[1] Adopted from material created by Grant Associates.

- Defined employer supervised learner teams that will work together to identify possible solutions to the real work problem.

Communication Standards for Workplace Challenges:

- A reliable and secure virtual platform should be used for all remote communications (meeting, calls, etc.) with learners including Face Time, Microsoft Teams, Google Meet, and/or Zoom platforms.
- All parties are encouraged to adopt a virtual background or blur their background for all video calls,
- When appropriate, include the learner's teacher and/or Work Based Learning connector on all calendar invites and meeting requests so that they may be allowed to join to support learners and/or view learners in their "working environment".
- An environment conducive to networking with industry professionals, exposure to potentials careers in a specific industry, development of problem solving and presentation skills, and the opportunity for career planning.