



New York State Education Department
Office of Special Education
Educational Partnership





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Implementing Unregistered Work-Based Learning (WBL) Experiences

Produced by the Technical Assistance Partnership for Transition at Cornell University.

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Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.



Introductions



- Name
- Educational Organization (EO)
- Position

Meeting Norms

- Take care of your needs (water, food, restroom, etc.).
- Speak your truth; use “I” statements.
- Ask what you need to understand and contribute.
- Listen with respect.
- Push your growing edge.
- Participate and struggle together.
- Expect a lack of closure.
- Respect each others’ needs.

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-Tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Training Materials



Activity
Handouts

New York State
Education
Department
(NYSED)
Documents

Resources and
Tools

Training Objectives

Participants will:

- Identify high-quality instructional practices that support the implementation of unregistered WBL experiences.
- Review the alignment of WBL and the Career Development and Occupational Studies (CDOS) Commencement Credential.
- Determine specific ways to enhance WBL programs that will lead to an increase in the overall program success rate.

Defining WBL



- WBL is **authentic learning experiences** that allow students to **explore their career goals, abilities, and interests** while **applying their academic and technical knowledge and skills** in a **real-world context**.
- These experiences are planned and supervised by instructional staff in **collaboration** with business, industry, or community partners.
- High-quality WBL will provide **effective and equitable** experiences to empower all students to become confident workers and culturally competent citizens of New York State (NYS).

Understanding WBL

WBL is:

- Driven by student-identified career interests
- A meaningful work experience in an integrated community-based workplace
- A continuum of workplace opportunities
- Students engaging in real work activities

WBL is not:

- Placing students in school settings that do not align with their interests and preferences
- Working in a segregated or sheltered work environment
- An isolated experience that is disconnected from the student's overall transition goals
- Students placed in sites without assessment or evaluations

Best Practices in WBL

WBL experiences

- Involve the student in choosing and structuring their experiences.
- Are “age and stage appropriate,” evolving along a continuum of increased intensity and engagement in the workplace.
- Include structured worksite learning that links back to classroom instruction.
- Provide opportunities to perform meaningful job tasks in the workplace that build career skills and knowledge.
- Provide students the opportunity for regular self-reflection and to develop self-determination and self-advocacy skills.
- Develop the student’s networks and connections for post-secondary career success.

Benefits of WBL



Post-School
Outcomes

Equitable
Opportunities

Employability
Skills

Collaboration
and Family
Engagement

Self-
Determination
Skills

Pause, Reflect, and Discuss



Post-School Outcomes

How does WBL advance economic opportunities and outcomes for students with disabilities?

Equitable Opportunities

Why is it important to consider equity in WBL and transition planning?

Employability Skills

What skills do you think students need to learn and acquire for future employment?

Collaboration and Family Engagement

Who are the essential team members involved in developing a successful WBL experience?

Self-Determination Skills

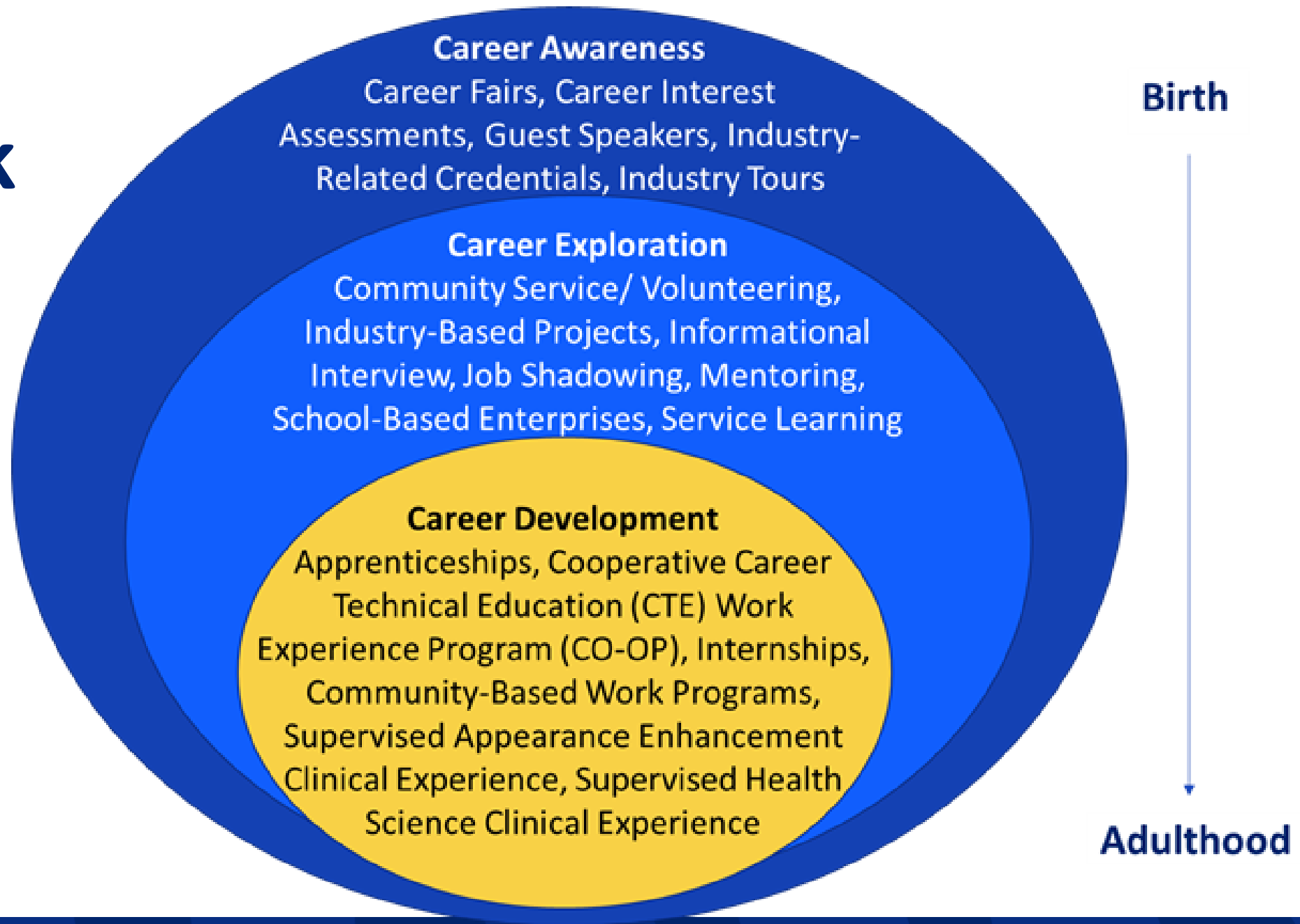
Are students currently utilizing self-determination skills while engaging in WBL? If not, how can they?

Exploring Unregistered NYS WBL Experiences

WBL Experience Timeline

WBL Experiences	Career Awareness	Career Exploration	Career Development	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
Career Interest Assessments	X			X	X	X	X	X	X	X
Industry Tours	X			X	X	X	X	X		
Guest Speakers	X			X	X	X	X			
Career Fairs	X	X				X	X	X		
Mentoring		X					X	X	X	
Community Service/ Volunteering/Service Learning		X		X	X	X	X	X	X	X
Job Shadow		X	X				X	X	X	X
Internship/In-School and Summer		X	X						X	X
School-Based Enterprise (SBE)		X	X	X	X	X	X	X	X	X
Supervised Agricultural Experience (SAE)			X					X	X	X
Entrepreneurship			X						X	X
Community-based work experiences for students with disabilities			X						X	X
Industry Related Credentials			X						X	X

Framework for NYS WBL





Career Awareness Experiences

Up to 20 hours of a WBL experience and/or total WBL hours can be delivered through career awareness activities.

Career awareness experiences include:

- Career fairs (with documentation of engagement with business/industry)
- Career interest assessments (with student reflection)
- Guest speakers (with documentation of participation)
- Industry-related credentials (with documentation)
- Industry tours (includes interaction with business partner and student reflection)

(NYS WBL Manual, p. 17)

Components of Unregistered WBL Experiences

The following components are **highly recommended**:

- A certified teacher or guidance counselor with the proper WBL extension
- Advisory committee
- Appropriate worksite placement
- Supervised on-the-job training
- Related in-school instruction
- Student training plan
- Coordination of in-school and worksite components
- Emergency medical form where appropriate
- Employer evaluation
- Copy of student working papers where appropriate
- Memorandum of agreement (MOA) where appropriate

Unregistered WBL Experiences

Unregistered Experience Options

- Job shadowing
- Community service/volunteering/service learning
- Industry-based projects
- School-based enterprises (SBE)
- Mentoring
- Supervised Agricultural Experience (SAE)
- School Year/Summer Internships
- Entrepreneurship
- Community-based work experiences for students with disabilities

Academic Components

- Students cannot earn academic credit
- Aligned with activities and experiences which may be used to earn the CDOS Commencement Credential Option 1
- May be supervised by any instructional staff

Multiple Roles of CDOS

CDOS as a Pathway to a Diploma

Student:

- Earns 22 units of credit.
- Passes four required assessments (one in each discipline).
- Successfully completes all the CDOS Commencement Credential requirements.

CDOS in Addition to a Diploma

Student:

- Earns 22 units of credit.
- Passes four required assessments (one in each discipline).
- Completes a pathway other than CDOS.
- Successfully completes all the CDOS Commencement Credential requirements.

CDOS as a Standalone Exiting Credential

Student:

- Attempts but does not successfully complete all the Regents or local diploma requirements.
- Completes all the CDOS Commencement Credential requirements.

CDOS Commencement Credential: Option 1



- Career Plan



- Employability Profile

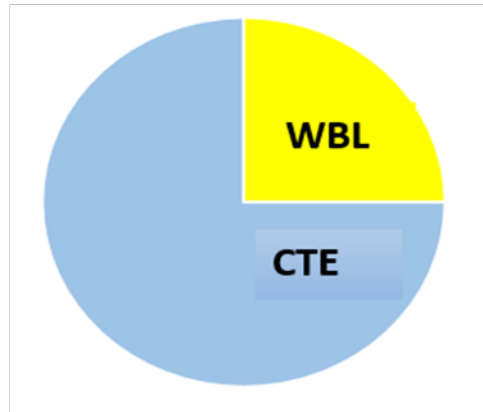


- Demonstrated Achievement of CDOS Learning Standards

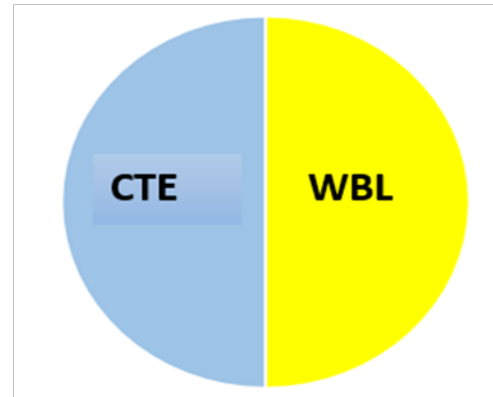


- 216 hours of CTE coursework and/or WBL experiences (at least 54 hours must be WBL experiences)

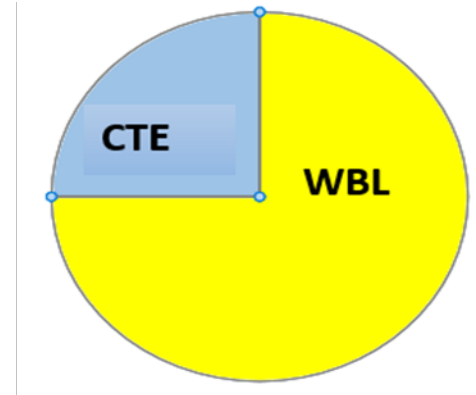
Fulfilling the 216 Hour Requirement



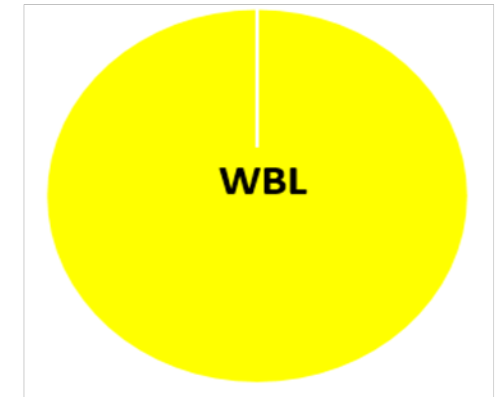
54 hrs. WBL
162 hrs. CTE



108 hrs. WBL
108 hrs. CTE



162 hrs. WBL
54 hrs. CTE



216 hrs. WBL
0 hrs. CTE

CTE coursework and/or WBL experiences may be provided in any combination **that is appropriate for the student.**

Assess Your Educational Organization (EO)



Implementing Unregistered Options:

As each Unregistered WBL experience option is reviewed in the upcoming slides:

- Use the rating key provided on the form to rate the implementation of that option in your EO.
- Note the evidence you have for your rating.
- Identify if this is an area of need for the EO.
- Consider what steps could be taken to begin or expand this option for students.





Job Shadowing

Job shadowing is a career exploration activity.

The student follows an employee at the workplace to learn about an occupation or career pathway of interest.

Examples of job shadowing activities:

- Observing company staff meetings
- Shadowing a team member
- Observing functions and duties of a particular career
- Touring the facilities

Job Shadowing Considerations



Things to consider *before* I visit the worksite:

- What job will I be shadowing?
- Whom will I meet?
- How will I get there?
- How should I dress for the experience?

Things to consider *during* my worksite visit:

- Arrive on time.
- Take notes.
- Ask the employer questions.
- Thank the employer/person I observed for the experience.

Things to consider *after* my worksite visit:

- List three things I learned.
- Identify at least one thing I would like to know more about.
- Update Career Plan/Record number of hours I spent job shadowing.

Job Shadowing Scenarios



Guiding Questions

- Why did you choose this employment site?
- What activities will help prepare the student for the experience?
- What tasks could the student perform at the job site?
- What is one activity the student could do after the job shadowing experience?
- What are the next steps for the student?





Community Service/ Volunteering and Service Learning

- Students participate in volunteer experiences that teach them responsibility, community involvement, and awareness of the needs of others.
- Service Learning is a community service that connects directly to the knowledge and skills learned in the classroom.
- These experiences help students develop an understanding of vocational skills including collaboration, dependability, creativity, and more!

Service Learning in Action



Industry- Based Project

- Industry-based projects take place in CTE classrooms when a business or industry partner provides students with a task or challenge that is for a real client.
- These projects require that students produce a real product or service to a client's specifications.

(NYS WBL Manual, p. 15)

Examples of Industry-Based Projects

- Students in a cosmetology class host a “salon day” on a Friday where the community can come in and get services completed.
- Staff members bring in their own automobiles to an automotive technology classroom for routine service and maintenance.
- Students in a marketing class are tasked by a local tree farm to create a social media plan to help the business expand its customer base.
- Students in a culinary class bake desserts for a Thanksgiving sale to campus members.
- Students in a construction technology class produce a pre-fabricated house that is sold to a community member.

School- Based Enterprise (SBE)

An SBE exists within a school to provide services for students, staff, and/or customers from the community.

Examples:

- School store
- Café
- Vending machines
- Car wash
- Copy shop
- Spring plant sale
- Recycling Service

SBEs in Action





SBE: Getting Started

- Determine what the business will provide or sell to customers
- Identify time/resources available
- Create a business plan including:
 - Summary of the business
 - Products/services to be sold
 - Marketing/sales
 - Operations
 - Management/organization
 - Skills/assessment



SBE: Finances

- Money earned through SBEs are extra classroom activity funds.
- The local board of education approves extra classroom activities and defines the rules and regulations for operation of these activities and for the safeguarding, accounting, and auditing of all monies.

Mentoring

- Career mentoring is a formal, long-term supportive relationship between a student and a business/industry with similar career interests.
- A mentor is a volunteer from the business/industry that helps a student become aware of career opportunities and work ethics in a one-to-one relationship that goes beyond the formal obligations of a teaching or supervisory role.

Tips for Success



Effective career mentoring includes structured activity before, during, and after the experience.

To ensure meaningful experiences that result in enriched learning:

- Engage in proper planning and preparation
- Address logistical details
- Communicate with all parties
- Maximize learning potential
- Focus on career exploration
- Connect to the classroom
- Provide support for students and mentors
- Promote student reflection

Supervised Agriculture Experience (SAE)

- A student-led, instructor-supervised WBL experience
- Results in measurable outcomes within a predefined, agreed-upon set of Agriculture, Food and Natural Resources (AFNR) Technical Standards and Career Ready Practices aligned to a career plan of study

Overview of SAE

- SAEs are one part of the three-component model for School-Based Agricultural Education.
- In order to participate in SAE, students need to participate in agricultural education coursework and be a member of Future Farmers of America (FFA).
- SAEs are never found outside of an agricultural education program that is taught by a certified agriculture teacher.

School Year/ Summer Internships

The school partners with a community or youth employment agency to place students in internships that take place over the summer or during the school year.

Example:

WBL experiences is one of the Pre-Employment Transition Services (Pre-ETS) offered through Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR).

The school partners with ACCES-VR to provide a student with a paid internship experience over the summer. The student is supported by a job coach from a community-based provider that is funded by ACCES-VR.

Partnering in Action



Entrepreneurship

- Students plan and start up an actual company providing the public with a product or service.
- Students undertake the research and design of a business plan, financial planning, and marketing strategy under the mentorship of a business/industry partner or instructor.

Entrepreneurship in Action

- While reviewing the article, consider what skills the student needed to build their business.
- Discuss as a large group:
 - Different ideas for a WBL entrepreneurship program
 - How schools could help students build their entrepreneurship skills
 - Any challenges or obstacles you may anticipate in developing this experience



Community- Based Work Programs (For Students with Disabilities)

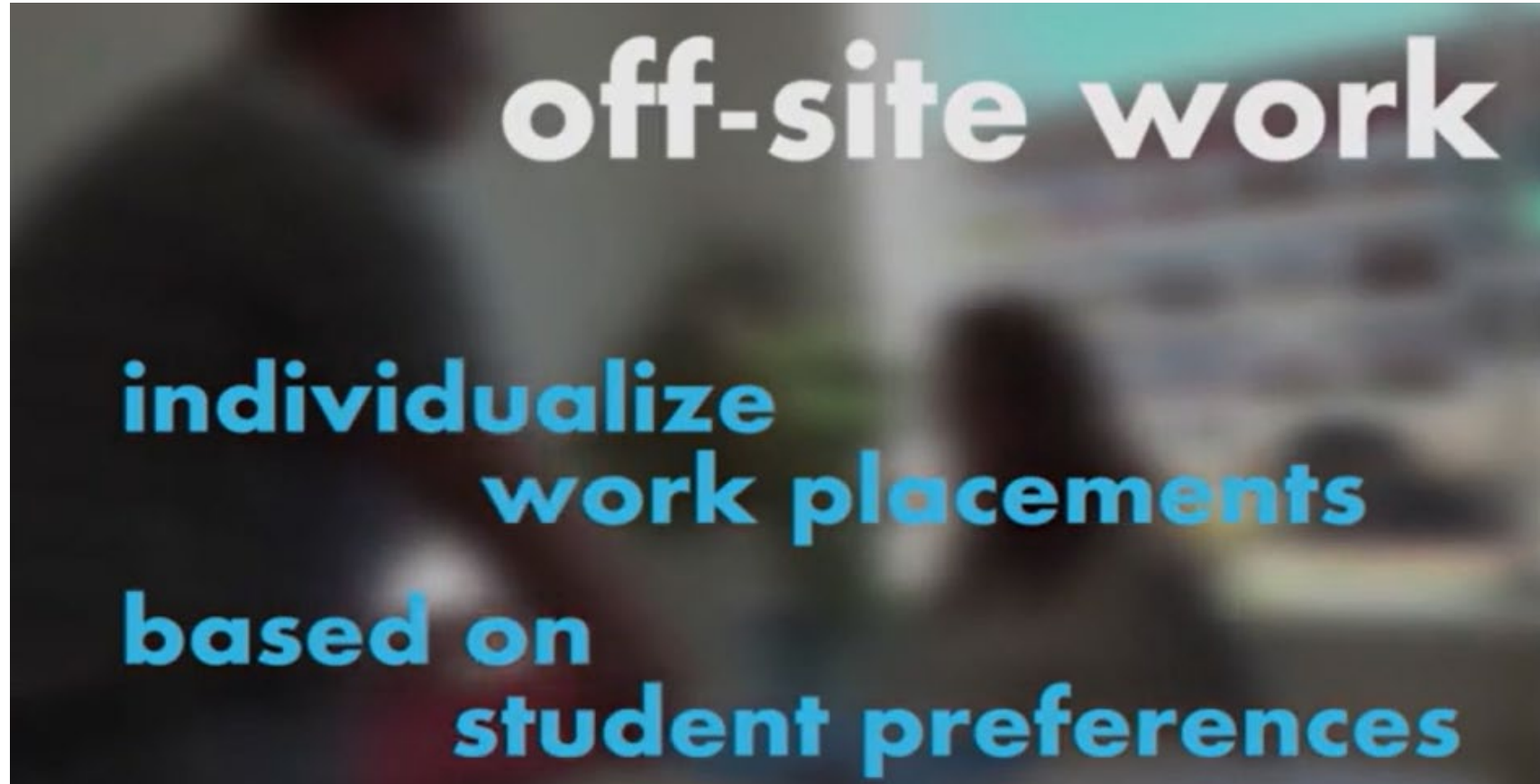
(NYS WBL Manual, p. 18)

- Students with disabilities work in the community.
- The community becomes an extension of the classroom.
- A true partnership with local businesses and schools.
- Help students identify career interests, assess their skills and training needs.
- Develop employment skills and work habits.
- Students learn how to better access their communities and interact with them.

Examples:

- Retail stores
- Food service
- Museums
- Office settings

Community-Based Work Programs In Action



A Continuum of Learning

Three Components

Career Exploration

Exposes students to work settings

- Field trips
- Job shadowing
- Career mentorship

5 hours per job experience

Career Assessment

Leads to training objectives

- Includes interest inventories, observations, etc.
- Identifies students' strengths, preferences, and interests

90 hours per job experience

Career Training

Employment settings

- Paid or unpaid
- Training plan
- Develop skills and competencies
- Supervised by school personnel

120 hours per job experience

Fair Labor Standards Act (FLSA) and WBL

Section 64c08: Students with Disabilities and Workers with Disabilities Who are Enrolled in Individual Rehabilitation Programs

- Students with disabilities can participate in community-based work experiences as **learning opportunities**.
- An employment relationship between the worker with a disability, the rehabilitation facility or school, and/or the business where the worker has been placed is **not** asserted **when specified criteria have all been met**.
- Eligible individuals may intern at worksites without earning wages, if Department of Labor (DOL) Regulations are followed. The purpose is for students to **develop skills** in authentic work settings, they are not there to produce.

FLSA



- Read through: Students with Disabilities and Workers with Disabilities Who Are Enrolled in Individual Rehabilitation Programs
- As a group discuss the following:
 - Why is the Community-Based Work Experience listed on the student's IEP?
 - Why must the experience be under the general supervision of school personnel?
 - What else do you notice?



Developing and Documenting Your WBL Program

Developing a WBL Program



What Is Your Why?

- Mission Statement
- Vision Statement
- Goals for Program
- Administrative Approval

Developing the Program

- Determine:
 - Experiences
 - How data/ records will be kept
 - Program logistics
- Develop program materials
- Obtain stakeholder input

Implementing the Program

- Determine job skills training
- Develop/establish partnerships
- Communicate with families
- Ensure employability needs of students are being met



Overcoming Barriers

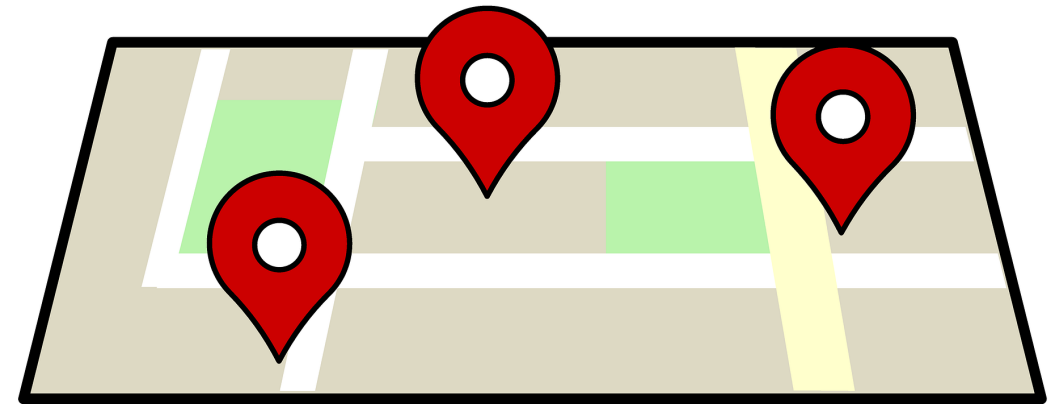
Transportation and scheduling are commonly cited as barriers to providing WBL experiences.

- What strategies could EOs explore to address these barriers?
- Do you know of any creative ways these barriers have been addressed?
- Share ideas to mitigate these perceived barriers.

Developing Community Resources



- Are there resources within the community that students can access that support WBL experiences?
- How are students/educators looking for resources?
- Do students/your EO have a system for keeping track of resources and contacts?
- Have you reviewed the NYSED Community Resource Map?



Forms for WBL Programs

Sample forms are available on the NYSED website that can be utilized or adapted by EOs to organize their WBL programs.

Sample forms provided:

- Student MOA
 - NYS Appearance Enhancement
 - MOA Extended Classroom
 - Student Agreement
 - Student Training Plan Template and Narrative
 - Emergency Medical Treatment Authorization
- These forms can be used **as appropriate**, especially if a student will be at a placement outside of the school for an extended period of time (such as in a Community-Based Work Program).
 - Forms should be customized for use by each school.
 - It is **strongly suggested** that all forms be reviewed and approved by local district administrators and legal counsel before they are put into use.

MOA



This form denotes an agreement with the sponsoring business/person supporting the student(s) in a WBL experience.

- Clearly indicates no employment relationship exists
- Learning experience for student
- Cannot displace employee
- Cannot guarantee employment

WORK-BASED LEARNING MEMORANDUM OF AGREEMENT

THIS ESTABLISHES AN AGREEMENT BETWEEN THE SCHOOL DISTRICT/BOCES AND BUSINESS:

Business Name: _____ Contact Name/Mentor: _____

Address (Street, City, State and Zip Code): _____ Phone Number: _____

E-Mail Address: _____ Website: _____

In relation to the work-based learning experience for:

Student Name: _____ Date of Birth: _____

Address (Street, City, State and Zip Code): _____ Phone Number: _____

Home School District: _____ CTE Program: _____

Session: AM PM

Emergency Contact: _____ Emergency Phone Number: _____

Type of WBL Experience: CO-OP Paid CO-OP Unpaid CEIP GEWEP WECEP Other _____

Start Date: _____ End Date: _____ Days of Week: M Tu Wed Th F Sa Su

Hours of Work: _____

- THE WORK-BASED LEARNING PROGRAM/EXPERIENCE WILL COMPLY FULLY WITH ALL APPLICABLE NEW YORK STATE AND FEDERAL LABOR LAWS, INCLUDING WORKERS COMPENSATION LAWS AND THOSE SPECIFIC TO PROHIBITED OCCUPATIONS, AS WELL AS WITH NEW YORK STATE EDUCATION DEPARTMENT LAWS AND REGULATIONS.
- THE EMPLOYER/MENTOR A CERTIFIED COORDINATOR OF WORK-BASED LEARNING PROGRAMS FOR CAREER DEVELOPMENT AND, AT TIMES, A BOCES EMPLOYEE WILL SUPERVISE THE WORK-BASED LEARNING EXPERIENCE.

Training Plan



This form contains specific skills the student will address in their WBL experience.

Document for each job:

- Type of experience
- Length of experience
- Job description
- List of tasks
- Skills being addressed
- Goals being addressed
- Accommodations needed

**WORK-BASED LEARNING (WBL)
TRAINING PLAN TEMPLATE**

The WBL training plan documents the necessary components of a successful WBL experience. The plan should focus on the student's background, personal objectives, as well as skills to be acquired and enhanced. It describes the expected tasks, and projects students will complete and structures the evaluation of the student's experience.

PLACEMENT INFORMATION

ENTER INFORMATION ABOUT THE PARTICIPATING STUDENT, THE WORK-BASED LEARNING COORDINATOR, THE EMPLOYER/MENTOR AND DETAILS ABOUT THE WBL EXPERIENCE.

STUDENT Name <input type="text"/> Age <input type="text"/> Grade Level <input type="text"/> School <input type="text"/> Contact Email <input type="text"/>	WBL COORDINATOR Name <input type="text"/> Contact Phone <input type="text"/> Contact Email <input type="text"/>
TYPE OF WBL EXPERIENCE <input type="checkbox"/> CO-OP <input type="checkbox"/> CEIP <input type="checkbox"/> Paid <input type="checkbox"/> Unpaid	<input type="checkbox"/> WECEP <input type="checkbox"/> GEWEP <input type="checkbox"/> Unregistered
EMPLOYER/MENTOR Name <input type="text"/> Organization <input type="text"/> Contact Phone <input type="text"/> Contact Email <input type="text"/> Address <input type="text"/>	PLACEMENT Location <input type="text"/> Start Date <input type="text"/> End Date <input type="text"/> Schedule <input type="text"/> <input type="checkbox"/> Mon. <input type="checkbox"/> Tue. <input type="checkbox"/> Wed. <input type="checkbox"/> Th. <input type="checkbox"/> Fri. <input type="checkbox"/> Sat. <input type="checkbox"/> Sun. <input type="text"/>
WORK DESCRIPTION Provide an overall description of responsibilities, tasks, and/or projects that comprise the WBL experience and where/how these will occur (on-site; remote; virtual; school-based enterprise; community-based)	

Emergency Medical Treatment Authorization



This form should travel with any student when they leave the school building.

The form details:

- Emergency contact(s)
- Doctor information
- Medications
- Allergies

EMERGENCY MEDICAL TREATMENT AUTHORIZATION

Name of Student: _____

Parent/Legal Guardian: _____

Relationship: _____

Telephone: _____ Email: _____

Address: _____

IN CASE OF EMERGENCY, IF UNABLE TO CONTACT PARENT/GUARDIAN, PLEASE CONTACT:

1. _____ Telephone: _____ Relationship: _____

2. _____ Telephone: _____ Relationship: _____

Student's Physician: _____ Telephone: _____

Student's Dentist: _____ Telephone: _____

MOA Extended Classroom



This form establishes an agreement between the business and the school for extended classroom experiences.

Includes but is not limited to:

- Complying with NYS laws
- Supervising the student
- Providing a certificate of liability

WORK-BASED LEARNING MEMORANDUM OF AGREEMENT FOR EXTENDED CLASSROOM

This establishes an agreement between **Business/School District/BOCES Name** and the school district/BOCES stated above relating to the Extended Classroom experiences for students in the **Program Name (e.g. Theater)** Program. The following are general expectations and requirements that are agreed upon by the undersigned.

1. The students will be supervised by a certified district employee at all times.
2. A Certificate of Insurance (liability) shall be provided by the school district/BOCES.
3. This site will be considered an extension of the school district/BOCES **Program Name (e.g. Theater)** classroom.
4. The school district/BOCES will comply fully with **ALL** appropriate New York State labor laws including laws specific to prohibitive occupations and New York State Education Department laws/regulations.
5. When appropriate, the experiences will be coordinated by a certified Coordinator of Work Based Learning Programs for Career Development.
6. After appropriate discussion, any party may elect to discontinue this agreement at any time.
7. This agreement shall expire one to five years after the date of its execution but may be extended by written agreement of the parties.

Sponsoring Business/Agency/School District/BOCES Signature:
Date:
Printed Name and Title:
Program Expiration Date

Documenting WBL and Skill Attainment (1 of 3)



Employability Profile

EMPLOYABILITY PROFILE

Student Name:	Identification Number:	School Name:
Type of Work-based Learning Experience(s):	Worksite Name/Location(s):	Description of Experience(s)

EVALUATION GRADING SCALE: General Key

Unsatisfactory (1)	Needs Improvement (2)	Meets Expectations (3)	Exceeds Expectations (4)
Not yet demonstrating the skills required for the position and needs to have a formal plan for improving skills. Needs additional training.	Inconsistently demonstrates the skills needed for the position. Further development is needed.	Demonstrates the skills required for the position with rare exceptions, and shows initiative in improving skills.	Consistently demonstrates skills required for the position. Often exceeds expectations and has emerged as a leader that improves overall team.

PERFORMANCE SKILLS	PERFORMANCE EXPECTATIONS	EVALUATION GRADING SCALE				COMMENTS: STUDENT WORK READINESS SKILLS
		1	2	3	4	
ATTENDANCE	Understands work expectations for attendance and adheres to them. Notifies supervisor in advance in case of absence.					
PUNCTUALITY	Understands work expectations for punctuality. Arrives on time for work, takes and returns from breaks on time and calls supervisor prior to being late.					
WORKPLACE APPEARANCE	Dresses appropriately for the position and duties. Practices personal hygiene appropriate for position and duties.					
TAKES INITIATIVE	Participates fully in task or project from initiation to completion. Initiates interactions with supervisor for the next task upon completion of previous one.					
QUALITY OF WORK	Gives best effort, evaluates own work and utilizes feedback to improve work performance. Strives to meet quality standards and provides optimal customer service.					
KNOWLEDGE OF WORKPLACE	Demonstrates understanding of workplace policy and ethics.					
RESPONSE TO SUPERVISION	Accepts direction, feedback and constructive criticism with positive attitude and uses information to improve work performance. Demonstrates flexibility when nature of work changes.					
COMMUNICATION SKILLS	Gives full attention to what other people are saying, asks questions as appropriate and understands what was heard. Communicates concerns clearly and asks for assistance when needed.					

Documenting WBL and Skill Attainment (2 of 3)



Commencement Level Career Plan

NEW YORK STATE EDUCATION DEPARTMENT

Career Plan *Commencement Level*

1. Personal Data

Name: _____

Student Identification Number: _____

School: _____

2. Review of Student Career Plan

Grade Level:	Date of Review:	Possible Participants (Initials)				
		Student:	Parent/Guardian:	Teacher:	Counselor:	Other:

3. Knowledge

A. Self-knowledge: *Who am I?*

Interests: *List your top three choices for each of the following areas of interest:*

Documenting WBL and Skill Attainment (3 of 3)

Skills and Achievement Exit Summary



STUDENT EXIT SUMMARY
For Students Eligible for the New York State Alternate Assessment (NYSAA)

Student:	School:	ID#:
Completed by:	Title:	Date:

Key for Levels of Independence (with the use of assistive technology and accommodations as appropriate)	
1: Not Applicable	Student has not had an opportunity or been observed to attempt or complete task.
2: Extensive Support	Student requires ongoing assistance (verbal, physical, visual prompts) and close supervision to complete task.
3: Moderate Support	Student requires frequent assistance (verbal, physical, visual prompts) and periodic supervision to complete task.
4: Minimal Support	Student requires occasional assistance (verbal, physical, visual prompts) and intermittent supervision to complete task.
5: Independent	Student completes task without assistance/supervision.

COMMUNITY/WORK-BASED LEARNING EXPERIENCES (INCLUDING SCHOOL- AND COMMUNITY- BASED CAREER EXPLORATION, ASSESSMENT, TRAINING AND/OR SERVICE LEARNING OPPORTUNITIES)

ACADEMIC PERFORMANCE: AS MEASURED BY NYSAA

ENGLISH LANGUAGE ARTS:
MATH:
SOCIAL STUDIES:
SCIENCE:

OTHER ACHIEVEMENTS, AWARDS AND HONORS

Enhancing Your WBL Program

Successful WBL Programs

Successful WBL is most likely to happen when students are actively engaged in their own transition planning. To engage students, families, IEP Teams, VR professionals, and other support, professionals should:

Set High Expectations

Be Person-Centered

Address Students' Social and Emotional Needs

Provide the Students with Support to Make Their Own Decisions

Enhancing WBL Programs



Building Capacity



Develop Necessary Infrastructure



Supports & Services



Marketing the Program



Recruit Employers

Assess Your EO: Next Steps

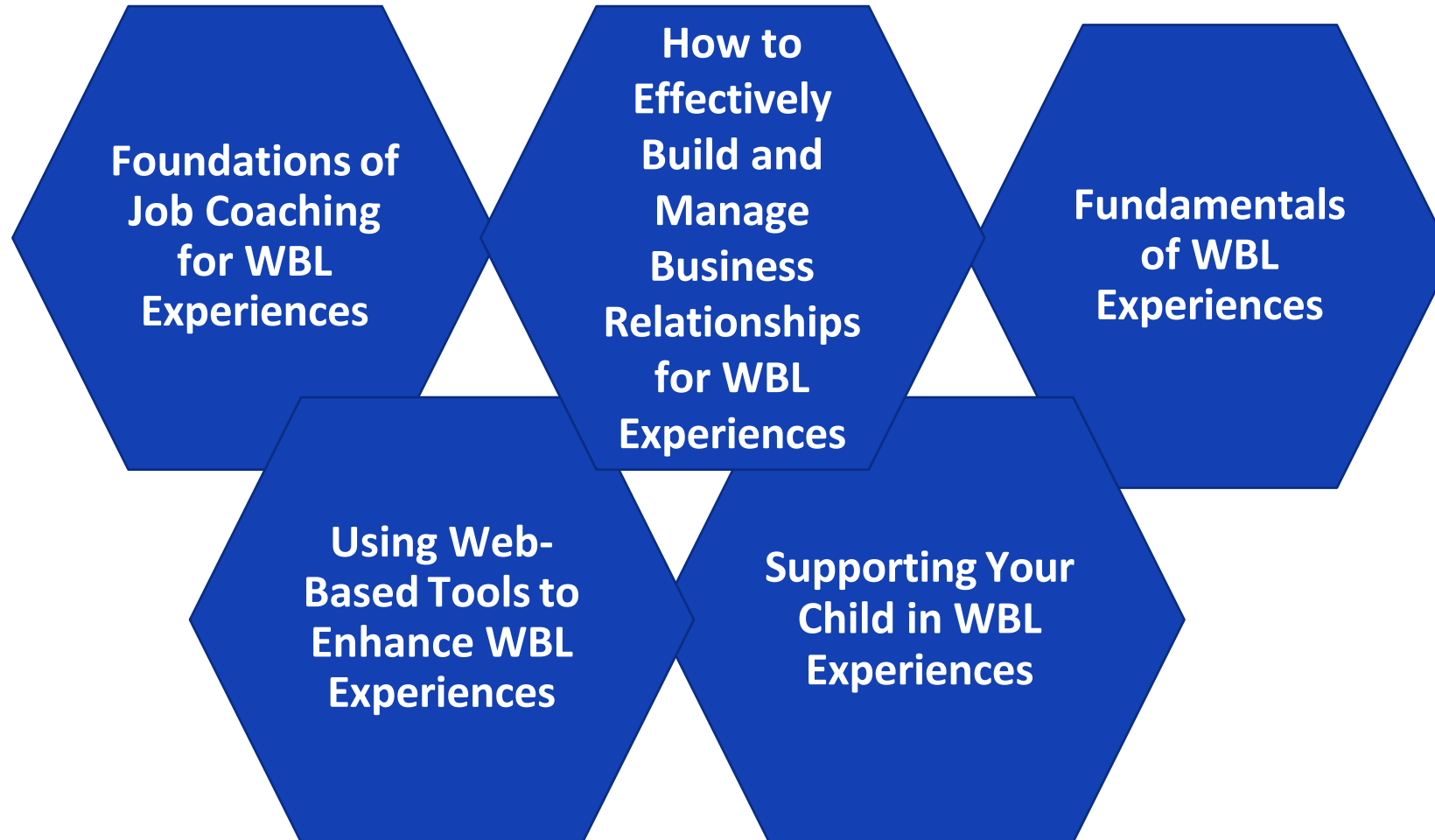
Identifying and Targeting Areas for Improvement



- Take 5-10 minutes to complete the Quality Work Experience Component rating section.
- Review your completed “Assess Your EO” handout.
 - _ Which unregistered WBL experience options did you identify as an area of need?
 - _ Which quality WBL experience components did you identify as an area of need?
- Identify 1-2 areas of need that could be a focus for improvement.
 - _ What next steps can be taken to develop this WBL option/component in your EO?

Additional WBL Trainings

Continuing the Learning



Questions



Resources (1 of 3)

- [Adult Career and Continuing Education Services - Vocational Rehabilitation](#)
- [CDOS Pathway to a Regents or Local Diploma | New York State Education Department \(nysed.gov\)](#)
- [Employability Profile](#)
- [Essential Guide to School Transition, Competitive Integrated Employment, and Compliance with the ADA, Olmstead, and Section 511 of WIOA \(y-tac.org\)](#)
- [Educational Management : P-12 : NYSED](#)
- [Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act](#)
- [Guide to Developing Collaborative School-Community Business Partnerships](#)

Resources (2 of 3)

- [Network for Teaching Entrepreneurship](#)
- [NTACT:C - Practical Considerations for Work-Based Learning Experiences for Students with Complex Support Needs](#)
- [NTACT:C School-Based Enterprise Toolkit](#)
- [NYC DOE WBL Toolkit Career Mentoring Fact Sheet](#)
- [NYS Commencement Level Career Plan](#)
- [NYS WBL Manual](#)
- [NYS WBL Programs](#)

Resources (3 of 3)

- [NYS WBL Sample Forms](#)
- [Permanent Flexibility in the Use of Career Awareness Experiences to Meet WBL Hours Requirements](#)
- [SAE for All](#)
- [Student Exit Summary for Students Eligible for the NYSAA](#)
- [Transition Guide to Postsecondary Education and Employment for Students with Disabilities](#)
- [WBL and CDOS](#)
- [Volunteer New York!](#)

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Contact Us

TAP for Transition

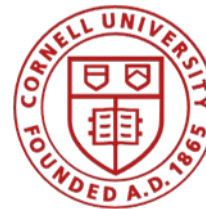
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