



Best Practices & Guidance

Adjustments to work-based learning activities are decided at the local level and vary on a case by case basis. WVDE developed the following recommendations Career Centers can take into consideration when planning virtual/hands-on learning activities for students.

- Career Centers with internships, apprenticeships, and clinicals can work directly with business partners to determine what training can be accomplished virtually as well as what must be completed on-site.
- Administrators and instructors should consider engaging with students and parents when adjusting work-based learning requirements at their school.
- Schools can work with their advisory councils to help identify virtual training opportunities for students.
- Identify activities/projects that students can complete outside of the classroom so they can continue to grow their skills.
- Consider moving hands-on activities to larger rooms for more space or splitting sections so that there are fewer students in the classroom, shop, or lab.
- Consider front loading theory instruction to allow more time for completing hands-on activities later in the semester.
- Consider utilizing a virtual platform to connect students with instructors and employers for mentoring and instructional delivery.
- Consider developing hands-on, take home kits so students can demonstrate proficiency in skills outside of the classroom (e.g. - culinary kits to demonstrate cooking skills).
- Follow WV DHHR's health and safety guidelines when determining how to implement hands-on learning at your Career Center.
- Schools with programs overseen by state licensing boards should work closely with those licensing agencies, in collaboration with WVDE, to stay informed on updates or changes to ensure compliance with licensure hour requirements (e.g.- earn theory hours "virtually" versus attending classes in-person).

Additional Resources:

- **ACTE Webinar:** [Work-based Learning](#) (Thursday, July 9 at 3:00 p.m. ET) addresses work-based learning in remote, blended and socially distanced environments. This will include virtual and school-based opportunities to interact with industry professionals and develop and practice technical and employability skills, as well as safety and social distancing considerations at worksites.
- **Oklahoma Works Webinar:** [WBL Office Hours: Moving Apprenticeship Online](#) discusses how employers and apprenticeship program sponsors can support apprenticeship programs through online learning and training in response to the crisis.
- **ACTE Distance Learning Resources website** includes resources for those adjusting career and technical education amid COVID-19. The website includes [CTE Learn](#), which are 150 self-paced courses for CTE professionals, free resources, federal guidance, and online webinars.
- **NGA Memo:** [Adjustments to Work-Based Learning in Response to COVID-19](#).
- **U.S. Department of Labor Office of Apprenticeship Bulletin 2020-51: Flexibilities Available for the Delivery Method of Related Instruction** provides registered apprenticeship sponsors the needed flexibility to move instruction to online in order to avoid the spread of COVID-19.
- **Community College Daily Article:** [Handling clinicals, apprenticeships and more](#).

WVDE Contacts: For more information on virtual work-based learning resources or WVDE work-based learning partners, please contact Angie Gardner (angie.gardner@k12.wv.us) or Alyssa Keedy-White (alyssa.keedy@k12.wv.us).