New York State Education Department
Office of Special Education

Educational Partnership

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Work-Based Learning

Part 1—Fundamentals of Work-Based Learning (WBL)

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

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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.

Introductions

Discussion

- Name
- Educational Organization (EO)
- Position

A Preview of the WBL Series

Goals of the WBL Series (1 of 2)

Part 1

- Define quality WBL and its essential components
- Review the state and federal laws and regulations related to work-based learning experiences (WBLEs)
- Identify both registered and unregistered WBL experiences available to students
- Discuss the career development process and the EOs role
- Review the alignment of WBL and the Career Development and Occupational Studies (CDOS) Commencement Credential

Part 2

- Identify ways to document and incorporate work-based learning throughout the Individual Education Program (IEP)
- Compile proper documentation needed for WBL
- Select high quality instructional practices which support implementation of work-based learning
- Determine specific areas which may increase the success rate of the WBL program

Goals of the WBL Series (2 of 2)

Supplemental Module A

- Identify methods and approaches to positively engage with employers
- Utilize strategies designed to effectively recruit employers and build rapport
- Recognize and identify the family's role in job search and retention

Supplemental Module B

- Describe the role and expectations of a job coach
- Recognize the importance of effective communication and problem-solving for successful WBLEs aligned with the student's IEP
- Create or utilize job and task analyses and training methods to support skill acquisition
- Identify and utilize methods for observing, collecting, and sharing student data
- Explain strategies used to encourage successful inclusion into the workplace

Learning Objectives

Participants will be able to:

- Define quality work-based learning (WBL) and its essential elements
- Review the state and federal laws and regulations related to WBL experiences (WBLEs)
- Identify both registered and unregistered WBL experiences available to students
- Discuss the career development process and the EOs role
- Review the alignment of WBL and the Career Development and Occupational Studies (CDOS) Commencement Credential

K-W-L Activity

Handout

Take a moment to complete the first section of the “K-W” Activity and “L” Planning Tool.

- **K**—What do you **know** about **WBL**?
- **W**—What do you **want** to know?
- **L**—Identify new **learning** on the “L” Planning Tool.

What Is WBL?

Definition of WBL

“Umbrella” Term

- Identifies activities which collaboratively engage employers and schools in providing structured learning experiences for students.
- Focuses on experiences that will assist students to develop broad, transferable skills for postsecondary education and the workplace.
- Teaches students to apply knowledge and skills learned in the classroom to real world situations.

(Introduction to New York State Work-Based Learning Programs)

Understanding WBL

WBL is:

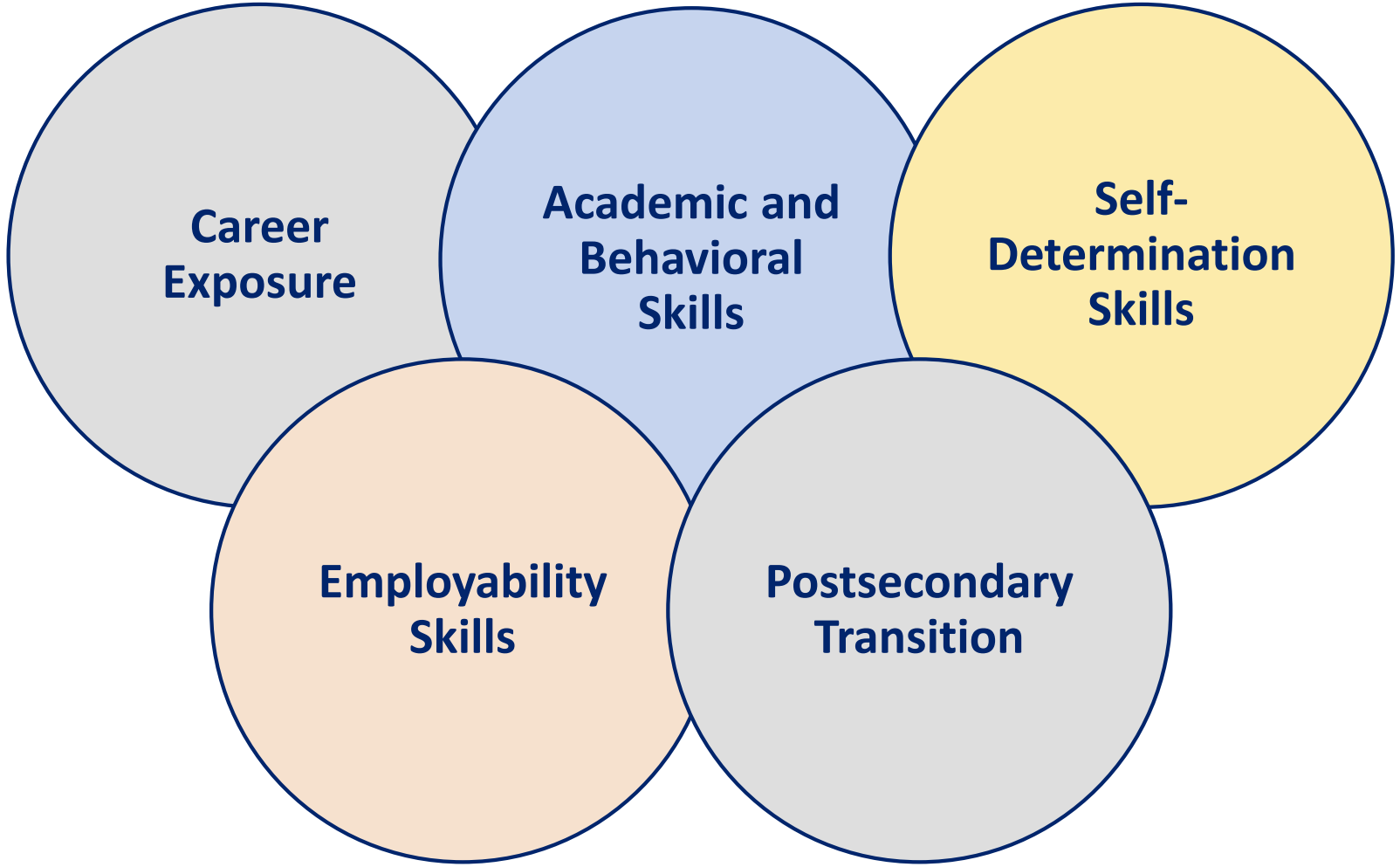
- Driven by student-identified career interests
- A meaningful work experience in an integrated community-based workplace
- A continuum of workplace opportunities
- Students engaging in real work activities

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, one-shot event, activity, or experience
- Students placed in sites without assessment or evaluations

WBL Benefits All Involved

Why Is Quality WBL Important?



Research to Support WBL for Students with Disabilities

Challenges Students With Disabilities Encounter in the Workplace

- Young adults with disabilities are three times likelier to live in poverty as adults than their peers without disabilities.
- Current special education students can expect to face much higher adult unemployment rates than their peers without disabilities.
- Male youth, African American youth, Hispanic youth, and younger youth are disproportionately more likely to be unemployed than other youth.
- 71.9% of White youth were working in a community-based setting, compared with 63.8% of Latino and 50.7% of African American youth (Hasnain & Balcazar, 2009).
- Youth who experienced extended periods of unemployment face greater risk of unemployment later in life.

(Breaking Down the Numbers: What Does COVID-19 Mean for Youth Unemployment Guideposts for Success: 2nd Ed. (NCWD for Youth)

Challenges in Providing Quality WBLEs

Educators struggle with providing WBLEs due to:

- Resources (e.g., transportation, staff, funds, etc.)
- Opportunities (e.g., few on-campus jobs and limited community experiences available)
- Lack of stakeholder support
- Time for students to participate
- Extensive support needs of the students

(Rooney-Kron & Dymond, 2021)

WBL Results in Improved Employment Outcomes

- Work experience has been consistently identified as **the most important predictor** of post-school employment success for students with disabilities, regardless of disability or intensity of special education services (Carter et al., 2012; Test et al., 2009; Wagner et al., 2014).
- Researchers have found many facets of high school work experiences to be **highly correlated** with competitive employment after high school including paid employment (Carter et al., 2012).
- Almost three-fourths of individuals with disabilities who maintained paid employment after school **were involved** in some type of employment training while in high school (Siperstein et al., 2014).

Predictors of Post-School Success

Predictors by Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	X	X	
• Community Experiences		X	
• Exit Exam Requirements/High School Diploma Status		X	
• Goal-Setting	X	X	
• Inclusion in General Education	X	X	X
• Interagency Collaboration	X	X	
• Occupational Courses	X	X	
• Paid Employment/Work Experience	X	X	X
• Parent Expectations	X	X	X
• Parental Involvement		X	
• Program of Study		X	
• Self-Advocacy/Self-Determination	X	X	
• Self-Care/Independent Living	X	X	X
• Social Skills	X	X	
• Student Support	X	X	X
• Transition Program	X	X	
• Travel Skills		X	
• Vocation Education	X	X	
• Work Study		X	
• Youth Autonomy/Decision-Making	X	X	

Promising Predictors Relevant to Outcome Area of Employment

Predictors of Postsecondary Employment

- Career awareness
- Community experiences
- High school diploma
- Interagency collaboration
- Parent/Family involvement
- Parent expectations
- Self-Advocacy/Self-Determination
- Self-Care/Independent living skills
- Social skills
- Transition program
- Travel skills
- Youth autonomy and decision making
- Program of study

Research-Based Predictors Relevant to Outcome Area of Employment

Predictors of Postsecondary Employment

- Inclusion in general education
- Occupational courses
- Paid employment/Work experience
- Career and Technical Education (CTE)
- Work-Study

Evidence-Based Practices Relevant to Outcome Area of Employment

Predictors of Postsecondary Employment

Student-Focused Planning Practices:

- Student involvement in the IEP for students with disabilities
- Self-Directed IEP to teach student involvement in the IEP meeting for students with disabilities

Student Development Practices:

- Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment to students with disabilities and students with intellectual disabilities

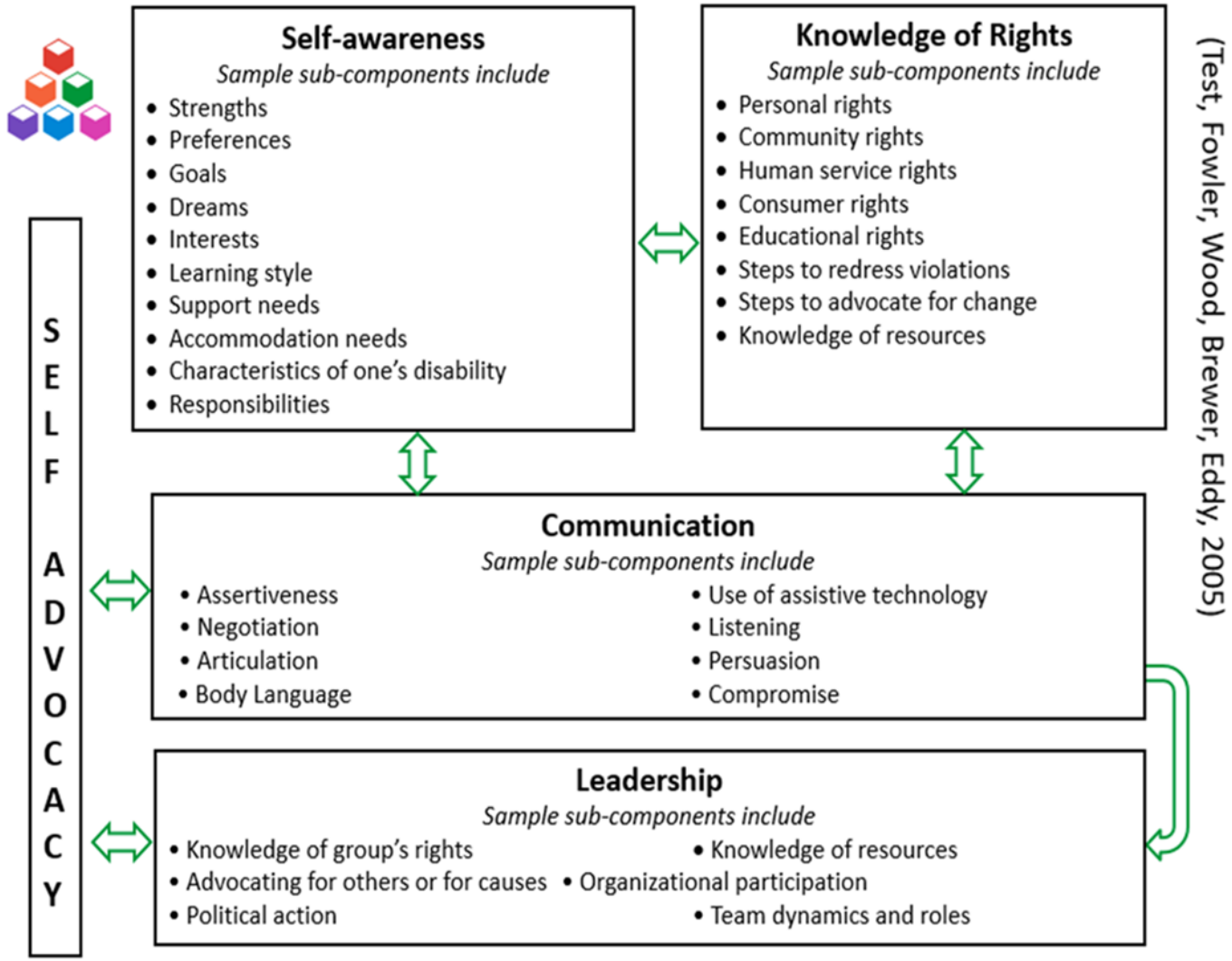
The Relationship Between Self-Determination and WBL

Self-determination skills support students in WBL experiences.

When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in our society.

Self-Advocacy

Handout



Research Related to Family Involvement in WBL

- Families can encourage their youth to develop job- and employment-based skills through career training programs.
- Families play a critical role assisting youth in developing pre-employment skills by engaging youth in authentic opportunities to develop employment skills, build career awareness opportunities, and benefit from on-site structured work experiences (Kohler et al., 2016).

(Guideposts for Success 2.0)

K-W-L Reflection 1

Identify new learning and action items on your “L” Planning Tool.

WBL in Federal and State Legislation

Federal Regulations (1 of 4)

Americans with Disabilities Act (ADA)

- All government facilities, services, and communications must be accessible and consistent with the requirements of Sec. 504 of the Rehabilitation Act of 1973

Americans with Disabilities Act Amendment Act (ADAAA)

- ADAAA expanded the definition of disability to the maximum extent permitted by the terms of the ADA and generally does not require extensive analysis

Federal Regulations (2 of 4)

Carl D. Perkins Career and Technical Education Act

- Aims to increase the quality of technical education within the United States by providing individuals with the academic and technical skills necessary to be successful in a knowledge- and skill-based economy

Every Student Succeeds Act (ESSA)

- Requires **ALL** students in America be taught to high academic standards that will prepare them to succeed in college and careers

Federal Regulations (3 of 4)

Family Educational Rights and Privacy Act (FERPA)

- Federal law enacted in 1974 which protects the privacy of student education records

Individuals with Disabilities Education Act (IDEA)

- IDEA is a federal law which requires schools to **prepare students with disabilities for further education, employment, and independent living**

Federal Regulations (4 of 4)

Workforce Innovation and Opportunity Act of 2014 (WIOA)

- **Purpose**: To align the workforce development system with **education, training, and economic development** initiatives that create a collective response to labor market challenges on the national, state, and local levels.
- Includes a focus on prioritizing supports to:
  - People with barriers to employment, including individuals with disabilities.
  - Services to students with disabilities and youth.
- Amended The Rehabilitation Act of 1973
  - Increased Vocational Rehabilitation (VR) services to include Pre-Employment Transition Services (Pre-ETS) for students with disabilities eligible and **potentially eligible** for VR services. Pre-ETS include WBL experiences (WBLE).
- Adult Career and Continuing Education Services—Vocational Rehabilitation, **ACCES-VR**, is the NYS vocational rehabilitation agency.

Aligning WBL With the Fair Labor Standards Act (FLSA)

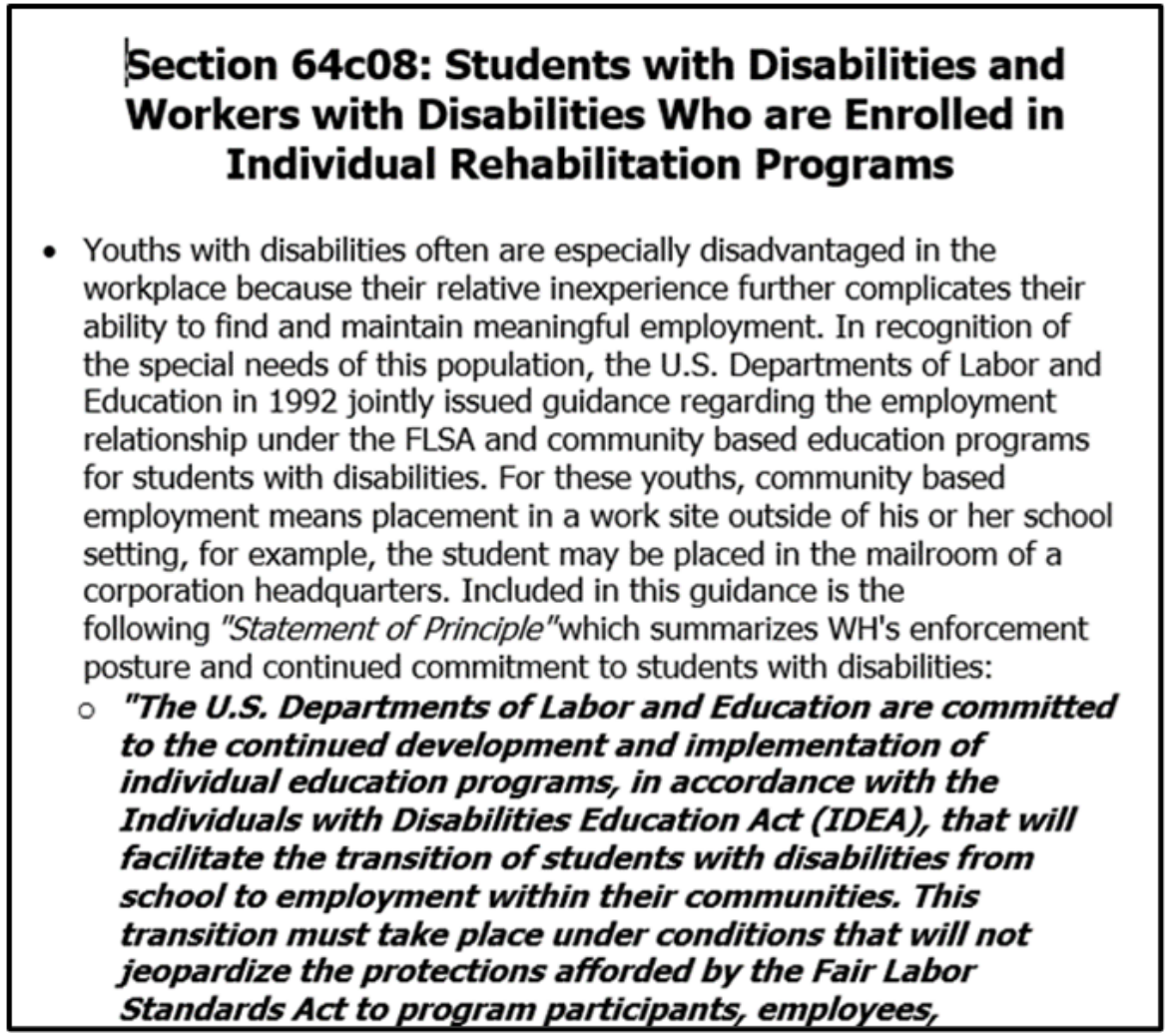
U.S. Department of Labor (DOL) and Department of Education (DOE) Statement of Principle

- The U.S. DOL and DOE are **committed to the continued development and implementation of the individual education programs**, in accordance with IDEA, which will **facilitate the transition of students with disabilities from school to employment within their communities**.
- This transition must take place **under conditions that will not jeopardize the protections afforded by FLSA** to program participants, employees, employers, and/or programs providing rehabilitation services to individuals with disabilities.

FLSA Activity

Handout

- Read the **FLSA 64c08** document that was provided
- Highlight key issues you feel are important to know
- Record 3–5 key points on your "L" planning tool



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

- Youths with disabilities often are especially disadvantaged in the workplace because their relative inexperience further complicates their ability to find and maintain meaningful employment. In recognition of the special needs of this population, the U.S. Departments of Labor and Education in 1992 jointly issued guidance regarding the employment relationship under the FLSA and community based education programs for students with disabilities. For these youths, community based employment means placement in a work site outside of his or her school setting, for example, the student may be placed in the mailroom of a corporation headquarters. Included in this guidance is the following *"Statement of Principle"* which summarizes WH's enforcement posture and continued commitment to students with disabilities:
  - ***"The U.S. Departments of Labor and Education are committed to the continued development and implementation of individual education programs, in accordance with the Individuals with Disabilities Education Act (IDEA), that will facilitate the transition of students with disabilities from school to employment within their communities. This transition must take place under conditions that will not jeopardize the protections afforded by the Fair Labor Standards Act to program participants, employees,***

Learning Experiences vs. Employment Relationship

Learning Experiences MUST:

1. Be for a student with a disability
2. Be participation in Vocational Exploration, Assessment, or Training (as defined by Training Plan) under general supervision of school personnel
3. Be identified in the IEP
4. Include a Memorandum of Agreement (MOA)/ Memorandum of Understanding (MOU)
5. Not be an immediate advantage to the business
   a) Not filling vacant positions
   b) Not displacing an employee
6. Be less than or equal to the number of hours defined for each program
7. Not guarantee employment

If any of these conditions are not met, then an employment relationship exists.

NYS Part 200.1 (fff) Regulations of the Commissioner—Transition Services

Transition Services means a coordinated set of activities for a student with a disability, designed within a results-oriented process, that is **focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities including but not limited to:**

- Postsecondary education
- Vocational education
- Integrated employment (including supported employment)
- Continuing and adult education
- Adult services
- Independent living
- Community participati

(Regulations of the Commissioner of Education—Parts 200 and 201)

NYS Part 200 Regulations of the Commissioner—Transition Assessments

Section 200.4(b)(6)(viii)

- Students age 12 and those referred to special education for the first time who are age 12 and over, shall receive an assessment that includes a review of school records and teacher assessments, and parent and student interviews to determine vocational skills, aptitudes and interests.

Section 200.4(d)(2)(ix)

- For those students beginning no later than the first IEP to be in effect when the student is age 15 and updated annually, the IEP shall, under the applicable components of the students' IEP, include:

(Regulations of the Commissioner of Education—Parts 200 and 201)

NYS Part 200 Regulations of the Commissioner—Transition Assessments (continued)

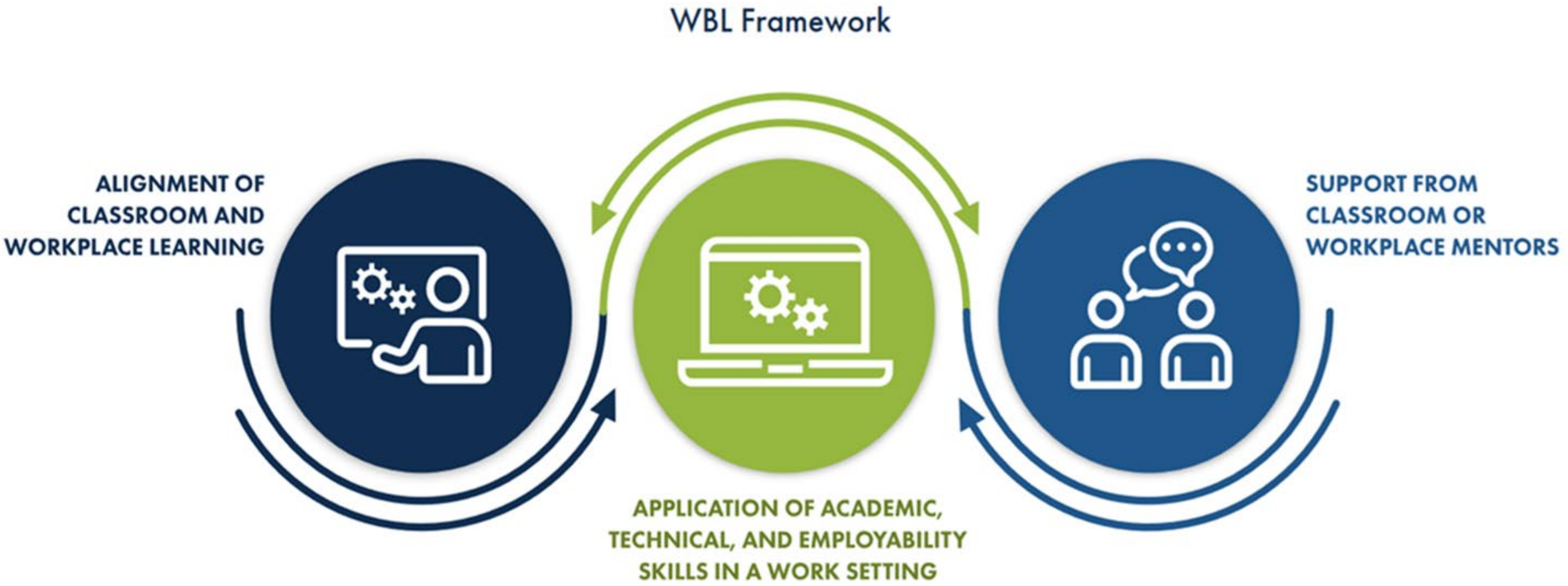
Section 200.4(d)(2)(ix)(a)(2)

- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments

Section 200.4(b)(6)(xi)

- Assessment tools and strategies are used that provide relevant information that directly assists persons in determining the educational needs of the student

Components of WBL



(Department of Education's National Center for Innovation in Career and Technical Education)

K-W-L Reflection 2

Identify new learning and action items on your “L” Planning Tool.

Types of WBL Programs—Registered and Unregistered

Components of Registered WBL Programs

- A certified teacher or guidance counselor to serve as WBL coordinator
- Approval of the registration by the NYSED
- Industry advisory committee
- Appropriate worksite placement
- Safety training prior to placement at a worksite
- Supervised on-the-job training
- Related in-school instruction
- Coordination of in-school and worksite components
- Memorandum of agreement for the extended classroom
- Student training plan
- Emergency medical form
- Employer evaluation
- Copy of student working papers

(NYS WBL Manual, p. 7)

Registered WBL Programs (1 of 2)

Career Exploration Internship Program (CEIP)

- School-business partnership initiative
- Students age 14 and above
- Nonpaid, on-site, career exploration experiences
- Students may earn ¼ to 1 unit of elective or Career and Technical Education (CTE) sequence credit

Cooperative CTE Work Experience Program (CO-OP)

- Students age 16 and above
- Consists of 150 to 600 hours of paid, school-supervised work experience
- Students are also supported by related in-school instruction
- Students may earn ½ to 2 units of credit towards a CTE sequence, depending upon the specific sequence

(NYS WBL Manual, p. 12)

Registered WBL Programs (2 of 2)

General Education Work Experience Program (GEWEP)

- Students 16 and above
- Consists of 150–600 hours of paid, supervised work experience, supported by the equivalent of at least one classroom period per week of related instruction
- Students typically earn ½ to 2 units of high school credit

Work Experience and Career Exploration Program (WECEP)

- Similar in design and operation as the GEWEP, but for at-risk students age 14–15
- Students typically earn ½ to 1 unit of high school credit

(NYS WBL Manual, p. 12)

WBL Coordinator

- All **registered** WBL programs **must** be under the supervision of a NYS **certified** WBL coordinator.
- It is highly recommended, but not required, that all WBL activities that place students out into the business community, whether registered or not, be under the supervision of a NYS certified WBL coordinator for the safety and protection of the student and employer.

(NYS WBL Manual, p. 14)

Components of Unregistered WBL Programs

- 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
- Coordination of in-school and worksite components
- Student training plan
- Emergency medical form
- Employer evaluation
- Copy of student working papers where appropriate
- Memorandum of agreement where appropriate

(NYS WBL Manual, p. 8)

Unregistered WBL Options

Community-Based Work Programs

Community Service

Career Focused Research Projects (Senior Projects)

Job Shadowing

School-Based Enterprise

(NYS WBL Manual)

Community-Based Work Program Guidelines for Unpaid Experience

For Students Over 14 Years Old

Experience	Purpose	Hours
Career exploration	To experience a variety of career options	Up to five hours per job experience
Career assessment	To perform situational assessment of student's workplace skills and behaviors	Up to 90 hours per job experience
Career training	To teach student the skills and behaviors necessary to obtain and maintain employment in a particular field	Up to 120 hours per job experience

Community-Based Work Programs

- Students with disabilities work in the community
- The community becomes an extension of the classroom
- A true partnership with local businesses and schools
- Helps 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
- Food service
- Car wash attendant
- Art and photography assistant
- Museums
- Local stores
- Office setting
- Mechanic shop

(NYS WBL Manual, p. 21)

Current NYS Minimum Wage

Location	12/31/20	12/31/21	2022*
NYC—Large Employers (of 11 or more)	$15.00	$15.00	$15.00
NYC—Small Employers (10 or fewer)	$15.00	$15.00	$15.00
Long Island and Westchester	$14.00	$15.00	$15.00
Remainder of New York State	$12.50	$13.20	*

NYS Minimum Wage Overview

Community Service

- Participate in volunteer experiences to learn responsibility
- Learn about community and needs of others

Examples:

- Volunteer at a local shelter
- Read books at a nursing home
- Collect items to donate to those in need
- Help deliver meals to a local hospital
- Organize an event to bring awareness to a cause
- Volunteer at a library
- Community park cleanup

(NYS WBL Manual, p. 20)

Job Shadowing

- Observation of work environment
- Exposure to jobs and careers

Examples:

- Observe company staff meetings
- Shadow a team member
- Observe functions and duties of a particular career
- Tour the facilities

(NYS WBL Manual, p. 19)

Career-Focused Research Projects (Senior Projects)*

- Research a topic or career interest in a specific career pathway
- Guide the student in learning about the college preparation and skills training needed to be successful in that pathway

Examples:

- Research a career of interest
- Research the postsecondary training needed to achieve an entry level position
- Research projected future job opportunities in the career of interest
- Conduct interviews with professionals working in that career
- Participate in job shadowing experiences within the career of interest
- Prepare and deliver a presentation of your research findings to peers

(NYS WBL Manual, p. 20)

School-Based Enterprise

- Business enterprise exists within the school to provide services for students and/or staff
- Can produce goods or services for sale or to be used by people other than the participating students
- This also provides students the opportunity to learn employability skills

Examples:

- School store
- Credit union
- Coffee shop

(NYS WBL Manual, p. 20)

K-W-L Reflection 3

Identify new learning and action items on your “L” Planning Tool.

Assess Your EO 1

Handout

Using the information provided thus far **AND** your knowledge of your school/agency or program:

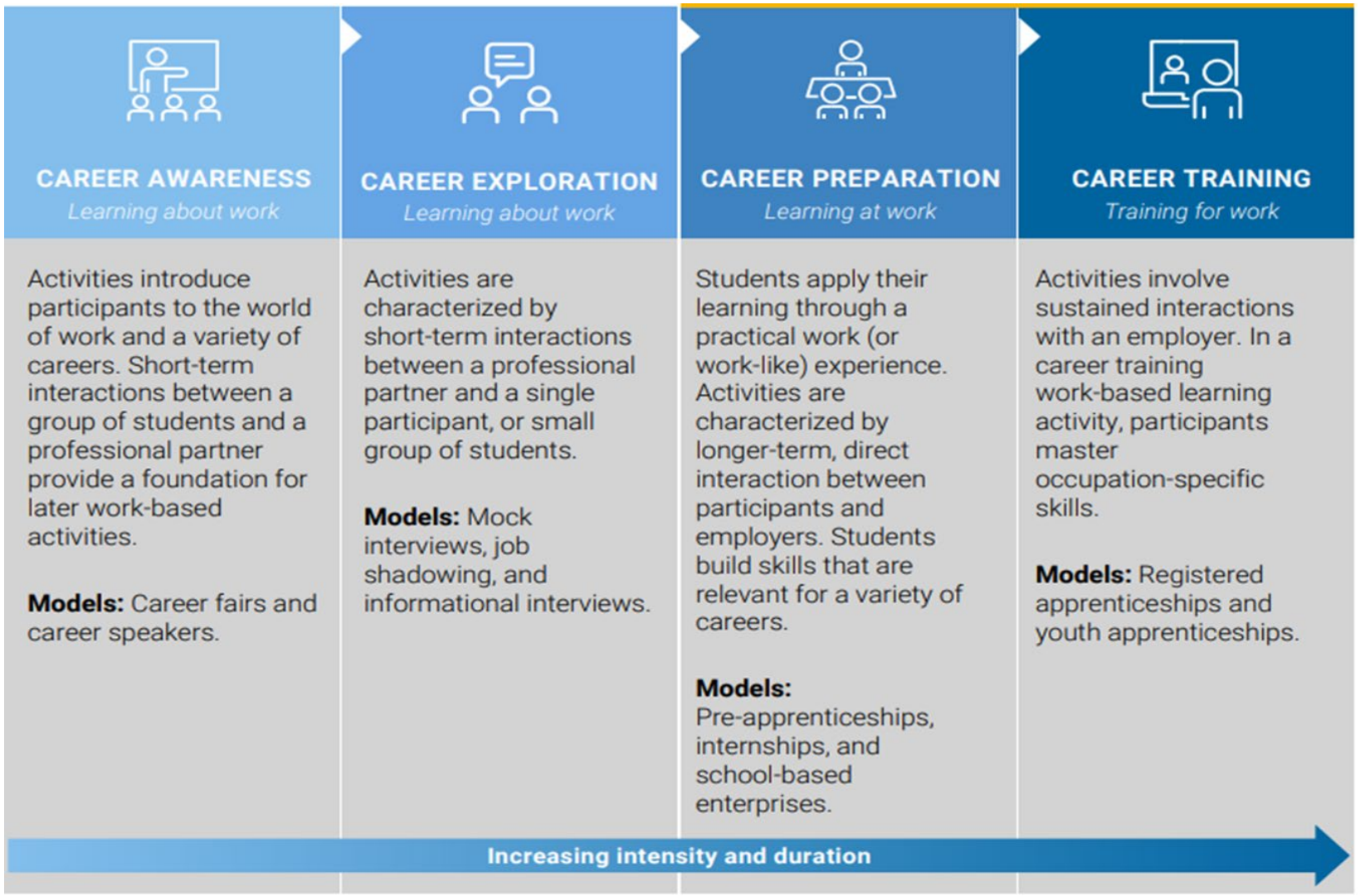
- Rate your EO on the **fundamentals and quality indicators of WBL**.
- If area is designated as a need area, identify a next step.

Rating Key 1 = Not in place
2 = Planning started to address this
3 = Partially in place
4 = In place
5 = Exemplary, could teach/model for others

WBL Program	Rating	Evidence Supporting Rating	Need Area? Y/N	Next Steps
Registered Programs:				
• Career Exploration Internship Program (CEIP)				
• General Education Work Experience Program (GEWEP)				
• Work Experience & Career Exploration Program (WECEP)				
• CTE {Vocational} Work Experience Program (CO-OP)				
Unregistered Programs:				
• Community Based Work Program for Students with Disabilities				
• Job Shadowing				

Career Development Process

WBL Continuum



Knowledge, Application, and Skills

Family Support in the Career Development Process

Families can support youth in the career development process by:

- Having high expectations
- Discovering in-school career exploration activities
- Exploring a range of career options
- Investigating online career tools and resources
- Encouraging youth to explore multiple pathways
- Networking to find exploration and/or employment opportunities

Early Stages of Career Development

Students learn about careers by what they see and hear from:

- Media
  - Internet, television, movies
- Adults
  - Family, professionals, neighbors
- Peers
  - Classmates, friends, siblings

Career Development and Occupational Studies—Standard 3A

Universal Foundation Skills

Basic Skills:
- Can read
- Can write
- Perform math functions
- Listens effectively
- Speaks clearly

Personal Qualities:
- Responsibility
- Ability to plan
- Ability to take independent action
- Integrity/honesty
- Self-determination and ability to self-evaluate knowledge, skills and abilities

Thinking Skills:
- Can think creatively
- Uses decision-making skills
- Thinking leads to problem solving
- Knows how to learn
- Applies knowledge to new situations

Systems:
- Improves and designs systems
- Monitors and corrects performances
- Understands how systems perform related to goals, resources and organizational function

Career Development and Occupational Studies—Standard 3A

Universal Foundation Skills (continued)

Managing Resources:

- Understands how to use materials, facilities, time, money, human resources, networking

Managing Information:

- Acquires and evaluates information
- Organizes/maintains Information
- Interprets/communicated information
- Uses computers to enter, modify, retrieve and store data

Technology:

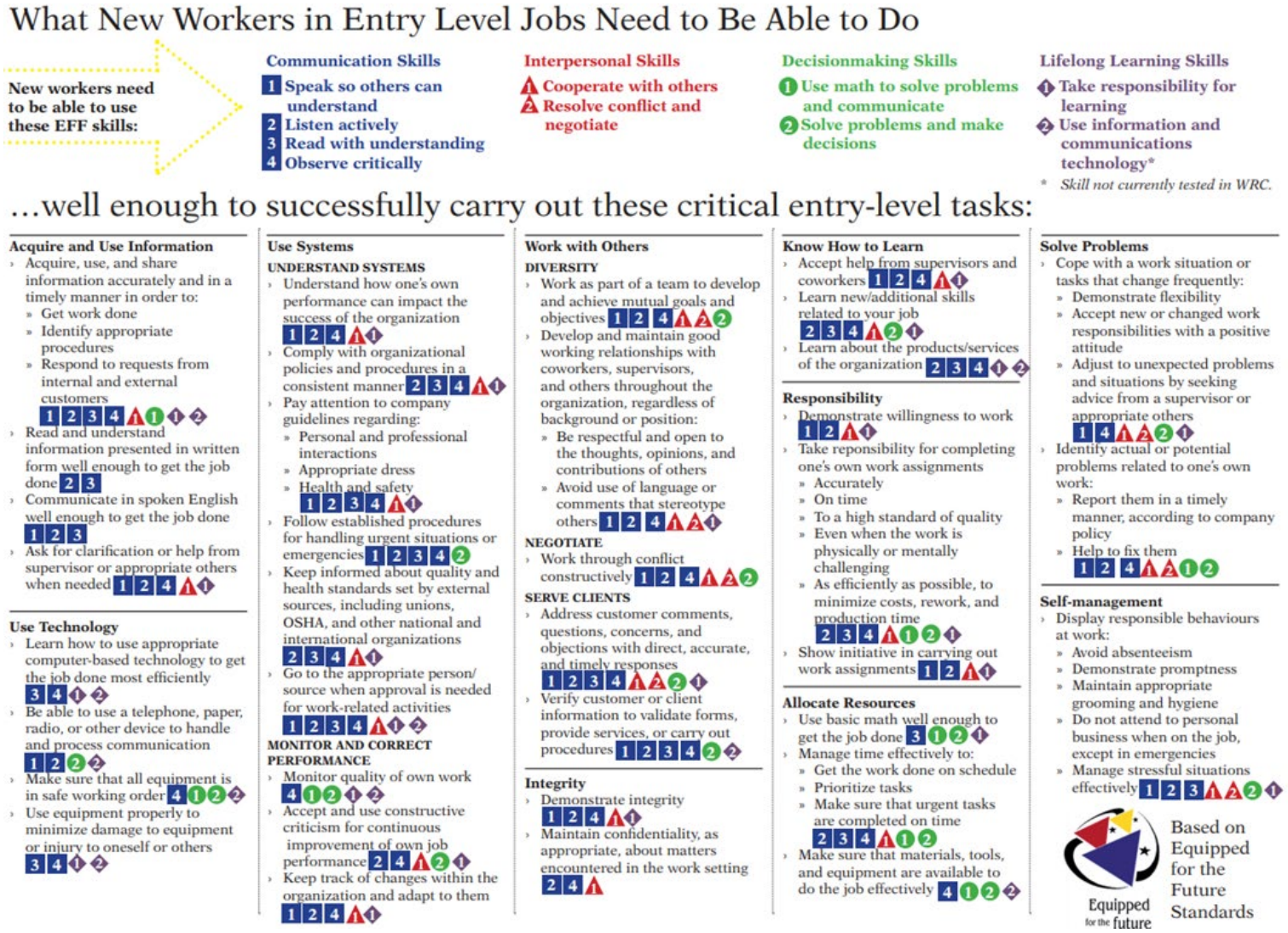
- Selects/applies technology
- Maintains equipment
- Designs and creates to meet needs

Interpersonal Skills:

- Teaches others
- Serves clients
- Exercises leadership
- Negotiates/communicates
- Works as a member of a team
- Works with diversity

The Work Readiness Profile

Handout



What New Workers in Entry Level Jobs Need to Be Able to Do

New workers need to be able to use these EFF skills:

Communication Skills
- 1 Speak so others can understand
- 2 Listen actively
- 3 Read with understanding
- 4 Observe critically

Interpersonal Skills
- A Cooperate with others
- A Resolve conflict and negotiate

Decisionmaking Skills
- 1 Use math to solve problems and communicate
- 2 Solve problems and make decisions

Lifelong Learning Skills
- ❶ Take responsibility for learning
- ❷ Use information and communications technology*

* *Skill not currently tested in WRC.*

…well enough to successfully carry out these critical entry-level tasks:

Acquire and Use Information
- Acquire, use, and share information accurately and in a timely manner in order to:
  - Get work done
  - Identify appropriate procedures
  - Respond to requests from internal and external customers

  1 2 3 4 A 1 ❶ ❷
- Read and understand information presented in written form well enough to get the job done 2 3
- Communicate in spoken English well enough to get the job done 1 2 3
- Ask for clarification or help from supervisor or appropriate others when needed 1 2 4 A ❶

Use Technology
- Learn how to use appropriate computer-based technology to get the job done most efficiently 3 4 ❶ ❷
- Be able to use a telephone, paper, radio, or other device to handle and process communication 1 2 2 ❷
- Make sure that all equipment is in safe working order 4 1 2 ❷
- Use equipment properly to minimize damage to equipment or injury to oneself or others 3 4 ❶ ❷

Use Systems
UNDERSTAND SYSTEMS
- Understand how one's own performance can impact the success of the organization 1 2 4 A ❶
- Comply with organizational policies and procedures in a consistent manner 2 3 4 A ❶
- Pay attention to company guidelines regarding:
  - Personal and professional interactions
  - Appropriate dress
  - Health and safety

  1 2 3 4 A ❶
- Follow established procedures for handling urgent situations or emergencies 1 2 3 4 2
- Keep informed about quality and health standards set by external sources, including unions, OSHA, and other national and international organizations 2 3 4 A ❶
- Go to the appropriate person/source when approval is needed for work-related activities 1 2 3 4 A ❶ ❷

MONITOR AND CORRECT PERFORMANCE
- Monitor quality of own work 4 1 2 ❶ ❷
- Accept and use constructive criticism for continuous improvement of own job performance 2 4 A 2 ❶
- Keep track of changes within the organization and adapt to them 1 2 4 A ❶

Work with Others
DIVERSITY
- Work as part of a team to develop and achieve mutual goals and objectives 1 2 4 A A 2
- Develop and maintain good working relationships with coworkers, supervisors, and others throughout the organization, regardless of background or position:
  - Be respectful and open to the thoughts, opinions, and contributions of others
  - Avoid use of language or comments that stereotype others 1 2 4 A A ❶

NEGOTIATE
- Work through conflict constructively 1 2 4 A A 2

SERVE CLIENTS
- Address customer comments, questions, concerns, and objections with direct, accurate, and timely responses 1 2 3 4 A A 2 ❶
- Verify customer or client information to validate forms, provide services, or carry out procedures 1 2 3 4 2 ❷

Integrity
- Demonstrate integrity 1 2 4 A ❶
- Maintain confidentiality, as appropriate, about matters encountered in the work setting 2 4 A

Know How to Learn
- Accept help from supervisors and coworkers 1 2 4 A ❶
- Learn new/additional skills related to your job 2 3 4 A 2 ❶
- Learn about the products/services of the organization 2 3 4 ❶ ❷

Responsibility
- Demonstrate willingness to work 1 2 A ❶
- Take reponsibility for completing one's own work assignments
  - Accurately
  - On time
  - To a high standard of quality
  - Even when the work is physically or mentally challenging
  - As efficiently as possible, to minimize costs, rework, and production time

  2 3 4 A 1 2 ❶
- Show initiative in carrying out work assignments 1 2 A ❶

Allocate Resources
- Use basic math well enough to get the job done 3 1 2 ❶
- Manage time effectively to:
  - Get the work done on schedule
  - Prioritize tasks
  - Make sure that urgent tasks are completed on time

  2 3 4 A 1 2
- Make sure that materials, tools, and equipment are available to do the job effectively 4 1 2 ❷

Solve Problems
- Cope with a work situation or tasks that change frequently:
  - Demonstrate flexibility
  - Accept new or changed work responsibilities with a positive attitude
  - Adjust to unexpected problems and situations by seeking advice from a supervisor or appropriate others

  1 4 A A 2 ❶
- Identify actual or potential problems related to one's own work:
  - Report them in a timely manner, according to company policy
  - Help to fix them

  1 2 4 A A 1 2

Self-management
- Display responsible behaviours at work:
  - Avoid absenteeism
  - Demonstrate promptness
  - Maintain appropriate grooming and hygiene
  - Do not attend to personal business when on the job, except in emergencies
  - Manage stressful situations effectively 1 2 3 A A 2 ❶

Based on Equipped for the Future Standards

Equipped for the future

(The Work Readiness Profile)

Workplace Readiness Skills

Handout

Workplace readiness skills

What is your present status? What is your desired level?

Where do you currently stand with regard to teaching workplace readiness skills to improve student outcomes in your district/agency?

What new ideas do you have after having dialogue with professionals from other districts?

SEEK FIRST TO UNDERSTAND THEN TO BE UNDERSTOOD

Career Awareness

Activities to promote awareness of careers, workplace norms, and employer expectations, as well as personal interests and aptitudes.

Experiences may include:

- Guest speakers
- Career days
- Career mentoring
- Workplace tours
- Field trips
- School-based enterprises

Experience defined by:

- Initial interaction with labor and industry
- Student-led exploration of emerging skills and interests
- Broadens student's awareness of a wide variety of careers and occupations
- In-depth exploration of specific career paths

Middle School Years of Career Development

- Ages 12 through 15
- Focus is exploration, determining interests, and understanding talents
- Includes seeing/experiencing actual work environments, hearing from/talking to employers and employees
- Includes age-appropriate transition assessments

Career Exploration

Activities to promote a deeper understanding of potential careers and to provide opportunities for an investigation of a particular industry, career, or occupation of interest.

Experiences may include:

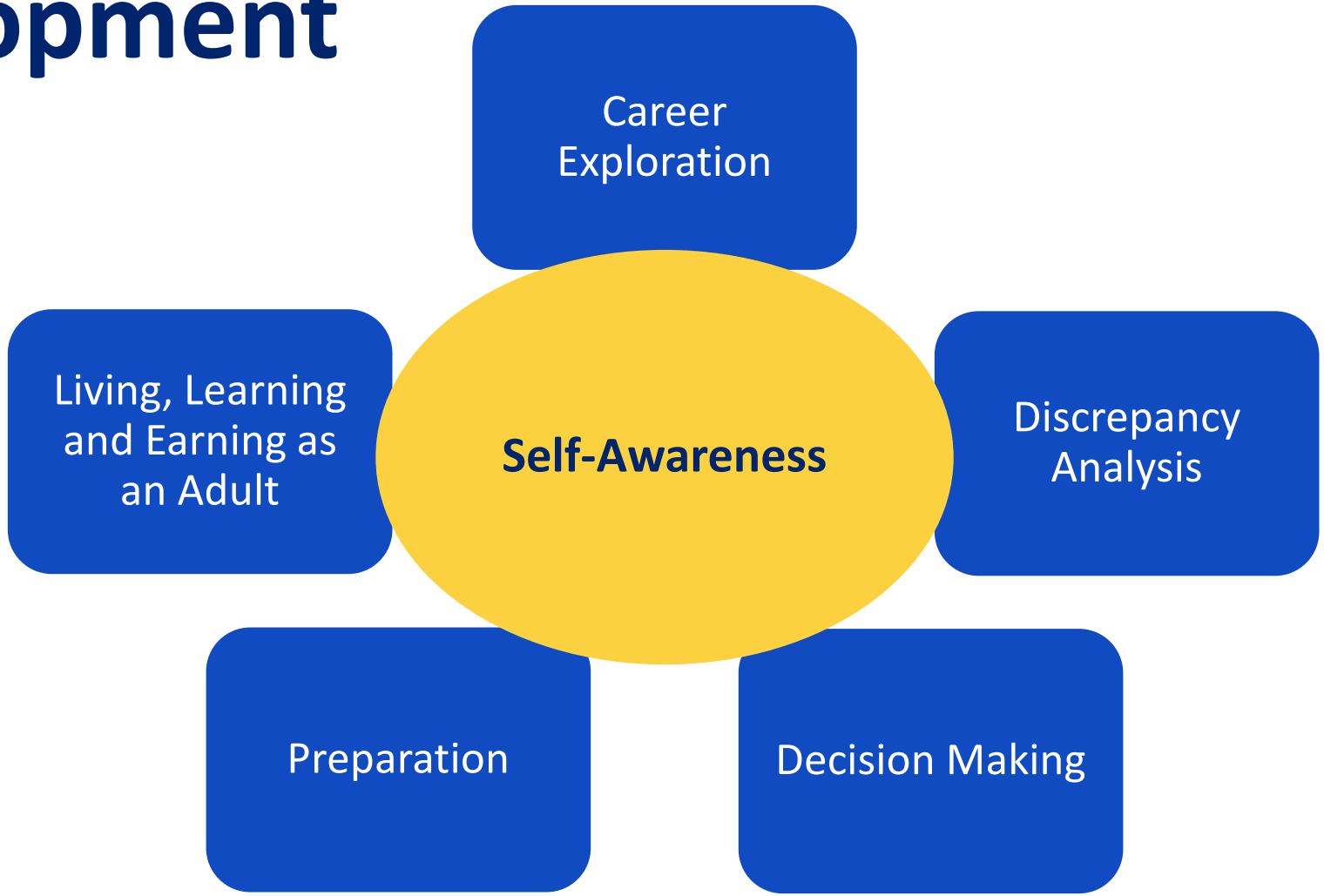
- Industry-led projects
- Job Shadowing
- Volunteering
- Unpaid Internships

Experience defined by:

- Direct interaction with industry mentors over time
- Application of transferable skills—communication, etc.
- Exposure to how activities have consequences and value outside of the classroom
- Student learning and mentor benefit are equally valued

(NYS WBL Manual)

The Ongoing Nature of Career Development



High School Years of Career Development

- Ages 16–21
- Student self-awareness of career interests and talents informs development of career-focused skills and related coursework
- WBL experiences become less about exploration and more about skill development and mastery in community environments
- Community workplace employers and employees provide essential mentoring as students prepare for postsecondary education and employment

(Adapted from NTACT and NCWD)

Career Preparation

Activities designed to provide an in-depth discovery of a particular career and the development of the skills and understanding of the education and training needed in a particular industry/occupation.

Experiences may include:

- Senior projects
- Apprenticeship
- Practicum
- Paid and non-paid work experience
- Internships
- Co-ops

Experience defined by:

- Interaction with mentors over extended period
- Development of occupation-specific skills
- Completion of certifications or other requirements for a specific range of occupations

(NYS WBL Manual)

K-W-L Reflection 4

Reflection

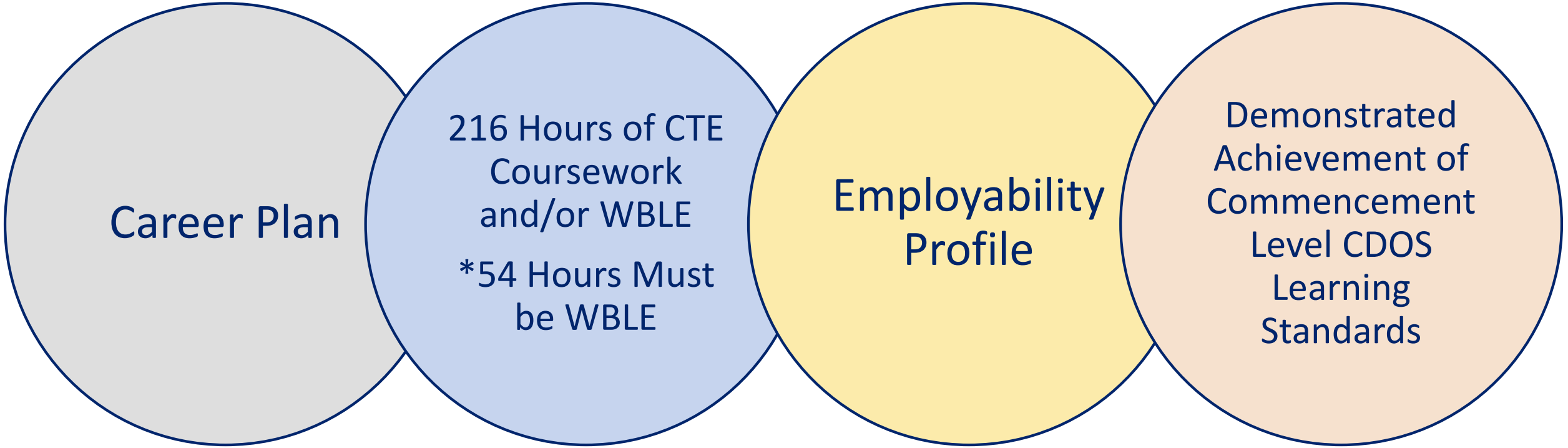
Identify new learning and action items on your “L” Planning Tool.

The Alignment of WBL and the CDOS Commencement Credential

WBL and the CDOS Commencement Credential

- **The CDOS Commencement Credential may be earned as a standalone credential or be used as a pathway to graduation for ALL students**
- To earn the CDOS Commencement Credential, students must successfully complete CTE coursework and/or WBL experiences
- The WBL experiences include both the NYS registered WBL programs and the unregistered WBL experiences

Achievement in the Commencement Level CDOS Learning Standards



(NYSED Career Development and Occupational Studies (CDOS) Standards)

Dual Role of CDOS Commencement Credential

CDOS Commencement Credential as Pathway to a Local or Regents Diploma

Student:

- Earns 22 units of credit
- Passes four required assessments (one in each discipline)

AND

- Successfully completes all the CDOS Commencement Credential Requirements

CDOS Commencement Credential as a Standalone Credential

Student:

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

(CDOS Pathway to a Regents or Local Diploma)

Assess Your EO 2

Handout

Using the information provided thus far **AND** your knowledge of your school/agency or program:

- Rate your EO on the **fundamentals and quality indicators of WBL**.
- If area is designated as a need area, identify a next step.

Rating Key 1 = Not in place
2 = Planning started to address this
3 = Partially in place
4 = In place
5 = Exemplary, could teach/model for others

WBL Program	Rating	Evidence Supporting Rating	Need Area? Y/N	Next Steps
Registered Programs:				
• Career Exploration Internship Program (CEIP)				
• General Education Work Experience Program (GEWEP)				
• Work Experience & Career Exploration Program (WECEP)				
• CTE {Vocational} Work Experience Program (CO-OP)				
Unregistered Programs:				
• Community Based Work Program for Students with Disabilities				
• Job Shadowing				

K-W-L Activity 2

Handout

Take a few moments to review and edit the "K-W" Activity and "L" Planning Tool based on the information you learned today:

- **K**—What do you **now know** about WBL **that you didn't prior**?
- **W**—What do you **still want** to know?
- **L**—What **new learning** and action items are you going to address before attending Part 2?

A Preview of Part 2

Preview of Part 2

Participants will:

- Identify ways to document and incorporate WBL throughout the IEP
- Compile proper documentation needed for WBL
- Select high quality instructional practices which support implementation of WBL
- Determine specific areas which may increase the success rate of the WBL program

Resources (1 of 4)

- Breaking Down the Numbers: What Does COVID-19 Mean for Youth Unemployment? (mathematica.org)
- Department of Education's National Center for Innovation in Career and Technical Education
- Every Student Succeeds Act (ESSA)
- Equipped for the Future: 21st Century Skills for the New Economy (ERIC Institution of Education Sciences)
- Guideposts For Success 2.0: A Framework for Successful Youth Transition to Adulthood (NCWD for Youth)

Resources (2 of 4)

- Individuals with Disabilities Act (IDEA)
- National Institute for Literacy's Equipped for the Future Initiative
- New York State CDOS Commencement Credential Q&A document
- New York State CDOS Learning Standards
- New York State Department of Labor—Child Labor

Resources (3 of 4)

- New York State Education Department CDOS Pathway to a Regents or Local Diploma
- NYS Regulations of the Commissioner of Education—Parts 200 and 201
- New York State Education Department Work based Learning Manual
- NTACT—Competitive Integrated Employment Toolkit
- NTACT—Postsecondary Education and Employment Preparation
- NTACT—Post-School Success
- NTACT—Resources on SDLMI

Resources (4 of 4)

- The Occupational Information Network (O*Net Online)
- Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) (PCRN)
- US Department of Labor—Child Labor
- Workforce Innovation and Opportunities Act (USDOL)
- Youth Rules (USDOL)

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