

FAQ on State and District Response to COVID-19 Outbreak

What are states doing to support students' work-based learning opportunities?

Regional Educational
Laboratory
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From the National Center for Education Evaluation at IES

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The summer months are usually a time in which students participate in work-based learning (WBL) opportunities such as apprenticeships and internships. Due to COVID-19, states need to determine if they will suspend or offer WBL opportunities. Many states have not yet determined if they will offer WBL opportunities during the summer months, while other states have made decisions regarding WBL programming.

How are states addressing student work-based learning opportunities?

1. Even though many states have not determined whether or not they will offer WBL opportunities, the [Minnesota Department of Labor and Industry](#) has provided some guidance to apprenticeship program sponsors and partners regarding suspending or postponing training operations:
 - Sponsors need to provide written notice.
 - They need to document and record all apprentices impacted by suspension of the program.
 - Sponsors and partners need to provide solutions to meet related instruction program requirements, which can include extending the term of the apprenticeship, making up hours later in the year, or offering e-learning opportunities.
2. [Wisconsin](#) has implemented an emergency policy change related to youth apprenticeship program operations which provides flexibility for stakeholders. For example, the minimum required hours has been reduced, and students have until September 30, 2020 to complete their program hours, which they would normally need to complete by the end of the school year.
3. [Ohio Department of Education](#) has left it up to local education agencies to decide whether work-based learning will continue. They offer this guidance:
 - a. Districts should collaborate with parents and employers to determine appropriate work-based learning experiences, but they encourage districts to provide alternative methods such as remote approaches.
 - b. High-quality remote learning may be recognized as work-based learning, but the determination to award credit to the student is up to the individual district.
4. [New York](#) has four work-based learning programs and is leaving it up to local education agencies' discretion in waving some or all of the work-based learning hours, as long as the student has attained the required standards.

5. [Kentucky](#) has recommended that districts discontinue non-paid work-based learning experiences for students until school resumes again, but paid work-based learning experiences can continue while schools are not in session. Other recommendations include:
 - Paid work-based learning experiences must comply with any executive order issued by the governor of Kentucky, and there must be agreement between the employer, school district, and the parent/guardian to continue to work.
 - The Kentucky Department of Education has also given discretion to school districts to determine if students should continue with work-based learning experiences during the pandemic.

Additional Resources:

- There is a [middle grades CTE repository](#) that includes links to resources from all 50 states and Washington D.C. Information on middle grades CTE standards, career development guidance and tools, work based learning and CTE organization supports, and more are included.
- The [Southern Regional Education Board](#) has compiled resources for career and technical education (including STEM) educators that includes virtual labs and other resources that can keep CTE students engaged during the pandemic.

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