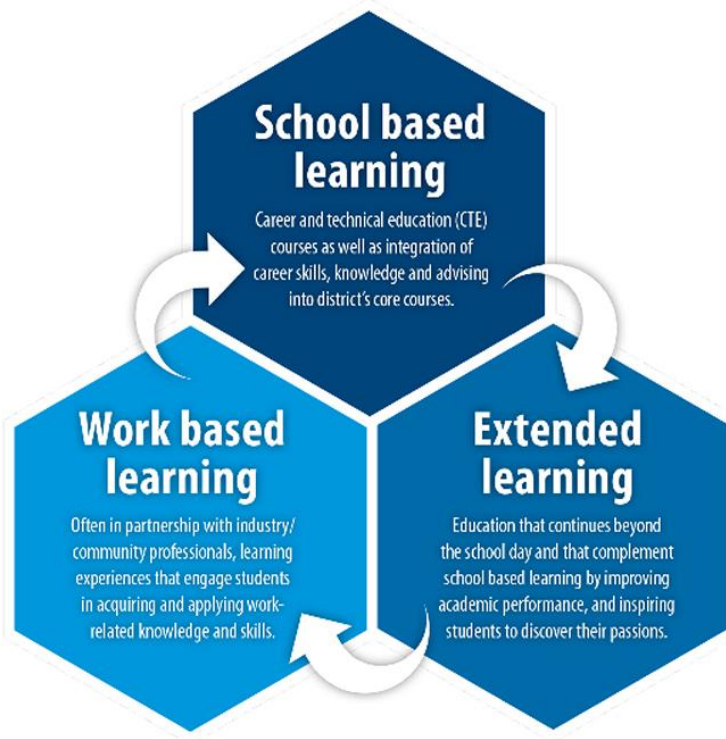






Work-Based Learning Activities for Your CTE Program

Webinar Agenda

Introduction to Work-Based Learning and Perkins V

Lynn Aprill, Director of Education for Economic Development (CESA 8), Wisconsin

Work-Based Learning Activities in Health Science

Celena Mills, Office of Career and Technical Education, Michigan Department of Education, Michigan

Work-Based Learning Activities in Skilled Trades

Mikel Cobb, Realityworks' Mechanical Design Engineer and former Tech Ed Instructor, Wisconsin

Work-Based Learning Activities in FCS

Kimberly Baldwin, Family & Consumer Sciences, FCCLA Adviser, Ponderosa High School, Colorado

Resources Available for Work-Based Learning

Denise DuBois Realityworks Product Manager

Work-Based Learning Activities for Your CTE Program

Introduction to Work-Based Learning and Perkins V

Lynn Aprill

**Director of Education for Economic Development
Wisconsin Cooperative Education Service
Agencies 8 and 9**

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Perkins V Language

CONTENTS OF TECH PREP PROGRAM—Each tech prep program shall consist of a program of study that—

- integrates academic and career and technical education instruction, and **utilizes work-based and worksite learning experiences where appropriate and available**;
- provides technical preparation in a career field, including high skill, high wage, or high demand occupations
- provide **equal access**, to the full range of technical preparation programs (including pre-apprenticeship programs), **to individuals who are members of special populations**, including the development of tech prep program services appropriate to the needs of special populations

Why Work-Based Learning?

“The educational and employment landscapes are riddled with **systemic inequities** that routinely exclude large numbers of people from opportunity . . . A more expansive vision of work-based learning (WBL) should be part of the solution, emphasizing developmental relationships with adults, connections to broader social and professional networks, and authentic work experiences that provide hands-on learning opportunities and the chance to take on new roles and responsibilities.”

Metropolitan Policy Program at Brookings

Benefits for Students

- Fostering self and career exploration
- Developing positive work habits and attitudes
- Assessing abilities and strengths
- Expanding professional networks
- Becoming better informed to make decisions before accepting a job offer

Federal Partners in Transition

<https://www2.ed.gov/about/offices/list/opers/transition/products/fpt-fact-sheet--work-based-experiences--11-5-15.pdf>

Benefits for the Community

- Making education more relevant
- Allowing employers to tap into a pool of skilled workers
- Recognizing the shared responsibilities for a successful work experience
- Assisting State agencies to meet requirements of Federal and State laws
- Strengthening community partnerships
- Work-based learning experiences impact leadership development and genuinely engage people in their communities

WBL Best Practices

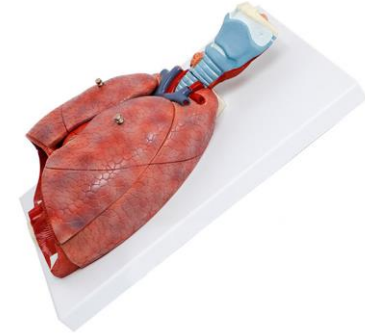
1. Involves sustained interactions, either paid or unpaid, with industry or community professionals (minimum of 90 hours)
2. Takes place in real workplace settings as practicable or simulated environments at an educational institution.
3. Fosters in-depth, firsthand engagement with the tasks required in a given career.
4. Aligns with a course (minimum one semester).
5. A training agreement between the student, employer/business, and school defines the roles and responsibilities of the student, the employer, and the school
6. There are regular, periodic oversight and interactions with employers or community members from the industry related to the assigned work

[Wisconsin Career-Based Learning Guide](#)

Work-Based Learning Activities In Health Science

Celena Mills, Office of Career and Technical Education,
Michigan Department of Education, Michigan

Career Awareness



- Pick common interest or skill areas
 - Anatomy
 - Diseases and Disorders
- “Speed dating” with industry partners
- Use anatomical models and props to generate interest and promote learning



Career Exploration

- Partner with industry to showcase careers
 - EMT
 - CNA
- Partner demos skill or allows student to have patient experience
- Use simulators and props to generate interest and promote learning

Career Preparation



- Skills check-off and feedback
- Large simulation activities
- Mock practical interviews prior to clinical placement
- Service-learning projects with business partner(s)
- Scenario discussions

Work-Based Learning Activities In Skilled Trades

**Mikel Cobb, Realityworks' Mechanical Design Engineer
and former Tech Ed Instructor, Wisconsin**

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Work Based Learning

Chetek-Weyerhaeuser High School
Chetek, WI

- **Youth Apprenticeship Program in Wisconsin**

Work Based Learning

Chetek-Weyerhaeuser Approach

- **Tour**
- **Relatable Classroom Activities**
- **Placement of Students**

Work Based Learning

Chetek-Weyerhaeuser Approach

- Tour
- Catalytic Combustion, Bloomer, WI



Work Based Learning

Chetek-Weyerhaeuser Approach

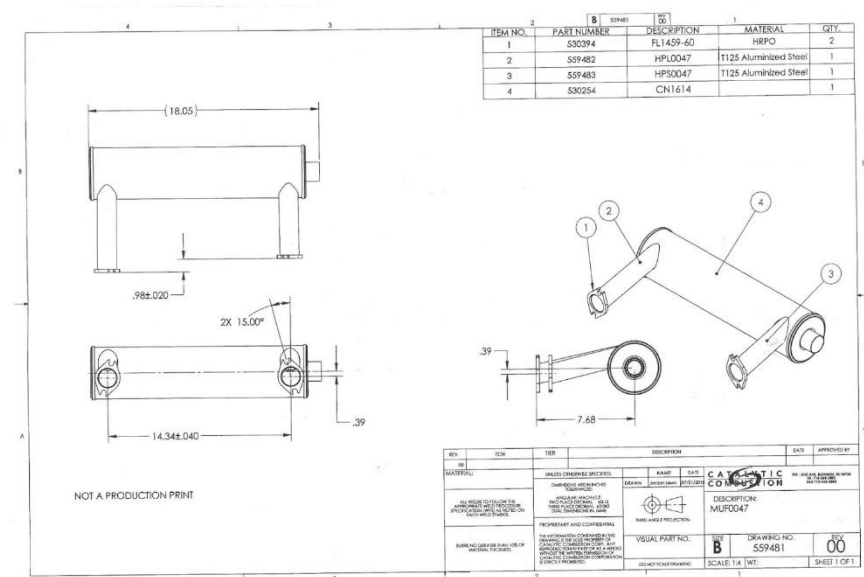
- **Relatable Classroom Activities**
- **Weld a Production Part**
- **ATV Muffler**



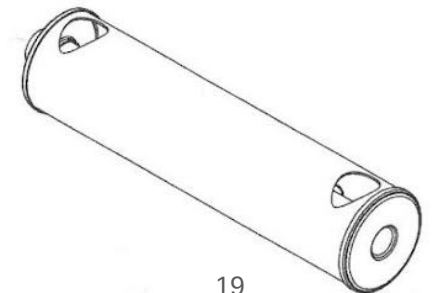
Work Based Learning

Chetek- Weyerhaeuser Approach

- Relatable Classroom Activities
- CAD CLASS
- Review Prints of a manufacturable Part



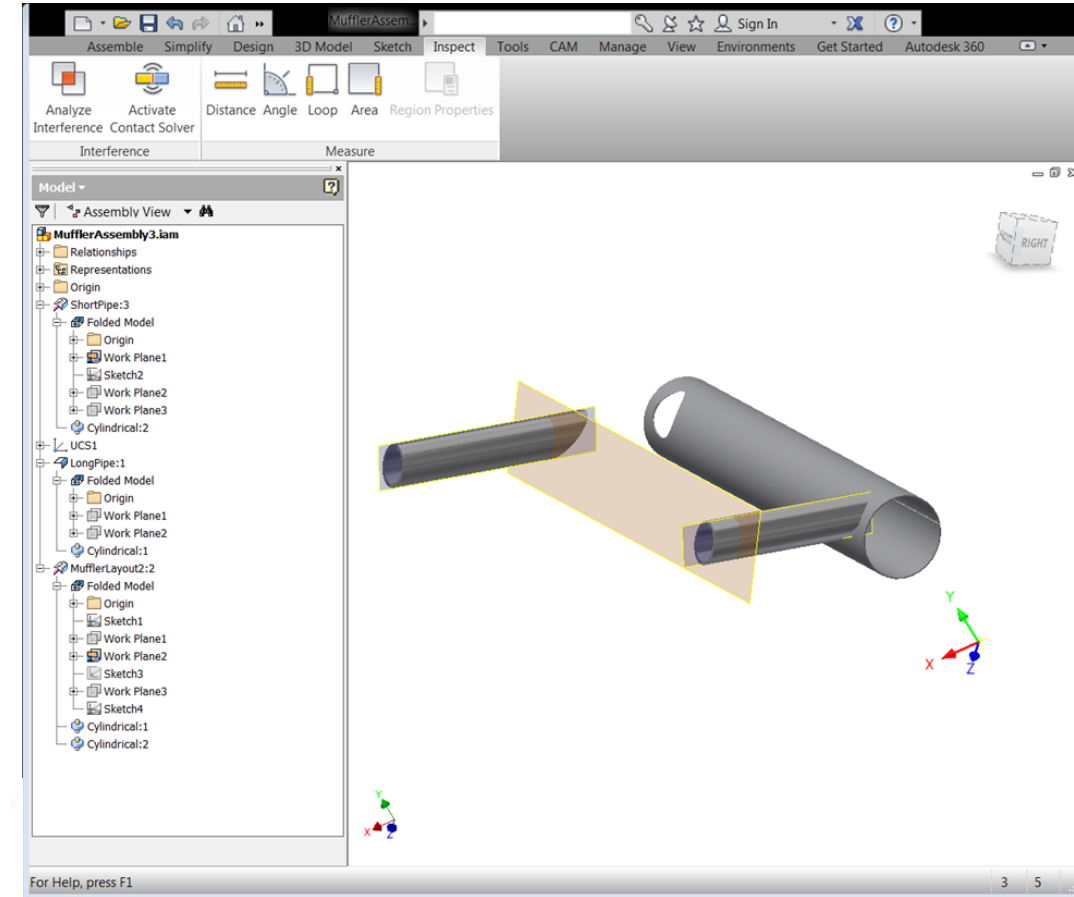
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Work Based Learning

Chetek-Weyerhaeuser Approach

- **Relatable Classroom Activities**
- **Classroom CAD Challenge**



Work Based Learning

Chetek-Weyerhaeuser Approach

- **Placement of Students**
- **Because students toured the facility, work on some products, they were familiar with this local company even if they had never heard of it.**
- **Two students were asked and placed without hesitation.**
- **One as a welder and one as a CAD technician.**

Work-Based Learning Opportunities In FCS

**Kimberly Baldwin, Family & Consumer Sciences,
FCCLA Adviser, Ponderosa High School, Colorado**

Ponderosa High School Colorado

- We began this journey in Fall of 2018 out of necessity to meet the needs of our students and staffing.
- CTE is moving in the direction of career readiness and we are moving with it!
- Two pathways in our program
 - Education and Training
 - Hospitality and Tourism
- Classes in Education and Training
 - Child Development
 - ECE 101 and 111
 - Teacher Cadet

How to Create the Program

- One week for each section
 - 4 sections = 4 weeks
- Assign each student an infant simulator or pair students up and assign a simulator
- Start = beginning of period at the start of the week
- Stop = end of the period at the end of the week
- Place babies in daycare mode outside of class time.
- 8 stations
 - Check-in and Safety
 - Feeding
 - CPR
 - Nap
 - Diapering
 - Car seats
 - Play
 - Check-out

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How to Continued:

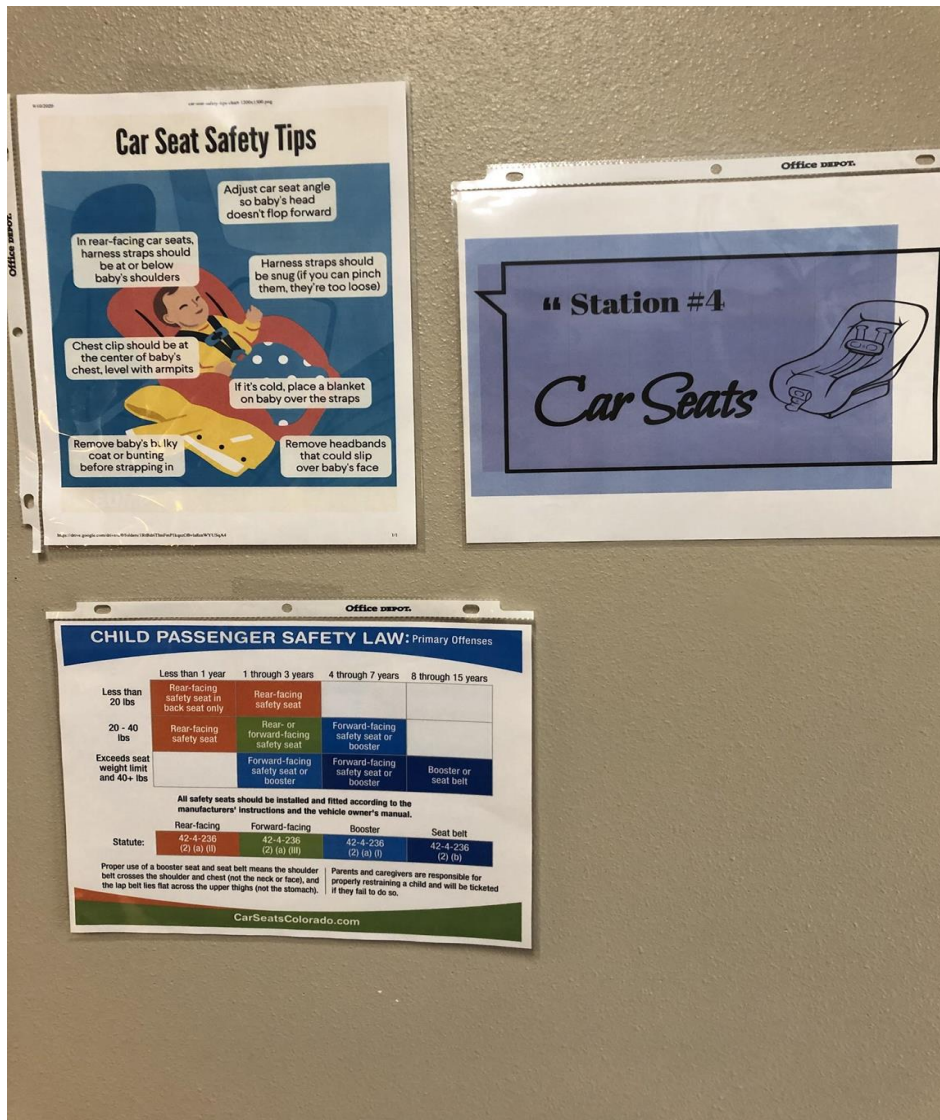
Introduction for the students

- Beginning of the semester class expectations
- Usually during PIES (Physical, Intellectual, Emotional & Social Development) unit (infant-preschool)
- Demo baby and explain how to care for infant
- Introduce packet and give them time to look through to see expectations.
- Class time is spent caring for babies and completing packet.
- Content is application of concepts presented in class

Grading

- Hard copy packets
 - All materials are printed out and students fill out a packet with all of the information
- Digital
 - Editable Google Slide turned in digitally
 - Students submit photos as evidence of their work

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Realityworks
Live it. Learn it.™



CPR Infant from the American Heart Association - donated by a fellow teacher

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Evaluation of Project

PROS

- Less wear and tear on infant simulators
- Less stress regarding set up and implementation
- Students feel supported
- More accessible to students that need learning supports
- Real-time assessment of student abilities
- Real life skills in a childcare environment

CONS

- Students do not get the experience of overnight infant schedules
- Less personalization for students
- Student absences affecting grade outcomes
- Large class sizes and lack of infant simulators

Professional Feedback

Advisory Committee and Community Partners

- The classroom simulation allows students to experience multiple infants requiring care at the same time. It provides the opportunity to discover different developmental stages and career pathways.
HB (ECE Specialist)
- This is a great way for high school students to care for multiple infants without having to visit or be employed at a childcare center. The sound of multiple infants crying at the same time is very impactful for students to know if they can manage the stress.
KH (community college partner)

Administrator feedback

- There are less issues with negative parent feedback. Students are actively engaged in learning about caring for infants.
NG (administrator)

Student Feedback

- There were many things that were super interesting that I learned while doing this infant simulation. A few things I found interesting is all the things you have to include when reporting abuse and neglect and how much car seats for infants' cost. Also is how many times you have to change an infant's diaper a day (12-17 times crazy!!) and how important it is for caretakers to know how to do CPR and do first aid classes. My favorite part of this activity is actually handling the babies and feeding, changing, and putting them in car seats in real life. Overall, I loved this project and handling the real care infants.
- My favorite part of this activity was having the babies and learning to swaddle them and just take care of them in general. It was super fun and enjoyable even though they would cry and be loud I think it was super fun! I wish we could have done it how they used to do where they would take them home, but it was still super enjoyable, and I would do it again! Swaddling the baby had to be my favorite part because after you would swaddle them, they looked like little burritos. Although it was confusing in the beginning, I think I really got the hang of it! The hardest part about the project was feeding them and trying to do other things at the same time. It was like when you were feeding them you couldn't do anything else. You just had to sit there and couldn't move, or they would cry.

Resources Available for Work-Based Learning

Denise DuBois Realityworks Product Manager

www.realityworks.com

What Does Simulated Work-Based Learning Look Like?



Simulated tools and
scenarios



Simulated workplaces



School-based
enterprises

Simulated Work-Based Learning Benefits and Concerns

Pros: Simulated WBL opens up new opportunities for schools located in areas with limited options for shadowing, clinicals, and internships.

Cons: The biggest challenge with implementing simulated work-based learning is the cost. An additional issue that occurs with simulated work-based learning is finding ways to get employers involved.

Simulated Work-Based Learning for Health Science



Simulated Work-Based Learning for FCS

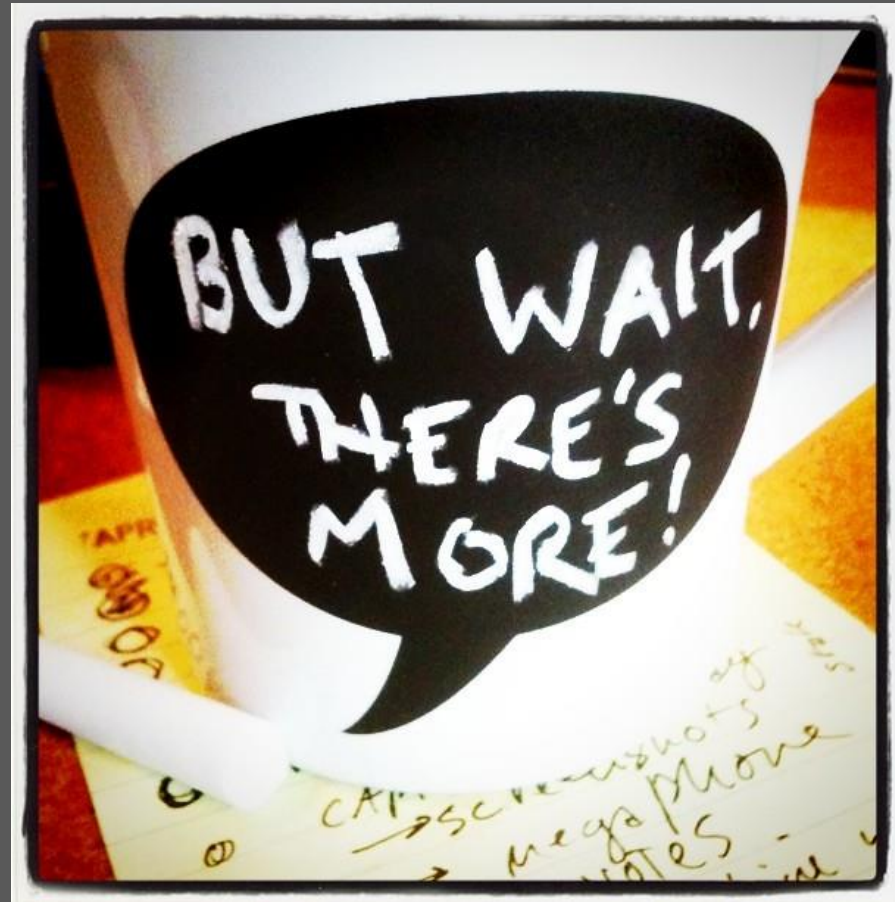


Simulated Work-Based Learning for Skilled Trades



Simulated Work-Based Learning for Agriculture





Realityworks Webinars

- Realityworks' educational webinars are designed to provide:
 - Latest product information
 - Program best practices
 - Tips and tricks from experienced users and more.
- Live, online presentations are led by product managers, curriculum specialists, product support technicians and other subject matter experts, and feature live demonstrations, customer examples and Q&A sessions.
- For new or experienced users, you'll find a number of webinars that can help you learn about our products, programs and curricula.

<http://realityworks.com/webinars>

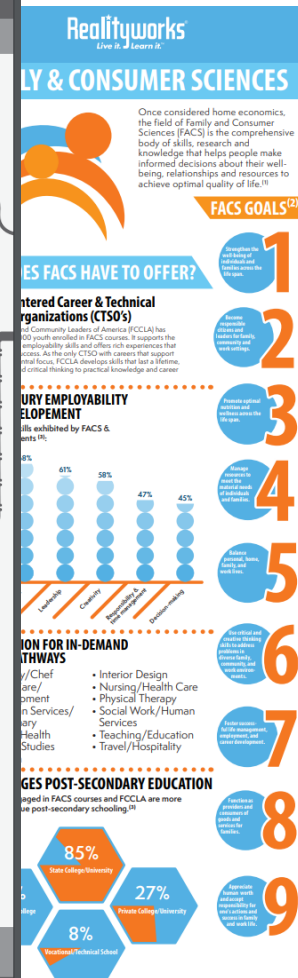
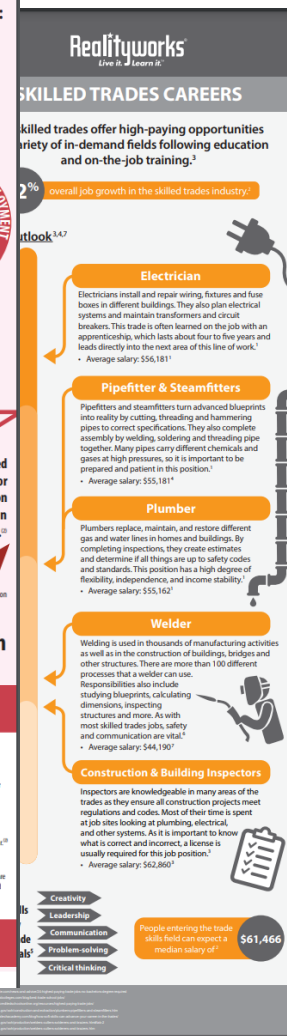
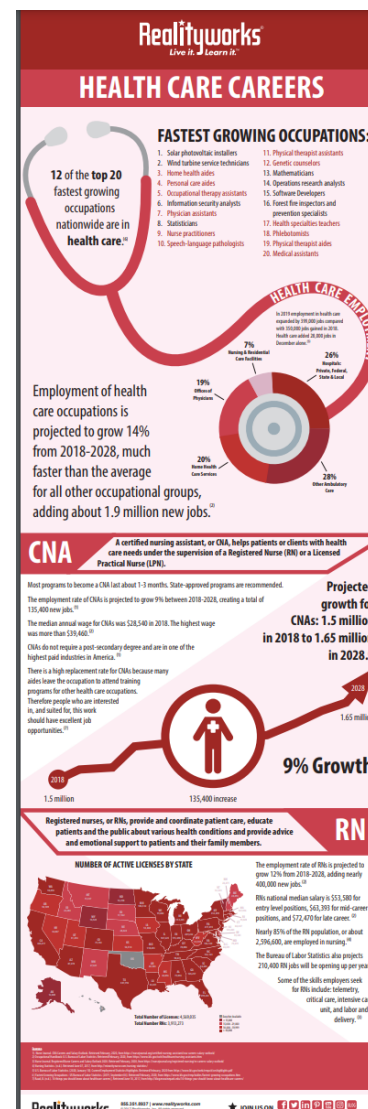
More FREE Resources

Free lesson plans

<https://www.realityworks.com/resource/free-lesson-plans/>

Free interactive posters

<https://www.realityworks.com/resource/realityworks-interactive-posters/>



Additional Resources

- Realityworks Blog
 - <http://realityworks.com/blog/>
- Facebook
 - <https://www.facebook.com/realityworksinc>
- Twitter
 - <https://twitter.com/RealityworksInc>



Q&A



For more information, please contact Realityworks, Inc.
through email at information@realityworks.com
or call toll free at 800.830.1416

