



Career and Technical Educators  
Webinar Series:

# Work-Based Learning During Social Distancing

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**Dr. Lupe Diaz**

Executive Director, Department of Career  
and Technical Education, Miami Dade CSD

**Dr. Brian Robinson**

Policy Associate | Advance CTE

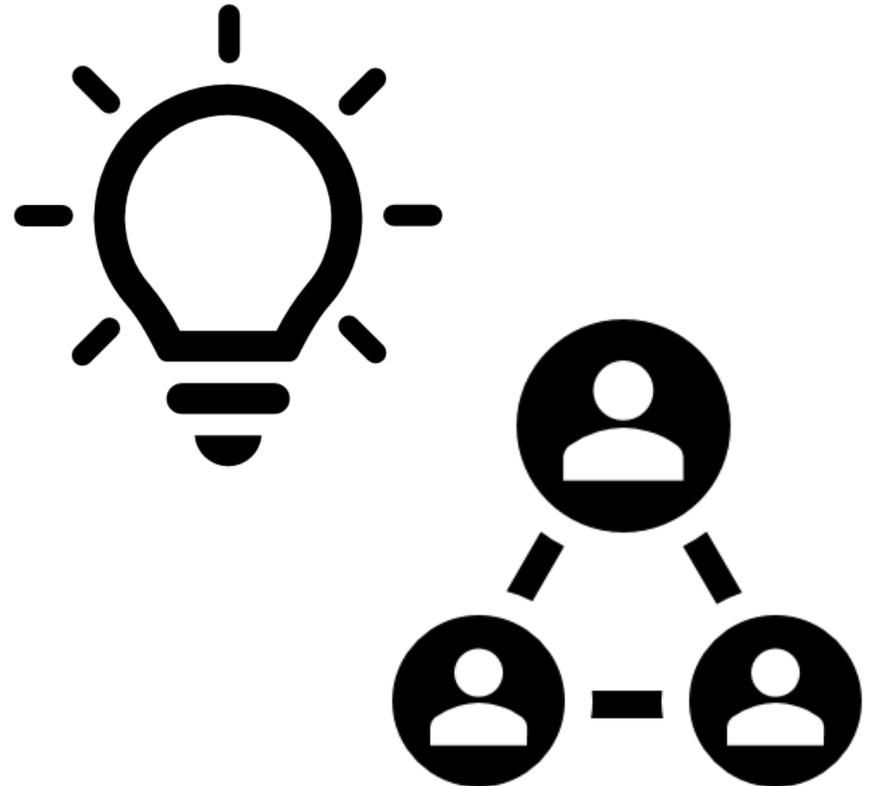


FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

# Intro to the Webinar Series

This webinar series has two main purposes:

- Spotlight excellence in FL CTE
- Share high-quality CTE resources



# Upcoming CTE Educator Webinars

Date	Topic & Facilitator	Primary Audience	Sign Up Link
Wednesday, October 14th, 2020 at 11am EST	<b>Academic Reading Skills in CTE</b> with Just Read, Florida!	Secondary	<a href="#">Sign up now!</a>
Wednesday, November 4th, 2020 at 11am EST	<b>CTE Student Recruitment</b> with DCAE's Travis Jordan and Parker Antoine of Orange Technical College	Secondary & Postsecondary	<a href="#">Sign up now!</a>
Wednesday, December 2nd, 2020 at 11am EST	<b>Recruiting CTE Educators</b> with Dr. Michael Erny of Northwest Florida State College	Postsecondary	<a href="#">Sign up now!</a>

# Distance Work-Based Learning Guiding Question

How can educational agencies establish, sustain, and improve work-based learning during social distancing?



# Get to Know You! Rapid-Fire Poll Questions

- What is your position?
- Impact – Social distancing measures have reduced the number of work-based learning offerings we have by...
- What percent of your current work-based learning is remote?
- What percent of your internships are paid?
- Rate your agreement: My advisory board(s) is/are essential to the success of my work-based learning.

# 2020 SUMMER YOUTH INTERNSHIP PROGRAM

**Lupe Ferran Diaz, Ph.D.**

**Executive Director**

**Department of Career & Technical Education**

**Miami-Dade County Public Schools**



Dr. Lupe Ferran Diaz currently serves as the Executive Director of the Department of Career and Technical Education which services over 105,000 students enrolled in Career and Technical Education programs that are aligned with the One Community One Goal targeted industries. Prior to this appointment, she served as Project Director for the Smaller Learning Communities Grant and was responsible for overseeing the district's NAF career academy programs. She is well respected and revered as an early leader in the use of technology in the classroom. Dr. Diaz was born and raised in Brooklyn, NY and holds a B.A. in Business Education from Hunter College--City University of New York, an M.A. in Business Education and a Ph.D. in Vocational-Technical Education from The Ohio State University.



**57** Schools Participated

**2,072** Students Completed Internship

**2020 SUMMER YOUTH INTERNSHIP PROGRAM Highlights**

**\$4 Million** Invested

**594** Internship Providers

**2,675** Students Applied

99% of students enrolled completed internship

**174** Interns also achieved College Credit

**Comments from Internship Providers...**

*Provides student with a different perspective and emphasizes the importance of essential work during a pandemic.*

*The CTE staff and teacher intern supervisor, were very helpful, a pleasure to work with, and possessed excellent customer service skills.*

*The internship program helped students that in health care anything can happen and to be prepared.*

*Students learn to communicate effectively in a business and customer service on the job.*

**Comments from Interns...**

*This SYIP program allowed me to experience and learn things which first-year medical school residents were learning. At the tender age of 17, I was able to learn how amazing the autonomy of being (somewhat/partially) self-sufficient felt like. I have grown and matured in more ways than one due to this internship.*

*Provides student with the opportunity to experience what work really is, helping them decide if this is actually the career that they want to pursue.*

*The strongest part of the internship program was the team that I was assigned to. In my opinion there were no weaknesses in the program, was perfect but too short!*



# Summer Youth Internship Program Highlights

**\$4 Million Invested**

**174 Students** received dual enrollment college credit

**1378 (67%) Students** qualified for free/reduced lunch

**237 (11%) Students** were youth with disabilities

## 2020 Internships

- Remote 1,273 (61.4%)
- Hybrid 323 (16%)
- Onsite 476 (23%)





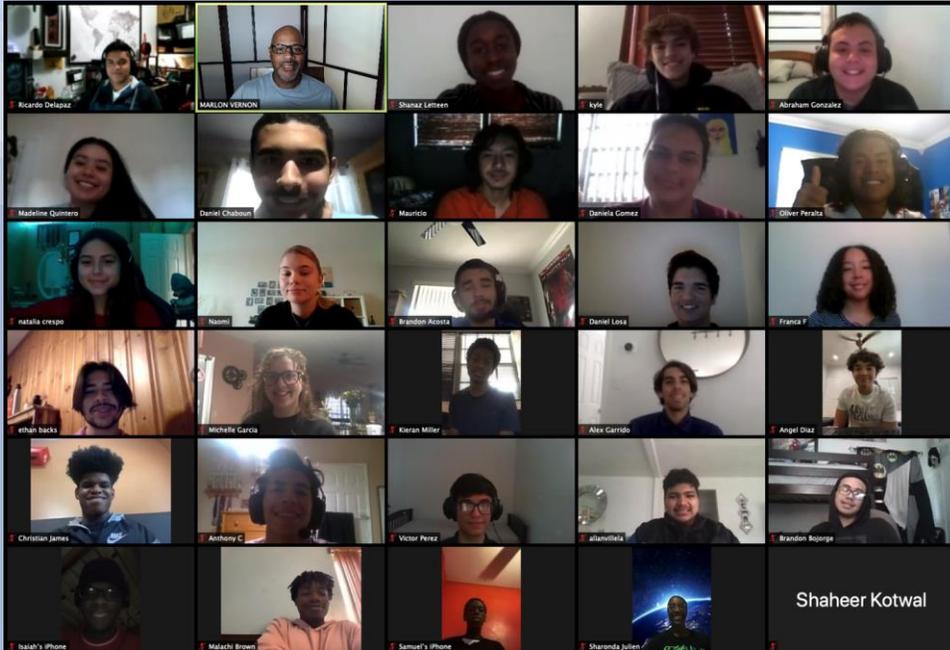
## Structural Components of the MDCPS SYIP Program

- Teacher Champion identified and trained at all schools (no remuneration)
- Parent, student and employer orientations conducted virtually
- Online pre-internship training for interns
- Student interns assigned to certified M-DCPS teachers
- Curriculum consisting of weekly assignments
- Online curriculum interface
- Miami.GetMyInterns.org for registration and matching of interns and employers



# Structural Components of the MDCPS SYIP Program

- All students are:
  - Eligible for HS academic credit or dual enrollment credit, if they qualify
  - Required to open a Credit Union account
  - Required to have student accident insurance
  - Assigned to a Teacher Internship Supervisor and a Worksite Supervisor

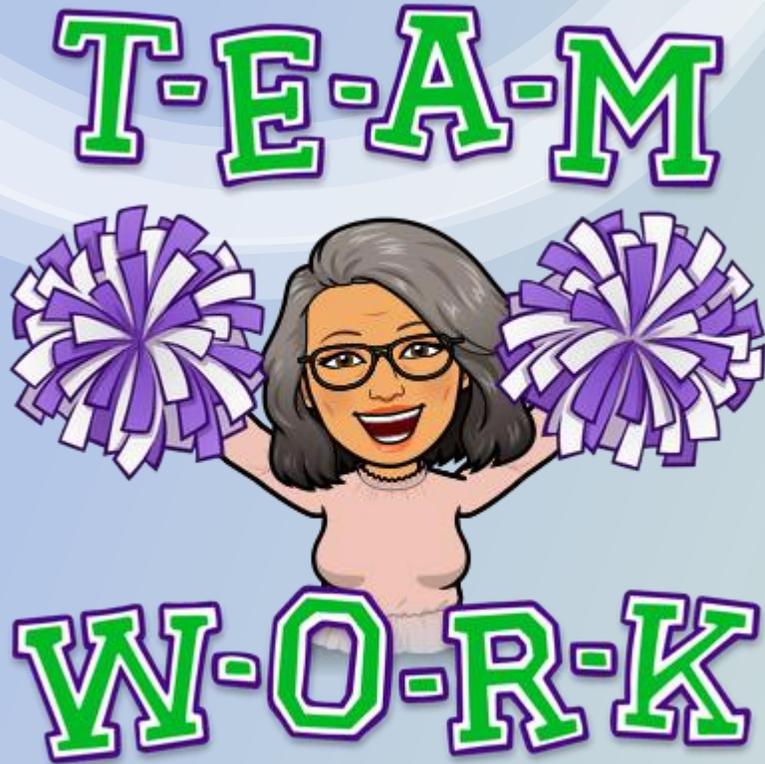


# Considerations Needed to Replicate

- Establish business relationships:
  - Previous internships hosts
  - Advisory Boards
  - Community and Business Partners
- Sponsors:
  - Major Corporations
  - Municipalities and Local Governmental Agencies
  - Workforce Development
  - Business Partners



## Distance Dynamics



- Presented virtual marketing seminars arranged with national and local partners to incoming interns on personal branding/marketing in preparation for the internship
- Hosted three internship orientation seminars for providers to share strategies for hosting a remote intern as well as to review the management logistics
- Hosted a series of parent orientations in English, Spanish, and Creole attended by over 1000 participants to prepare interns and parents regarding the logistical management of all functions of the internship experience
- Held multiple student orientations regarding deadlines, non-negotiables, etc. to ensure a successful experience



## Program Preparation

# PREPARE



- Student/employer matching and coordination:
  - Updated the platform Miami.GetMyinterns.org
  - Instructional and promotional videos were added to the online platform
  - Implemented Internship Hotline staffed by CTE personnel
- Preparation of students for internships:
  - Completion of Online Course and managed by Teacher Champions
  - Submission of all documentation
  - Protocols were created and shared with all schools



# Program Preparation



- Progress monitoring
  - Start early by meeting with sponsors on a regular basis
  - Train teachers
  - Promote program
- Curriculum/instruction integration
  - Pre-internship course (works best when incorporated into career academy class)
  - Developed strategies for hosting a remote intern to post for employers hesitant about having a remote intern



## What We Did to Pivot

# CONTINGENCY PLAN



- Created contingency plans
- Materials, time, internal considerations that impacted documentation, training, etc.
- Assigned select teacher internship supervisors to lead projects in the various career themed areas
- Created project templates shared with employers on how to develop a remote internship project
- Utilized technology with digital signatures to collect documents remotely





**MIAMI DADE COUNTY PUBLIC SCHOOLS**  
**Department of Career and Technical Education**  
**Summer Youth Internship Program**



**Remote Internship Project Plan**

Please complete the Project Plan Template (below) and upload it to Odysseyware with the naming convention "StudentLastName\_FirstName\_StudentID\_ProjectPlan".

Company:		
Worksite Supervisor Information		
Name:	Email:	Contact #:
Project Plan Title:		
<b>Project overview and background:</b> <i>Include background and contextual information relevant to the project and its value to the employer or community. Include a question or problem statement that interns will be solving. This section is the "why."</i>		
<b>Project description:</b> <i>Provide a clear, organized, and concise description of <b>what</b> interns will be asked to do. Explain all portions of the project, from research to final presentation. Outline expectations and instructions clearly. Define how interns should connect workshops, trainings, and other internship program activities to the project of value.</i> <ul style="list-style-type: none"> <li><i>This is what the intern will complete by the end of the remote internship</i></li> </ul>		
<b>Project Deliverables:</b> <i>Provide clear information on <b>how</b> interns are to deliver the project of value – specify deliverable due dates.</i> <ul style="list-style-type: none"> <li><i>This indicates what the intern should produce by the end of each week (or deadline prescribed)</i></li> <li><i>Please outline using the Weekly Project Deliverables table.</i></li> </ul>		

**Weekly Project Deliverables:**

	Weekly Focus/Content	Weekly Project Deliverable(s)
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		

\*150 hours is the required minimum to complete the SYIP internship



**MIAMI DADE COUNTY PUBLIC SCHOOLS**  
**Department of Career and Technical Education**  
**Summer Youth Internship Program**



**Sample**  
**Remote Internship Project Plan Template**

Company: <b>Company A</b>		
Worksite Supervisor Information		
Name: <b>First Last</b>	Email: <b><a href="mailto:fristlast@gmail.com">fristlast@gmail.com</a></b>	Contact #: <b>xxx-xxx-xxxx</b>
Project Plan Title: <b>Building an Effective Social Media Platform and Online Presence for a Small Business</b>		
Project overview and background: <b>Company A currently manages social media sites in-house and in a spontaneous manner. They cannot always keep up with the latest trends in advertising and marketing on the most popular social media platforms. In order for Company A to continue to appeal to the growing online marketplace, they need to better understand where they rank compared to their competitors.</b>		
Project description: <b>To provide an exploration of Company A's social media platforms and brand awareness by using various tools and modern research. Design and implement a plan for increased social media presence. Create a tutorial to demonstrate how to capitalize on social media tools for increased outreach (including both target markets and general markets).</b>		
Project Deliverables: <i>Provide clear information on <b>how</b> interns are to deliver the project of value – specify deliverable due dates.</i>		
<ul style="list-style-type: none"> <li>• This indicates what the intern should produce by the end of each week (or deadline prescribed)</li> <li>• Please outline using the <i>Weekly Project Deliverables</i> and <i>Complete Internship Project Plan</i> tables</li> </ul>		

**Weekly Project Deliverables:**

	Weekly Focus/Content	Weekly Project Deliverable(s)
Week 1	Research Company A social media sites	Capture findings and detail observations.
Week 2	Audit social media sites	Gather list of competitors and list pros/cons of each, then compare the companies with a Venn diagram or other visual.
Week 3	Compare sites to competitors Conduct surveys and collect public opinions Conduct surveys and collect user feedback	Conduct surveys and find a pattern. Put together a strategy and rationale of how to optimize Company A's social media.
Week 4	Provide recommendations for increased brand awareness and social media site enhancement	Create an alternate account on FB/Instagram/Twitter for Company A and present to owner and mentors with ideas/innovation. Post on these social media accounts.
Week 5	Prepare slide deck for presentation	Present tutorial and findings in virtual presentation.

## Post-Internship

- Teacher supervisors documented all facets of the internship online.
- District staff provided on-going audit reports.
- CTE Executive Director provided strategic leadership to soliciting financial support from the community to ensure sustainability



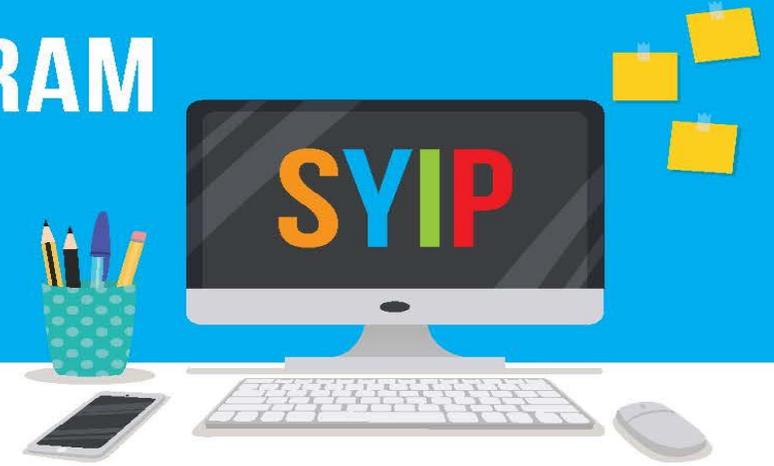
# Important Resource Links

- <https://www.ctemiami.net/internships-2020/>
- [Miami.getmyinterns.org](https://miami.getmyinterns.org)
- [SYIP YouTube Channel](#)
- [Internship Provider Handbook – Managing A Quality Internship](#)
- [Best Practices for Online Interviews](#)
- [SYIP Effective Tips for Working Remotely](#)
- [Internship Information Sheet](#)
- [SYIP FAQs](#)



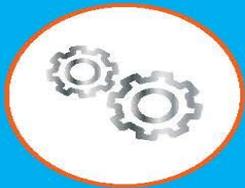
# SUMMER YOUTH INTERNSHIP PROGRAM

## EFFECTIVE TIPS FOR WORKING REMOTELY



You will need to adhere to your employer's policies while conducting work from a remote location.

### 1. KNOW YOUR TOOLS



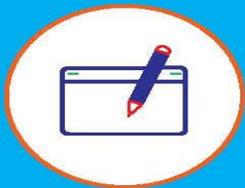
Avoid frustration & maintain productivity by testing technology & accessing files remotely before you need it.

### 2. SET YOUR SPACE



Find a comfortable, quiet spot where you can focus & maintain an ergonomically-sound work environment.

### 3. STRUCTURE YOUR DAY



As appropriate, keep your same work hours on a daily basis. It's important to maintain boundaries around hours. Plan for meal breaks just like you would in the office.

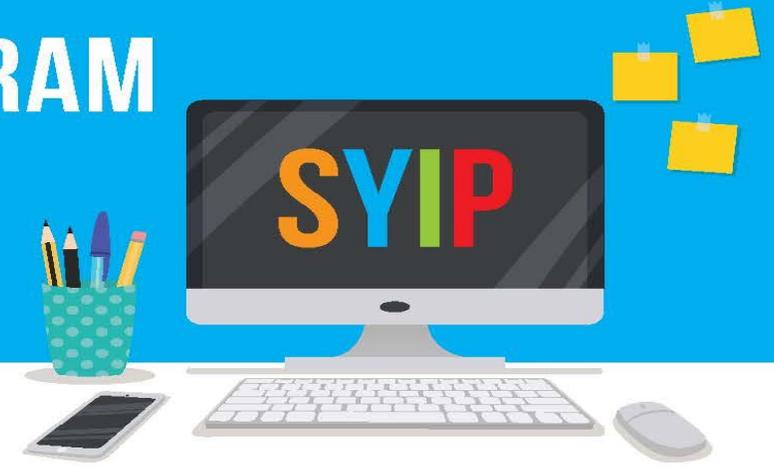
### 4. COMMUNICATE!



You won't "see" everyone in the hallways, but it's very important to stay connected with your Supervisor/Mentor. Use all of your tools to stay connected – Skype, MS Teams, phone calls & emails are just a few.

# SUMMER YOUTH INTERNSHIP PROGRAM

## EFFECTIVE TIPS FOR WORKING REMOTELY



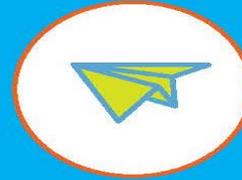
You will need to adhere to your employer's policies while conducting work from a remote location.

### 5. BE PROACTIVE WITH YOUR MANAGER



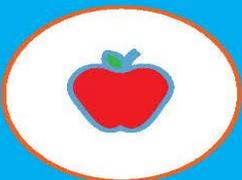
Keep your supervisor up to speed on your accomplishments, struggles & areas in which you need assistance. Plan to provide regular & frequent status reports as appropriate.

### 6. AVOID DISTRACTIONS



Plan your work space & schedule to minimize distractions. Limit interactions with family members, friends, & pets to break periods or after your work day ends.

### 7. KEEP HEALTHY



Make sure you periodically stretch, walk around, & frequently look away from your screen. Use your calendar if you need a reminder!

### 8. ADHERE TO POLICIES



While you are working remotely, you are still “at work” so be sure to follow your employer's policies including downloading apps & visiting websites on work computers and during work time.

# BEST PRACTICES FOR ONLINE INTERVIEWS



## SIGN UP FOR A WEB CONFERENCE

These services are currently being offered for free:

Zoom  
Cisco Webex Meetings  
UberConference  
GlobalMeet Collaboration



## FIND A QUIET ROOM OR SPACE

You want to avoid interruptions and distractions during your interview.

## DO A TEST RUN BEFORE THE INTERVIEW

A test run ensures you have time to work out the kinks and avoid issues at the time of the interview.



## PREPARE QUESTIONS

You should have a script of questions to ask each candidate before you begin interviewing.



## DRESS PROFESSIONALLY

You might not be meeting in person, but first impressions are still key.



## MAINTAIN EYE CONTACT

The best way to maintain eye contact during an online interview is to look directly at the camera and not the screen.

# INTERNSHIP PROVIDER TIPS FOR CONDUCTING AN ONLINE INTERVIEW



## Test your equipment

- Before each video call, test your camera, microphone and sound to prevent any potential technical problems that could occur during the interview. Establish a location with good lighting and minimized distractions.

## Prepare your questions

- Structure your call to ensure that you achieve your objectives.
- Is there a specific skill set or background you're looking for
- Do you want to provide questions ahead of time to allow job seekers the opportunity to craft well-thought-out answers?
- Do you want to test their agile thinking abilities with on-the-spot questions?

## Make a good impression

- Make the online interview process as easy as possible for interns.
- Being on time, dressing professional, maintaining eye contact and giving someone your full attention also applies to employers.
- Prepare for possible questions surrounding COVID-19 during online interviews. Health and safety are expected to be top priorities internship providers should be ready to vocalize their organization's response to this health crisis and what protections interns can expect if hired.

## Review technology requirements



# Any Questions?



Lupe Ferran Diaz, Ph.D.  
Executive Director  
Department of Career & Technical Education  
Miami-Dade County Public Schools

[lupediaz@dadeschools.net](mailto:lupediaz@dadeschools.net)

 @drldiaz





# Work-Based Learning

*Brian Robinson*

*Policy Associate, Advance CTE*

*September 30, 2020*

# About Advance CTE

- *(Formerly The National Association of State Directors of Career Technical Education Consortium (NASDCTE<sub>c</sub>)*
- Non-profit established in 1920 to represent the state and territory heads of secondary, postsecondary and adult career technical education (CTE) across the nation
- Through leadership, advocacy and partnerships, support an innovative, high-quality CTE system

# What is Work-Based Learning?

*Work-based learning is an educational strategy that offers students an opportunity to reinforce and deepen their classroom learning, explore future career fields, and demonstrate their skills in an authentic setting.*

Career Awareness

Career Exploration

Career Preparation

Career Training

# Work-Based Learning Works



- Linked to better odds of full-time employment- 2014 Gallup survey found 71% of college graduates who found jobs participated in work-based learning
- Work-based learning participants can earn more money- A 2012 study of registered apprenticeships found participants earned \$6,000/year more, on average, than if they hadn't participated in the program.

# Work-Based Learning is an Equity Issue



A 2018 Brookings Institute report found that economically disadvantaged learners who participate in relationship-based working-based learning experiences such as internships or apprenticeships in high school are more likely to obtain better quality jobs as measured by wages, benefits, hours and job satisfaction.

Source: [https://www.brookings.edu/wp-content/uploads/2018/10/Brookings\\_Child-Trends\\_Pathways-for-High-Quality-Jobs-FINAL.pdf](https://www.brookings.edu/wp-content/uploads/2018/10/Brookings_Child-Trends_Pathways-for-High-Quality-Jobs-FINAL.pdf)

# How Has COVID-19 Impacted WBL?



- *Closed schools, businesses and technical centers.*
- *Cancelled internships and apprenticeships.*

# How Have Stakeholders Responded?

- **Texas:** Lone Star College is working with the state to identify programs critical to the workforce pipeline and complete labor market studies to determine which programs are most needed.
- **New Orleans, LA:** YouthForce NOLA surveyed employer partners on their most immediate needs that students could meet and turned their traditional 90-hour internship program to 40-hour virtual consultancies.
- **California:** EXP, a California-based intermediary has taken advantage of widespread teleworking by recruiting out-of-state companies to place its students.

# What are the Equity Implications?

- *Technological Divide*
  - *Some students have regular access to technological devices and high-speed internet connections. Many do not.*
- *Ability Divide*
  - *Students with disabilities need support that's difficult to deliver remotely.*
  - *Technology is not always adaptable to student needs.*
- *Economic Divide*
  - *Economically disadvantaged households are most likely to be negatively impacted by COVID-19.*
- *Social and Emotional Divide*
  - *Not all students have the home supports and environment conducive to productive remote/virtual working.*

# Examples of Bridging the Divides



- Iowa's Clearinghouse for Work-Based Learning connects classrooms with employers across the state.
- CareerWise Colorado places learners in three year apprenticeships starting in high school. Every learner has a "customer success manager" who supports them through the experience.
- West Virginia's Simulated Workplace allows CTE learners to transform their classrooms into business enterprises.

# Example of Bridging the Divides



- Boston's Private Industry Council creates equity to opportunity, exposing Boston high school learners to various private and public sectors and provides summer internship experiences.
- The Denver Opportunity Youth Investment Initiative (DOYII) connects Opportunity Youth with education, job training, and employment opportunities at local businesses. DOYII also connects these learners to wraparound services to ensure their success.

# Examples of Bridging the Divides



## **MIAMI: Summer Youth Employment Program**

Provides learners an opportunity to gain real-world hands-on experience along a specific career path with intentional focus on underrepresented learner populations

# Questions?



# Resources

For resources on work-based learning, please visit our Learning that Works Resource Center <https://careertech.org/resources/work-based-learning>



# Stay in Touch



**Brian Robinson**

Policy Associate, Advance CTE

[brobinson@careertech.org](mailto:brobinson@careertech.org)

Follow us @CTEWorks

# Work-Based Learning Resources

## Miami-Dade County School District Work-Based Learning

- [Miami-Dade's Internship Site](#)
- <https://miami.getmyinterns.org/>
- [Miami-Dade Summer Youth Internship Youtube Channlel](#)
- [LupeDiaz@dadeschools.net](mailto:LupeDiaz@dadeschools.net)

## Florida Work-Based Learning Resources

- [Career and Technical Educator Resources – slides and webinar recordings will be here!](#)
- [FLDOE's Experiential Learning Framework](#)
- [FLDOE's On-the-Job Training](#) page

## National Work-Based Learning Resources

- [Advance CTE's Learning that Works Resource Center: Work-Based Learning](#)
- [ACTE's Work-Based Learning Resources](#)
- [The National Center for College and Career's ConnectED Studios Work-Based Learning Toolkit](#) (sign in required) - sizeable, curated list of resources on operating work-based learning
- [100Mentors](#) - platform where students can ask questions to industry experts and receive video responses
- CDC's NIOSH's and NOCTI's [Youth@Work—Talking Safety](#) is a free curriculum that helps teachers and school/community-based job placement staff educate young people about the basics of job safety and health