New York State Education Department
Office of Special Education

Educational Partnership

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Work-Based Learning (WBL)

Part 2—Framework for Implementation

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 Review 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 commonalities between 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 that support implementation of work-based learning**
- **Determine specific areas that 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:

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

K-W-L Activity 1

Handout

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

- **K**—What do you **know** about **implementing meaningful WBLEs**?
- **W**—What do you **want** to know about **how to create the experiences**?
- **L**—**How can you apply what you learn** here today to your **EO’s WBL program**?

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 **ability to implement meaningful WBLEs**.
- If area is designated as a need area, identify next steps.

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				

Where Do We Begin?

Understanding Career Development Theory and Assessment

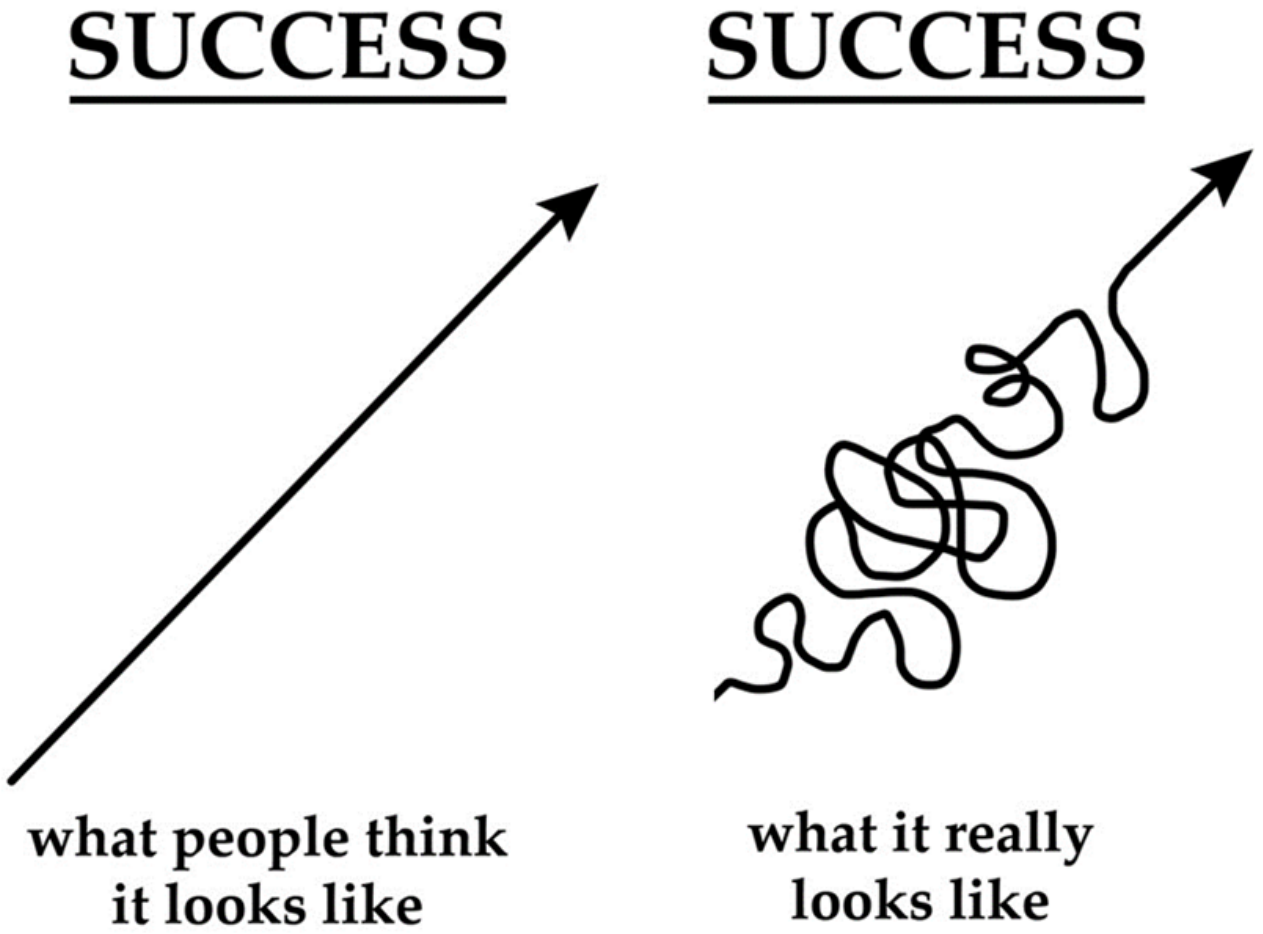
Career Development Theories:

Donn Brolin's 4 Stages of Career Development

Awareness	• Why people want to work; contributions to lifestyle and life choices
Exploration	• Job shadowing and trial work experiences to narrow career choices
Preparation	• Confirmation of one career field; refine interviewing and job seeking skills for work experience positions
Assimilation	• Participation in employee activities, to support satisfaction between career and worker

(Brolin, 1997)

Career Development Today Is Rarely Linear



What Brolin's Theory Looks Like Today

What Is a Transition Assessment?

An ongoing process of collecting information on a student's:

- Strengths, interests, preferences, skills, or aptitudes
- Needs related to current demands and future career, educational, personal, and social environments

Provides a foundation for defining:

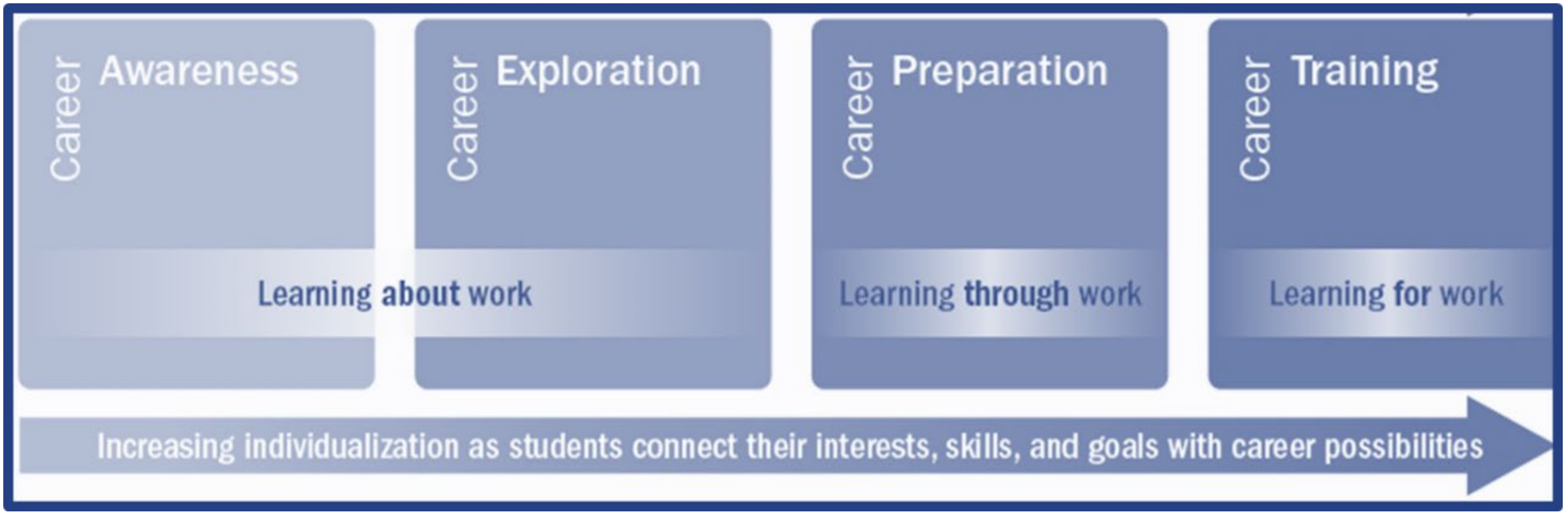
- IEP goals, transition services, and guides instructional decision-making

(Sitlington & Payne, 2004)

Transition Assessment

- Results from initial assessments should be the starting point for transition planning
- Transition assessments help students with disabilities identify the skills needed to achieve post-school goals
- Serves as a guide for students to make informed choices and take charge of their transition planning process

WBL Continuum



(College and Career Readiness Center, 2019)

Why WBL Measures Matter

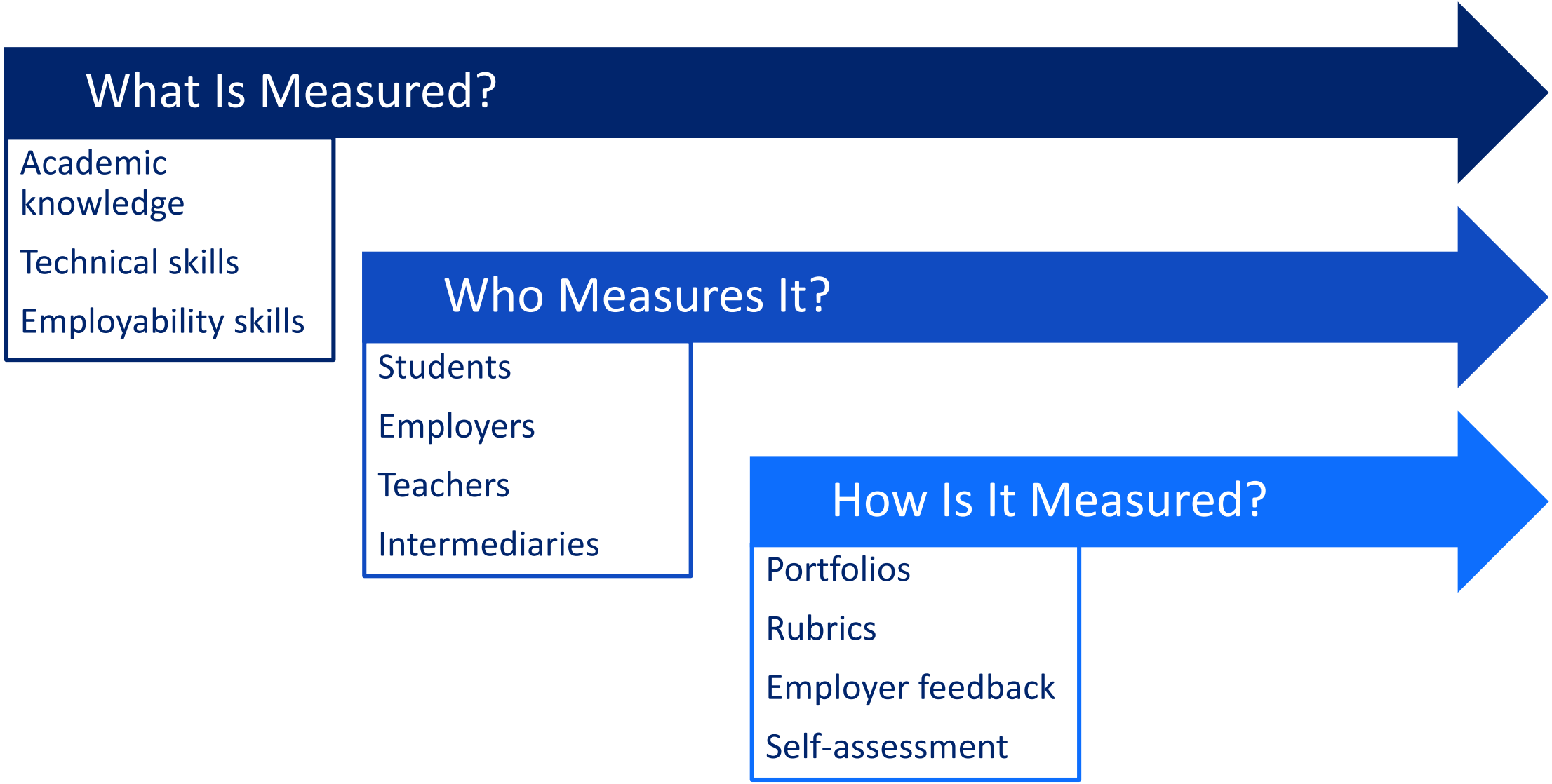
Students

- Reflect on learning from WBLEs
- Identify knowledge and skills gained
- Connect application to future career goals

Schools/Districts/States

- Use data to improve the quality of WBL experiences for all students

Themes From WBL Measures



WBL Assessments

Prior to WBLE

- Interest inventories
- Student, parent, employer interview
- CDOS skill development levels (abilities and needs)
- IEP goals
- Input from team

During WBLE

- Employer feedback (frequency depends on student and job site)
- Student self assessment
- Job coach progress notes and on-site assessments (progress monitoring)
- Continual assessment of CDOS skill attainment
- Document hours and job tasks completed
- Consider needs for daily, weekly, monthly evaluations

At conclusion of WBLE

- Employability profile
- Student self-reflection
- Feedback to teacher, student, and IEP team
- Document hours on student transcript

What Can Each Measurement Tool Assess?

Handout

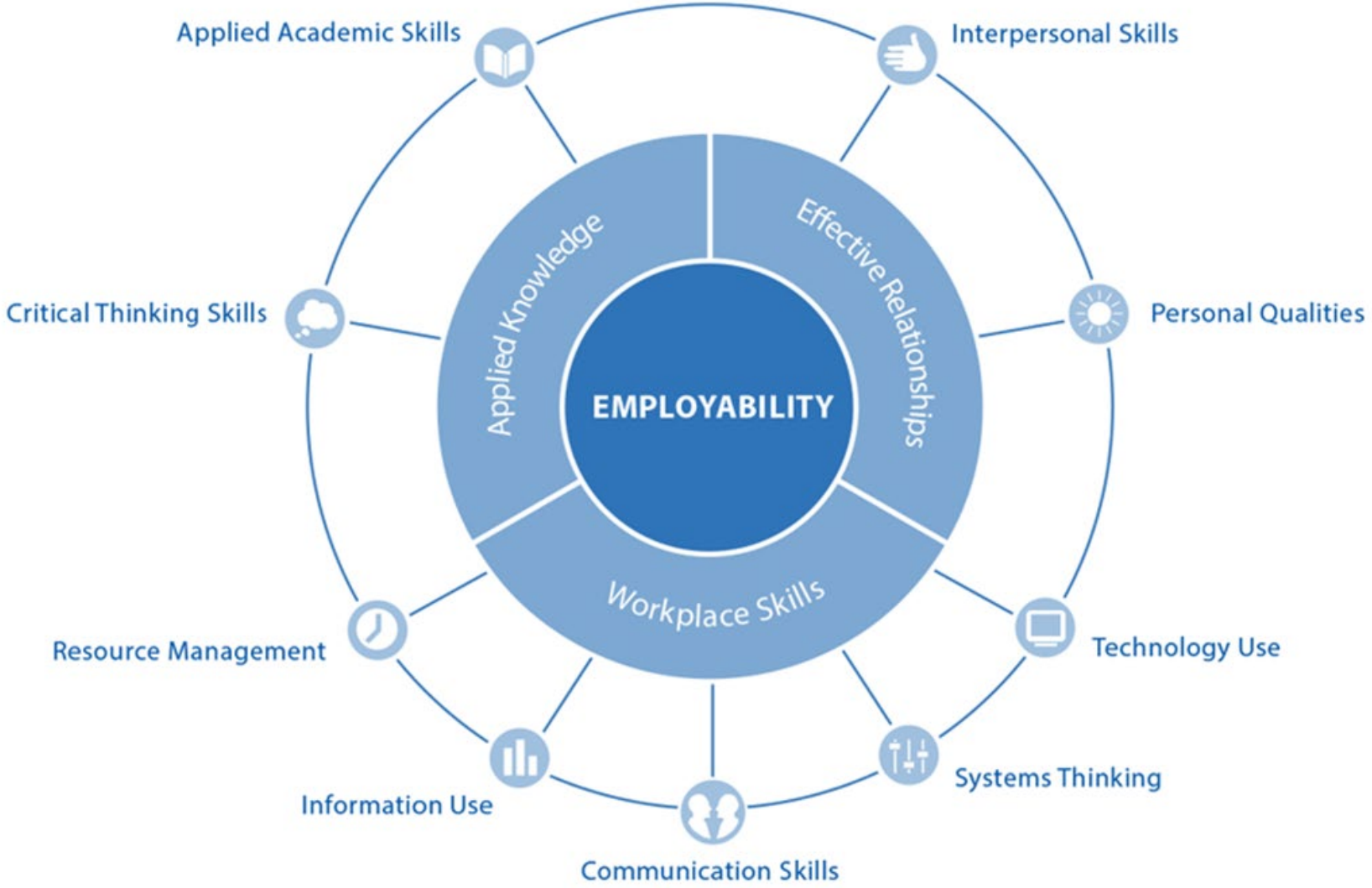
Assess	Portfolio	Rubric	Employer Feedback	Self-Assessment
Academic Knowledge	X	X		
Technical Skills	X	X	X	
Employability Skills	X	X	X	X

Employability Skills

- Research indicates that youth demonstrating employability skills **attain advantages related to finding, obtaining, performing in, retaining, and advancing a job or career** (AIR, 2015; Lippman et al., 2015; Solberg et al., 2012).
- Lippman et al. (2015) examined the impact of specific employability skills and learned that youth demonstrating cultural sensitivity and learning orientation have greater success in employment.

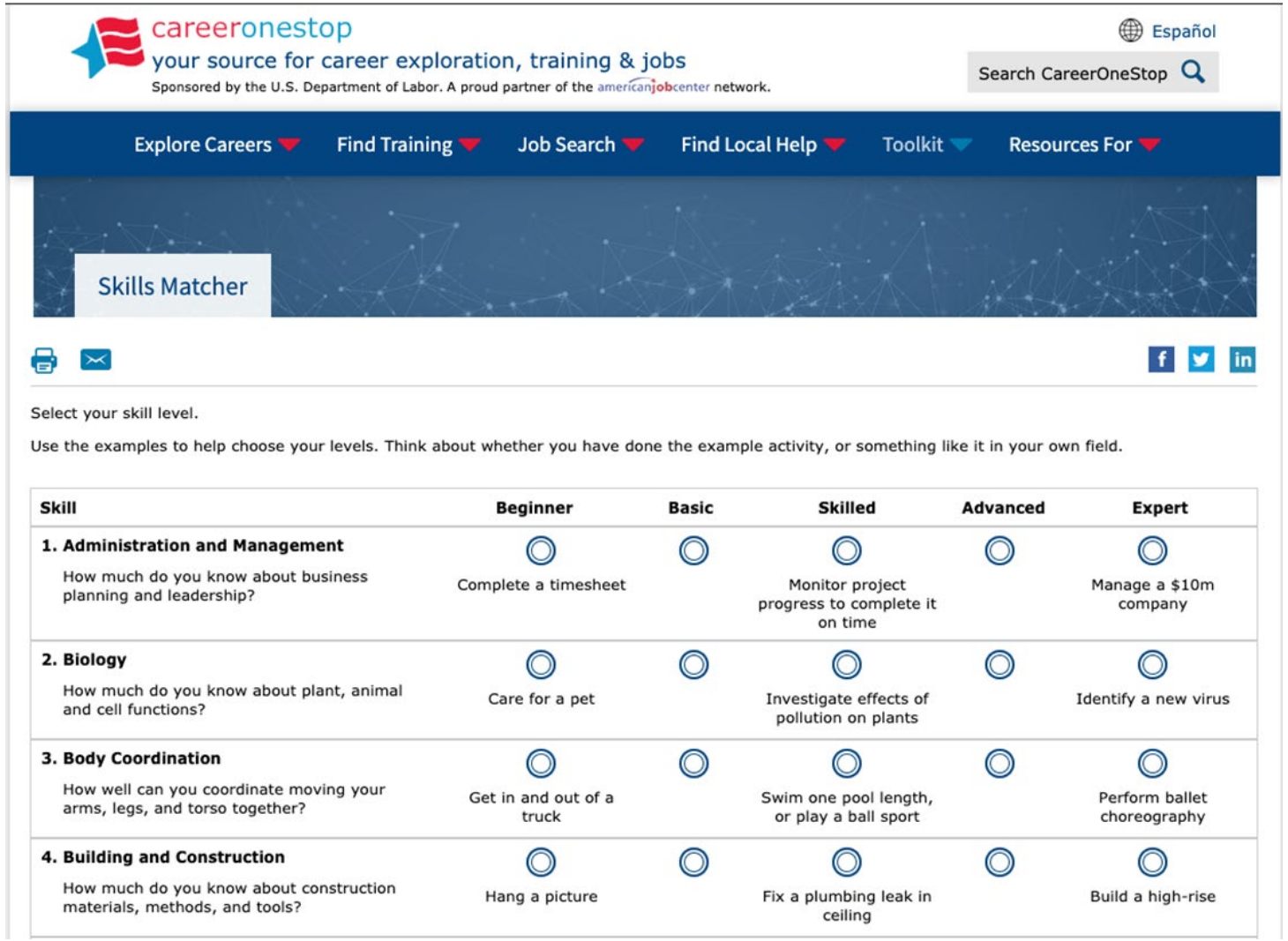
(Adapted from Guideposts for Success 2.0)

Employability Skills Framework



(Office of Career, Technical, and Adult Education at the U.S. Department of Education)

CareerOneStop Skills Matcher



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Skills Matcher

Select your skill level.

Use the examples to help choose your levels. Think about whether you have done the example activity, or something like it in your own field.

Skill	Beginner	Basic	Skilled	Advanced	Expert
1. Administration and Management How much do you know about business planning and leadership?	Complete a timesheet		Monitor project progress to complete it on time		Manage a $10m company
2. Biology How much do you know about plant, animal and cell functions?	Care for a pet		Investigate effects of pollution on plants		Identify a new virus
3. Body Coordination How well can you coordinate moving your arms, legs, and torso together?	Get in and out of a truck		Swim one pool length, or play a ball sport		Perform ballet choreography
4. Building and Construction How much do you know about construction materials, methods, and tools?	Hang a picture		Fix a plumbing leak in ceiling		Build a high-rise

Employability Profile

Documents:

- Employability skills and experiences
- Attainment of CDOS learning standards for standards 1, 2, and 3a
  - **Commencement level required for students to earn the CDOS Commencement Credential**
- Attainment of technical knowledge and work-related skills, work experiences, performance on industry-based assessments, and other work-related and academic achievement (as appropriate)

Employability Profile Handout

Handout

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	1	2	3	4	COMMENTS: STUDENT WORK READINESS SKILLS
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.					

Employability Skills and CDOS Learning Standards

Crosswalk: Employability Profile Performance Skills/Expectations and Commencement Level CDOS Learning Standards — Figure 1

EMPLOYABILITY PROFILE		CDOS LEARNING STANDARDS									
PERFORMANCE SKILLS	PERFORMANCE EXPECTATIONS	CAREER DEVELOPMENT STANDARD 1	INTEGRATED LEARNING STANDARD 2	UNIVERSAL FOUNDATION SKILLS STANDARD 3a							
				Basic Skills	Thinking Skills	Personal Qualities	Inter-personal Skills	Technology	Managing Info.	Managing Resources	Systems
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.			☑			☑				
SOLVES PROBLEMS & MAKES DECISIONS	Identifies the nature of the problem, evaluates various ways of solving the problem and selects the best alternative.	☑			☑						
COOPERATES WITH OTHERS	Interacts and communicates with others in a friendly and courteous way. Shows respect for others' ideas, opinions and racial and cultural diversity. Effectively works as a member of a team to accomplish a task.			☑			☑			☑	☑
RESOLVES CONFLICT	Identifies the source of conflict, suggests options to resolve it and helps parties reach a mutually satisfactory agreement.				☑		☑				
OBSERVES CRITICALLY	Carefully attends to visual sources of information. Evaluates the information for accuracy, bias and usefulness. Develops a clear understanding of the information.			☑	☑				☑		
TAKES RESPONSIBILITY FOR LEARNING	Identifies one's strengths and weaknesses. Sets goals for learning. Identifies and pursues opportunities for learning. Monitors one's progress toward achieving	☑				☑					

6

K-W-L Reflection 1

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

Documenting WBL in the IEP

Evaluation Results Section

- Indicate results of situational assessment completed during WBLEs
- Indicate results of other transition assessments that support the need for WBLE

Examples:

- What is the student interested in?
- What are the student's strengths?
- What skills does the student have?
- How is the student performing on the worksite?

(Adapted from the NYS WBL Manual)

Present Levels of Performance

- Identify outcomes from WBL completed during the year (strengths, needs, interests, supports, likes/dislikes, etc.)
- Provide support for transition need for WBLE program, including data regarding specific skill deficits related to future employment (use CDOS learning standards for reference)
- Linkage between student's Measurable Postsecondary Goals and WBLE skill deficits

Use data and examples to describe:

- Student's levels of knowledge, rate of progress
- What does the student need to learn/demonstrate—what skills will the student work on in WBLE and in school?
- Strengths, preferences, and interests

(Adapted from the NYS WBL Manual)

Measurable Annual Goals

Create an annual goal for each skill that will require ongoing, specially-designed, and targeted instruction related to WBLE

Examples:

Given a multi-step activity, student will complete the task by following the steps in correct sequence with no more than one (verbal/physical) prompt across a variety of settings

- Criteria: three out of four trials over two weeks
- Method: scoring of work sample/checklist
- Schedule: weekly

(Adapted from the NYS WBL Manual)

Transition Needs

Clearly indicate specific skill-based academic and behavioral needs which may be addressed through WBLE

Examples:

- What skills should the student learn in WBLE?
- What experiences will the student need?
- What support/linkages will the student need?

(Adapted from the NYS WBL Manual)

Course of Study

Identify courses containing WBLE, WBL program participation, and/or employment-related instruction

Examples:

- The student will participate in a Career and Technical Education (CTE) program for Barbering
- The student will take a concentration in Math, Science, and Technology (MST) to support selected MST Pathway to Graduation

(Adapted from the NYS WBL Manual)

Coordinated Set of Transition Activities—Instruction

Identify course/program/specific instructional skills

Examples:

- Use of assistive technology such as the use of a tablet, or adapted equipment to complete a routine task
- The student will meet with their school counselor to identify courses/electives in **(insert the student's area of interest)**
- The student will self-monitor their daily and long-term schedule

Coordinated Set of Transition Activities—Related Services

Identify activity related to improvement of job skills

Examples:

- Occupational Therapy
- Speech Therapy
- Physical Therapy
- Counselor

Coordinated Set of Transition Activities—Community Experiences

Identify any WBL experience taking place in the community, be as specific as possible

Examples:

- The student will utilize the internet to identify businesses aligned with their career interest within a 3–5 mile radius of the school (to schedule job shadow, interview workers, volunteer, apply for part-time work)
- The student will meet with their Adult Career Continuing Educational Services—Vocational Rehabilitation (ACCES-VR) counselor to learn about available services and the application process

(Adapted from the NYS WBL Manual)

Coordinated Set of Transition Activities—Development of Employment

Clearly identify participation in the program as well as assessments and/or activities that will take place as part of WBL

Examples:

- The student will complete self and career inventories to assist with career exploration
- The student will compare and contrast between their two career options of medicine and law
- The student will begin their college/trade school search and career preparation

(Adapted from the NYS WBL Manual)

Coordinated Set of Transition Activities—Acquisition of Daily Living (ADL) Skills

Indicate activities related to ADL skills the student will participate in as part of their WBLE

Examples:

- Read a bus schedule
- Organization
- Time management
- Self care/dressing
- Money management, etc.

Recommended Program and Services

- Identify program if it is special education only (such as: Community-Based Work Experience for Students with Disabilities)
- Identify if Related Service delivery is to occur on the work site and may reflect WBLE
- Identify Supplementary Aids, Services, Program Modifications, Accommodations, Assistive Technology, Supports for School Personnel related to the work experience program

Examples:

- Student requires break after one hour of work to regain strength
- Computer tablet programmed with task chart to prompt student through work-related tasks

(Adapted from the NYS WBL Manual)

Recommended Program and Services—Examples

Related Services

- Can include orientation/mobility in the community for access to community services, transportation, etc.

Supplementary Aides

- Job coach can be considered a supplementary service in a WBL setting or employment opportunity

Assistive Technology

- Visual routine/schedule, adapted furniture/equipment to access or participate in WBL setting

(Adapted from the NYS WBL Manual)

K-W-L Reflection 2

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

Required Documentation

Documentation Required

- An IEP reflecting vocational instruction and training goals and objectives relevant to the community-based vocational experience (non-specific).
- A letter of agreement outlining the Department of Labor (DOL)/Department of Education (DOE) requirements and signed by all participants including the business, the parents/guardians, the school district, and the student.
- Ongoing case notes (e.g., attendance, progress reports, employer evaluations, any other relevant information).

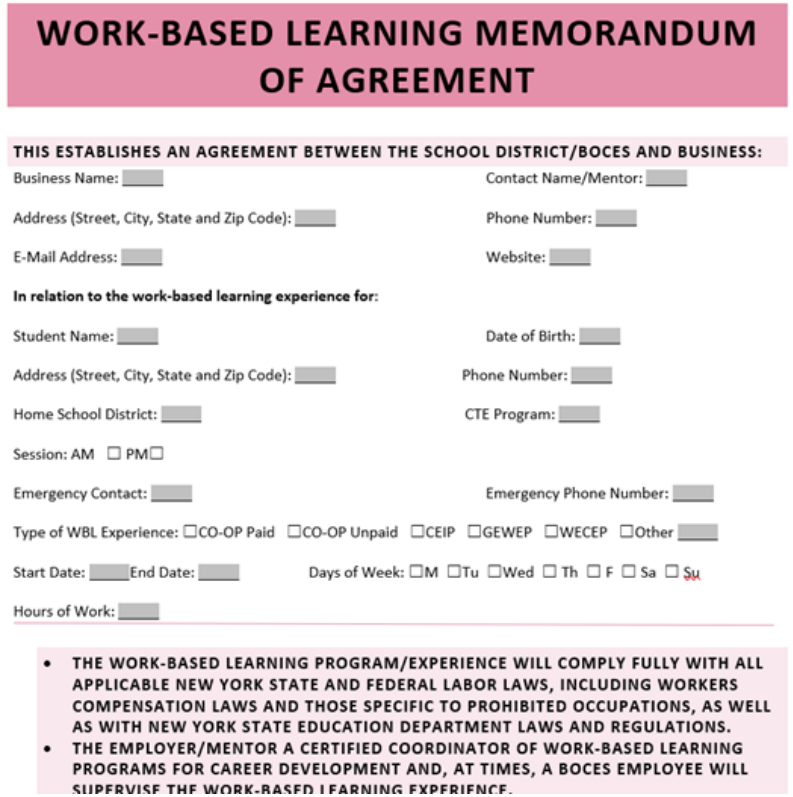
(Adapted from the NYS WBL Manual)

Memorandum of Agreement (MOA)

Handout

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

- 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.**

(Work-Based Learning Sample Forms)

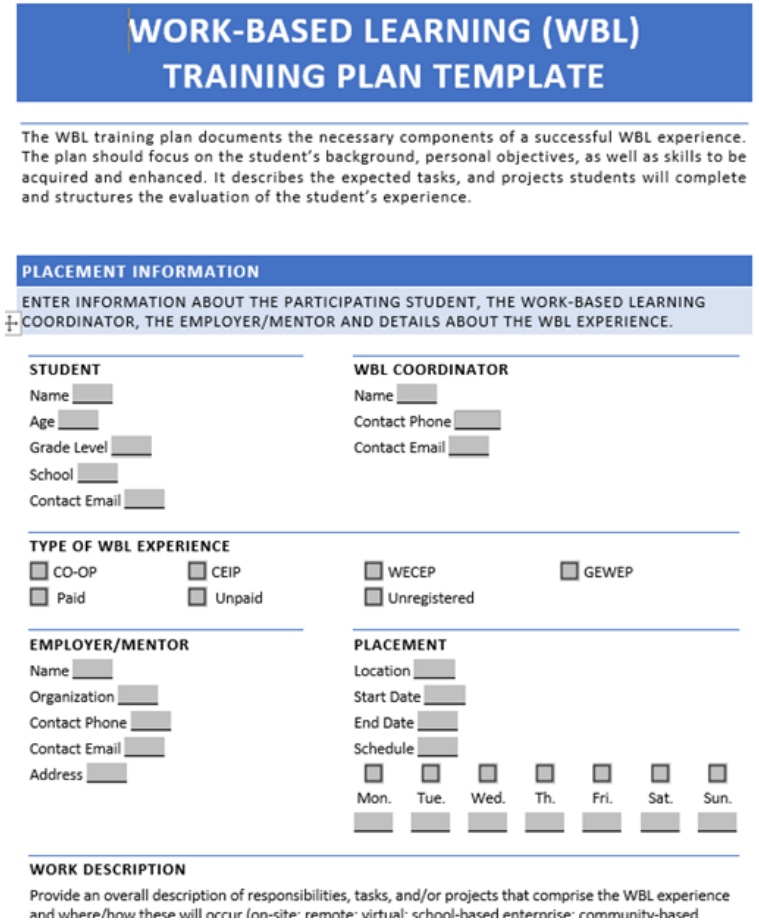
Training Plan

Handout

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

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
Age
Grade Level
School
Contact Email

WBL COORDINATOR
Name
Contact Phone
Contact Email

TYPE OF WBL EXPERIENCE
☐ CO-OP ☐ CEIP ☐ WECEP ☐ GEWEP
☐ Paid ☐ Unpaid ☐ Unregistered

EMPLOYER/MENTOR
Name
Organization
Contact Phone
Contact Email
Address

PLACEMENT
Location
Start Date
End Date
Schedule
☐ Mon. ☐ Tue. ☐ Wed. ☐ Th. ☐ Fri. ☐ Sat. ☐ Sun.

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

(Work-Based Learning Sample Forms)

Activity: Develop a Training Plan

Handout

- Read the provided sections of Steve's IEP and highlight key information.
- In your group, **develop a training plan** that would meet Steve's needs using the chart paper provided.

Steve is in the 11th grade and is currently on track to earn a Regents Diploma and the CDOS commencement credential. He holds an 80 plus average.

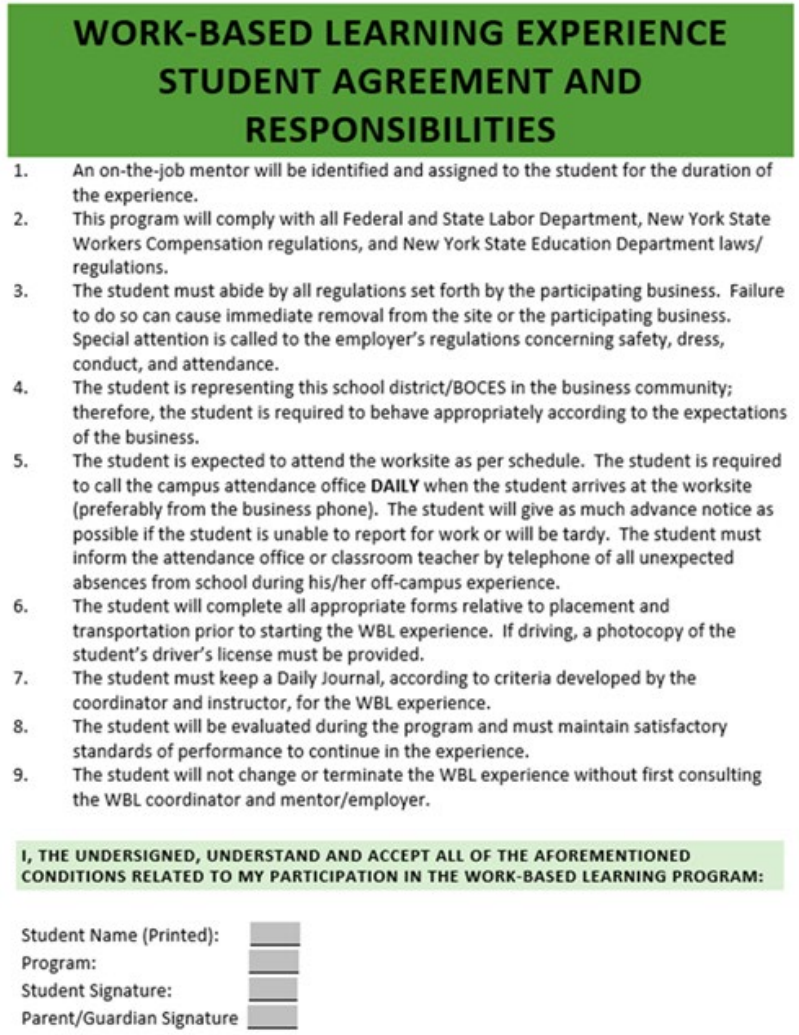
Student Agreement and Responsibilities

Handout

This form outlines what the student has agreed to.

The agreement includes, but not limited to:

- Daily attendance
- Completion of required paperwork
- Evaluations
- Working with a WBL coordinator



WORK-BASED LEARNING EXPERIENCE STUDENT AGREEMENT AND RESPONSIBILITIES

1. An on-the-job mentor will be identified and assigned to the student for the duration of the experience.
2. This program will comply with all Federal and State Labor Department, New York State Workers Compensation regulations, and New York State Education Department laws/ regulations.
3. The student must abide by all regulations set forth by the participating business. Failure to do so can cause immediate removal from the site or the participating business. Special attention is called to the employer's regulations concerning safety, dress, conduct, and attendance.
4. The student is representing this school district/BOCES in the business community; therefore, the student is required to behave appropriately according to the expectations of the business.
5. The student is expected to attend the worksite as per schedule. The student is required to call the campus attendance office **DAILY** when the student arrives at the worksite (preferably from the business phone). The student will give as much advance notice as possible if the student is unable to report for work or will be tardy. The student must inform the attendance office or classroom teacher by telephone of all unexpected absences from school during his/her off-campus experience.
6. The student will complete all appropriate forms relative to placement and transportation prior to starting the WBL experience. If driving, a photocopy of the student's driver's license must be provided.
7. The student must keep a Daily Journal, according to criteria developed by the coordinator and instructor, for the WBL experience.
8. The student will be evaluated during the program and must maintain satisfactory standards of performance to continue in the experience.
9. The student will not change or terminate the WBL experience without first consulting the WBL coordinator and mentor/employer.

I, THE UNDERSIGNED, UNDERSTAND AND ACCEPT ALL OF THE AFOREMENTIONED CONDITIONS RELATED TO MY PARTICIPATION IN THE WORK-BASED LEARNING PROGRAM:

Student Name (Printed): _____
Program: _____
Student Signature: _____
Parent/Guardian Signature _____

(Work-Based Learning Sample Forms)

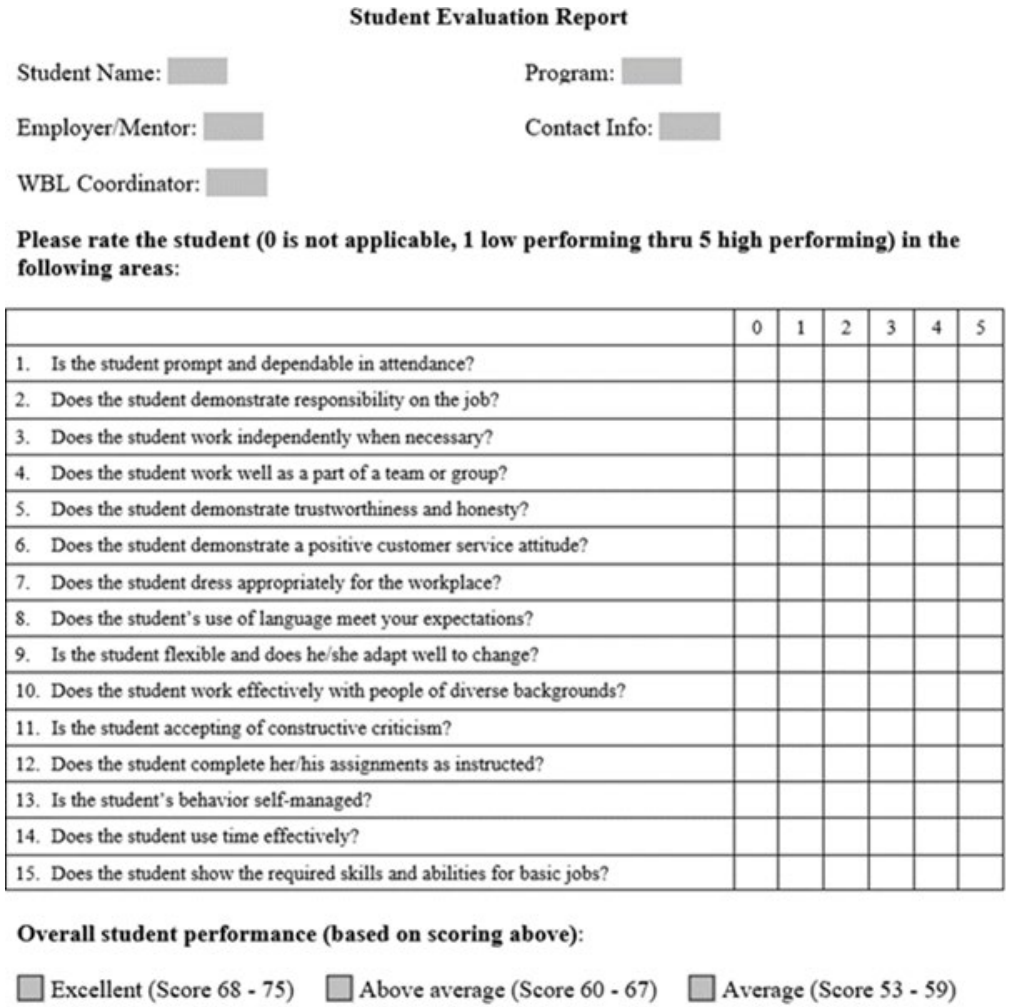
Student Evaluation Form

Handout

This form is used to assess student on the worksite.

Rates the student in the following areas:

- Dependability
- Responsibility
- Work ethic
- Performance
- Behavior



Student Evaluation Report

Student Name: Program:

Employer/Mentor: Contact Info:

WBL Coordinator:

Please rate the student (0 is not applicable, 1 low performing thru 5 high performing) in the following areas:

	0	1	2	3	4	5
1. Is the student prompt and dependable in attendance?						
2. Does the student demonstrate responsibility on the job?						
3. Does the student work independently when necessary?						
4. Does the student work well as a part of a team or group?						
5. Does the student demonstrate trustworthiness and honesty?						
6. Does the student demonstrate a positive customer service attitude?						
7. Does the student dress appropriately for the workplace?						
8. Does the student's use of language meet your expectations?						
9. Is the student flexible and does he/she adapt well to change?						
10. Does the student work effectively with people of diverse backgrounds?						
11. Is the student accepting of constructive criticism?						
12. Does the student complete her/his assignments as instructed?						
13. Is the student's behavior self-managed?						
14. Does the student use time effectively?						
15. Does the student show the required skills and abilities for basic jobs?						

Overall student performance (based on scoring above):

☐ Excellent (Score 68 - 75) ☐ Above average (Score 60 - 67) ☐ Average (Score 53 - 59)

(Work-Based Learning Sample Forms)

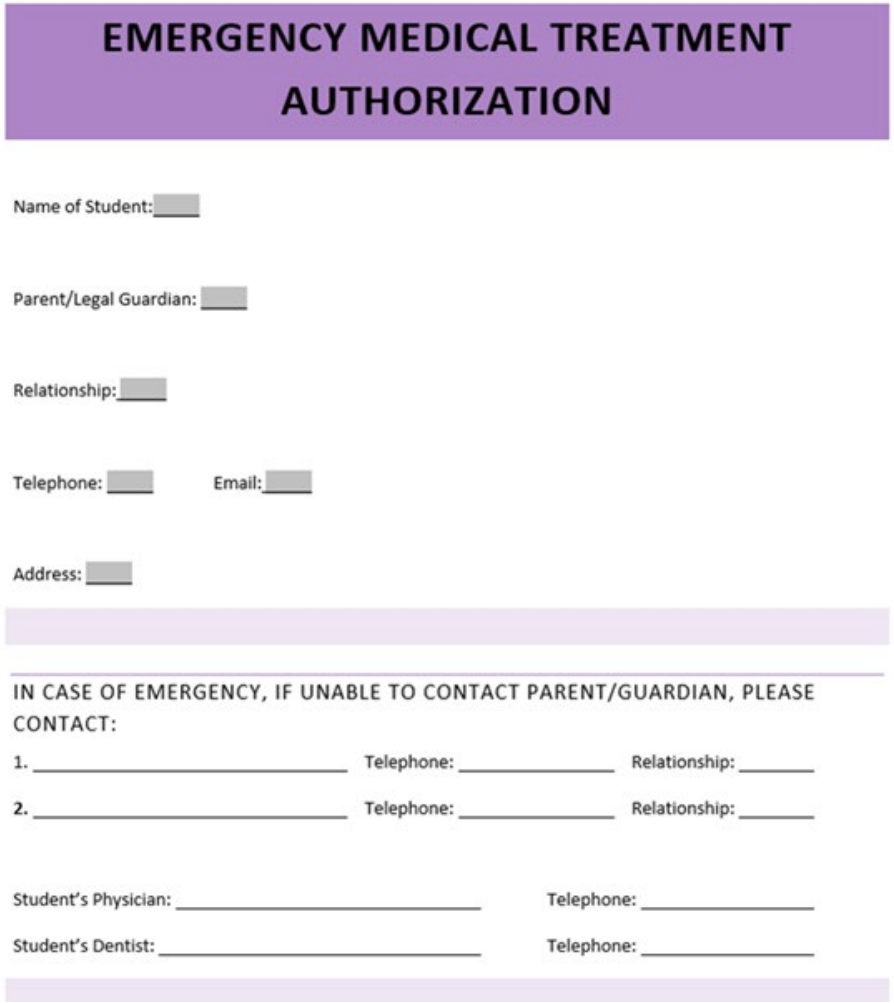
Emergency Medical Treatment Authorization

Handout

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:

(Work-Based Learning Sample Forms)

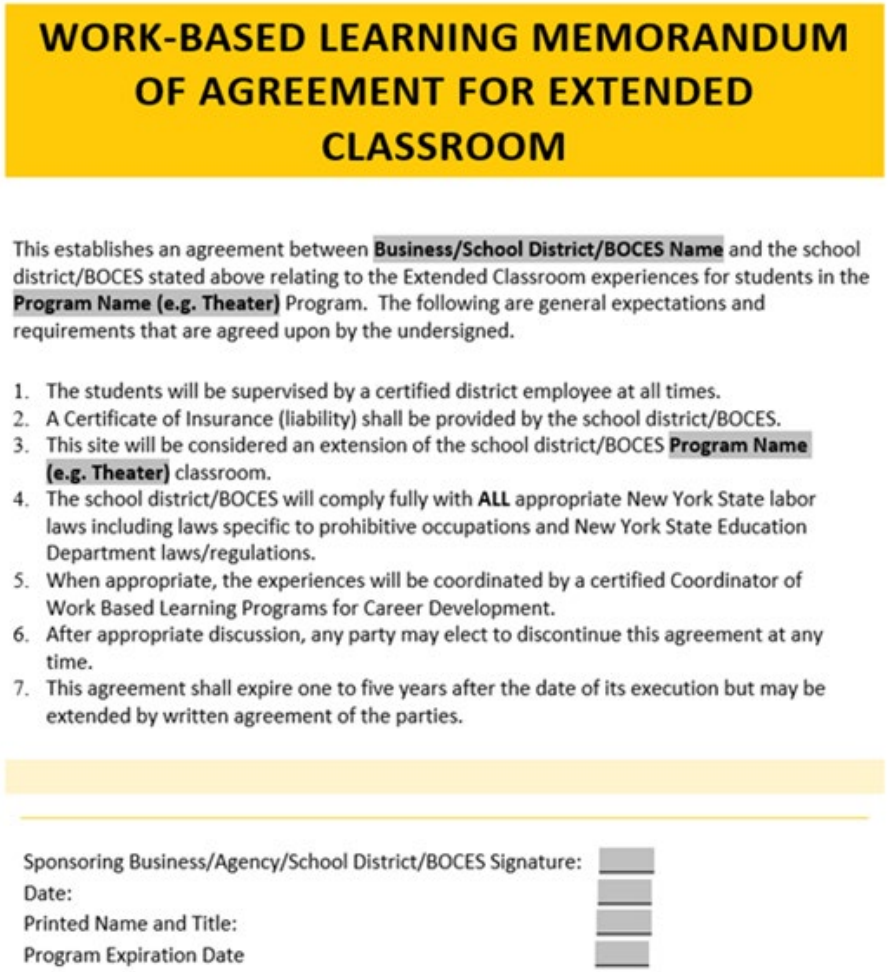
MOA Extended Classroom

Handout

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
- Supervision of student
- A certificate of liability will be provided



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 ____

(Work-Based Learning Sample Forms)

Working Papers

- Youth **under 18** must have working papers before they start employment
- Applications can be obtained from school
- The parent/guardian must sign the application

Student will also need to gather:

  - Proof of age (birth certificate, driver license, state-issued photo ID, school record, or passport)
  - A written statement from a doctor, nurse practitioner, or physician assistant that the student is physically fit to work

- Application is then returned to the school in return for the appropriate working papers

(NY Department of Labor: Working Papers)

Working Papers (continued)

Blue:

14 and 15

Who plan to work during vacations or after school hours

Not valid for factory, construction, or machinery

Green:

16 and 17

Who plan to work during vacations or after school hours

Not valid for construction, helping on a motor vehicle, or operating machines

Salmon:

16 and 17

Who are not attending school or who are leaving school for full-time employment

Not valid for construction, helping on a motor vehicle, or operating machines

(NY Department of Labor: Working Papers)

K-W-L Reflection 3

Reflection

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

Essential Partners and Their Role in WBL

Who Are the Essential Partners?

Thinking about your EO:

- Who would you need to communicate with?
- How would you communicate with them?
- How often?

Essential Partners

- Schools
- Students and families
- Employers
- WBL coordinator
- Job coach
- Community partners

Responsibility of the School

- Orient students
- Communicate expectations
- Explain consequences
- Help students communicate support needs
- Provide instruction in employability skills
- Provide instruction in obtaining (e.g., resume development) and maintaining a job
- Provide transportation training

(Adapted from the NYS WBL Manual)

Encourage Family Involvement

- Communicate and model high expectations
- Work in partnership with families to promote student's academic learning, career development, health, access to community supports, and transition to adult life
- Engage families and students as partners in transition assessment and individualized planning
- Strengthen and practice cultural competency
- Recognize and respect differences among family environments

(Adapted from the Guideposts to Success 2.0)

Strategies for Involving Families

- Inform families of schedules and work expectations
- Work with families to plan ways they can support prospective work experiences
- Discuss advantages and disadvantages of prospective worksites
- Work as a partner in establishing, monitoring, and evaluating the work experiences
- Keep an open line of communication
- Ask family members to identify home supports
- Respect family culture
- Help link the student and family to resources
- Celebrate success

(Adapted from Luecking, 2009)

WBLE Timeframe for School

Before

- Meet with students, families, and workplace to discuss interests, expectations, and needed accommodations
- Make sure WBL is included in each student's IEP and course of study
- Have the student/parent and employer sign consent forms and a WBL agreement

During

- Support the student at the workplace, collecting data on skills learned, hours worked, and performance
- Communicate regularly with the workplace, student, and family
- Support student WBL objectives through classroom activities

After

- Complete a WBL evaluation with the student and workplace supervisor
- Share the results of the evaluation with the student and family
- Include the results of the evaluation and recommendations in the student's IEP

Responsibility of the Student

- Perform job responsibilities
- Communicate needs and suggest support strategies
- Adhere to job workplace guidelines and procedures
- Comply with expectations for job performance, behavior, and social interactions
- Show respect, be responsible, and follow through on commitments
- Learn as much as possible about the work environment and the job
- Obtain working papers

(Adapted from the NYS WBL Manual)

Maintain Personal Documentation

Keep copies of:

- Evaluations
- Job coach narratives
- Daily activities
- Applications
- Referral sheets
- Job experience sheets for their portfolio
- W-2, working papers (if school is paying student)
- Timesheets
- Sheets for reimbursement or timesheets (if school is paying student)
- Awards

(Adapted from the NYS WBL Manual)

Responsibility of the Family

- Help student communicate support needs
- Communicate with student and school on a regular basis
- Provide permission for students who may be off campus and/or performing work during the school day
- Use your knowledge of the student's strengths, interests, and needs within the transition assessment process that informs the development of the IEP and WBL options
- Explore WBL options with the student

Family Involvement Preparation and Planning

Families may:

- Bring the student along to visit them at their jobs
- Give tasks and household chores to do at home
- Support the student in pursuit of volunteer opportunities (this may support the student's "employability skills")
- Help the student decide what type of job and work environment interests them
- Talk to the student about their dreams to identify areas of interest and include them in decisions about planning for work experiences

(Adapted from Luecking, 2009)

Setting the Stage for Family Support: Example Agenda

Hold a group meeting with students' families at beginning of school year:

- Introductions
- Review importance of work experiences
- Overview of the process for arranging work experiences—how family members can support and participate in the process
- Discuss how information will be communicated about the work experiences
- Suggestions on how families can contribute to student success
- Q&A, followed by wrap-up

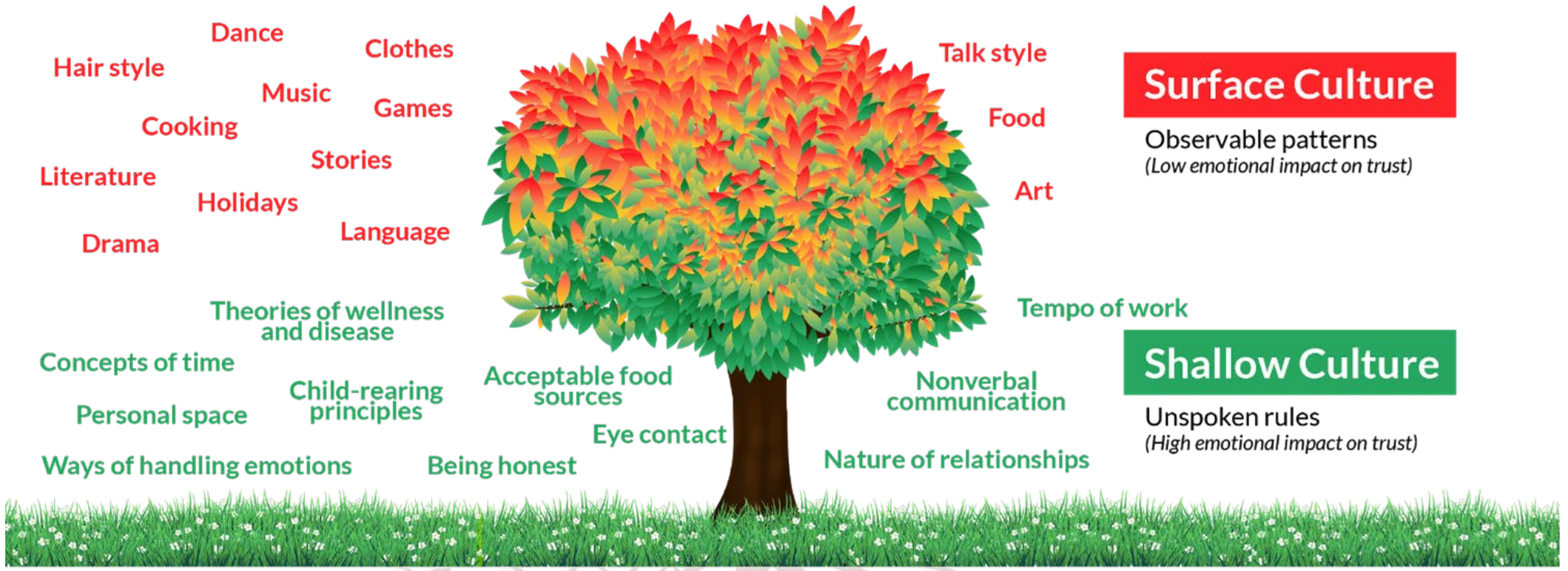
(Adapted from Luecking, 2009)

Respecting Family Culture

- Identify and include people from diverse cultural backgrounds in trainings and meetings
- Provide information in the family's native language to ensure greater communication with families who are less fluent in English
- Arrange meetings so that they are held in familiar community settings
- Respect disagreements about work goals

(Adapted from Luecking, 2009)

Culture Tree



Surface Culture

Observable patterns
(Low emotional impact on trust)

Shallow Culture

Unspoken rules
(High emotional impact on trust)

Deep Culture

Collective unconscious (beliefs and norms)
(Intense emotional impact on trust)

Source: *Culturally Responsive Teaching and the Brain* (Hammond, 2015)

Bank Street
Center on Culture, Race & Equity

Recognizing Successful Family Professional Partnerships

- School listens to the family's perspective and concerns
- Meetings are held at times and places convenient to the family and considerate of circumstances
- School demonstrates a belief that student can achieve a work goal
- Families can trust the school has the student's best interest in mind
- School uses family feedback when planning for, implementing, and evaluating the WBLE

(Adapted from Luecking, 2009)

WBL Experience Timeframe for Students/Families

Before

- Discuss career interests and accommodations with the school
- Make sure the student's career interests are considered in the IEP
- Families and educators should read and discuss the consent forms and WBL agreement before signing

During

- Discuss issues and achievements that happened on the job daily
- Share career-related insights and ideas with the school
- Keep track of the learning objectives and when each objective is mastered

After

- Complete and discuss the WBL evaluation and next steps with the teacher and workplace supervisor
- Add this experience and any skills mastered into the student's NYS Employability Profile
- Present this experience and recommended next steps at the CSE meeting

Role of the Employer

Responsibility of the Employer

- Communicate expectations for job performance, behavior, and social interactions
- Provide direction
- Explain consequences for inappropriate behavior
- Make use of each student's support strategies
- Discuss progress in performance
- Teach skills needed for successful job performance
- Communicate with students and school personnel on a regular basis

WBL Experience Timeframe for Employers/Workplace Partners

Before

- Learn about the student's interests and strengths before offering a work assignment
- Work with the school and student to establish needed work accommodations
- Read and discuss the WBL agreement before signing

During

- Communicate regularly with the student/school on performance and attitude
- Provide opportunities for the student to attain their WBL objectives
- Work with the student and school to identify new skills for the student to learn

After

- Compete and discuss the WBL evaluation with the student and teacher
- Provide feedback to the student regarding future career opportunities
- Reflect with the teacher on ways to improve the WBL experience

Role of the WBL Coordinator

Responsibility of the WBL Coordinator

- Assures the student is well supervised
- Properly trains the student in workplace safety and health in accordance with DOL regulations
- Assures the employer is complying with the NYS DOL laws governing the employment of minors
- Collaborate with the classroom teachers and/or CTE teachers
- Assures the needs/goals of the students are considered

WBL Coordinator Role

The WBL coordinator delivers the related classroom instruction that addresses various aspects of employability skills from searching for a job to maintaining successful employment.

Instruction can include:

- Securing a job
- Workplace safety and health
- Career awareness and research
- Qualities of successful employment
- Education and skills training for success in a career pathway
- Personal financial literacy

WBL Coordinator Certification Requirements

- A certified educator who possesses the appropriate knowledge, skills, and training
- The four state-approved registered programs must be coordinated by a certified CTE teacher, classroom teacher, or school counselor who has obtained the appropriate WBL extension
- Completion of two 3-credit-hour college-level pre-service courses and a designated number of work experience hours outside of the classroom.

(NYS Education Department WBL Teacher Certification Extension)

Partner With WBL Professional Organizations

Work Experience Coordinators' Association (WECA) of New York State

- WECA promotes WBL programs that operate within New York State's CDOS standards framework
- Members work collaboratively to engage students in relevant, "real world" learning opportunities ranging from career awareness to career exploration and career development
- WECA fosters collaboration among WBL coordinators across the state and provides the tools and support needed to successfully place students in work experiences

For resources to enhance or start your WBL program, visit the NYSED WECA page or the **New York CTE Technical Assistance Center** Work-Based Learning page.

(Work-Based Learning Professional Organizations)

Encourage School/Business Advisory Boards

- The establishment of business advisory boards is encouraged and supported by WECA
- Many states have business advisory boards, however, smaller, more regionally based boards can be very effective
- A true collaboration with businesses and schools requires central office administrative approval
- Originally these were established to support EOs with the development of CTE coursework/programs

Mutual Benefits of School/Business Advisory Boards

Benefits for Employers

- An opportunity for local businesses to give back to their community
- An opportunity for local businesses to develop relationships with other employers
- Access to future talent

Benefits for Schools

- Professionals share insight and experience with students and teachers
- WBLEs are an integral piece of EO's culture and expectations for students
- Increased understanding of employer/business needs

Role of the Job Coach

Who Can Provide Job Coaching Services?

- Teachers
- WBL coordinators
- Teacher assistants
- Agency job coach(es) contracted with the school

(Adapted from CDOS Q&A 2081)

Responsibility of a Job Coach

- Provides specialized on- and off-site training to assist the employee with a disability in learning and performing the job and adjusting to the work environment
- Facilitate the job seeking process of people with disabilities to find paid employment in the open market
- Provide knowledge, networking contacts, encouragement, and resilience when seeking a job, accepting a job, and keeping a job
- When necessary, job coaches also can “carve out” or “customize” a job in a workplace; they find tasks at the site that can be successfully accomplished by the employee and create a new job out of these elements

(APSE P2P Supported Employment Tip Sheet for Parents)

Role of the Community

Responsibility of the Community

- Provide, or partner with adult services to provide, qualified trained staff to job coach as needed
- Provide transportation to vocational training sites
- Develop business/school partnerships by educating employers about the resources of potential employees to set up training sites
- Assist families in understanding the role of benefits and supports; offer information to learn about the impact work income will have on student's benefits
- Encourage families to maintain high expectations, including specifically that students can and will be employed

Community Services and Supports

Consider:

- What community services and supports are available that will support students in experiencing successful WBLEs in their community?
- Are community services an integral part of the transition planning process?
- How often are informal supports part of the transition planning process and part of the WBL planning process?
- What resources, services, and supports are missing that are critical to the success of young adults with disabilities in my community?

(Adapted from NCSET: Community Services)

K-W-L Reflection 4

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

The Interrelated Elements Between WBL and Pre-Employment Services (Pre-ETS)

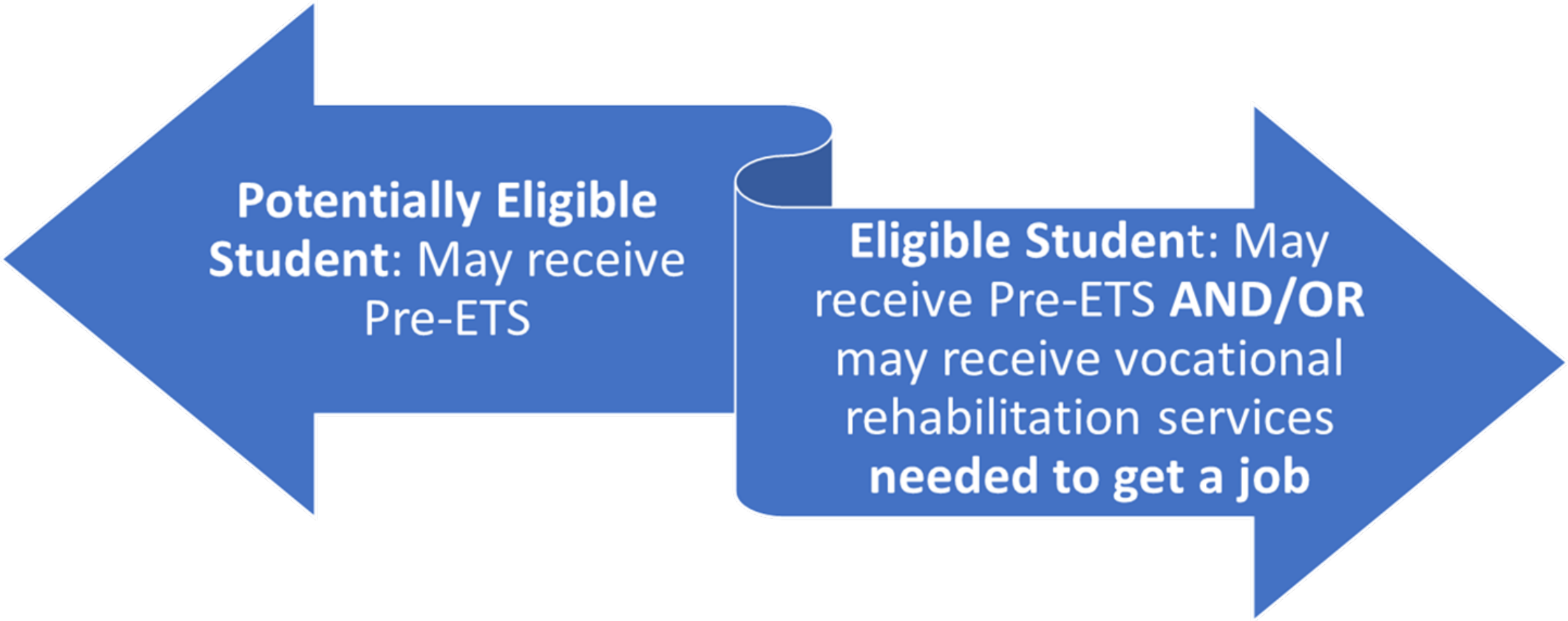
Transition Services for Students With Disabilities

- **ACCES-VR provides a variety of services to assist students and youth with disabilities to identify, prepare for, and pursue their career goals. These services include:**
  - Vocational Rehabilitation services **needed for an individual to obtain, maintain or advance in a job**
  - Pre-ETS for students with disabilities eligible for ACCES-VR services
  - Pre-ETS for students with disabilities Potentially Eligible for ACCES-VR services

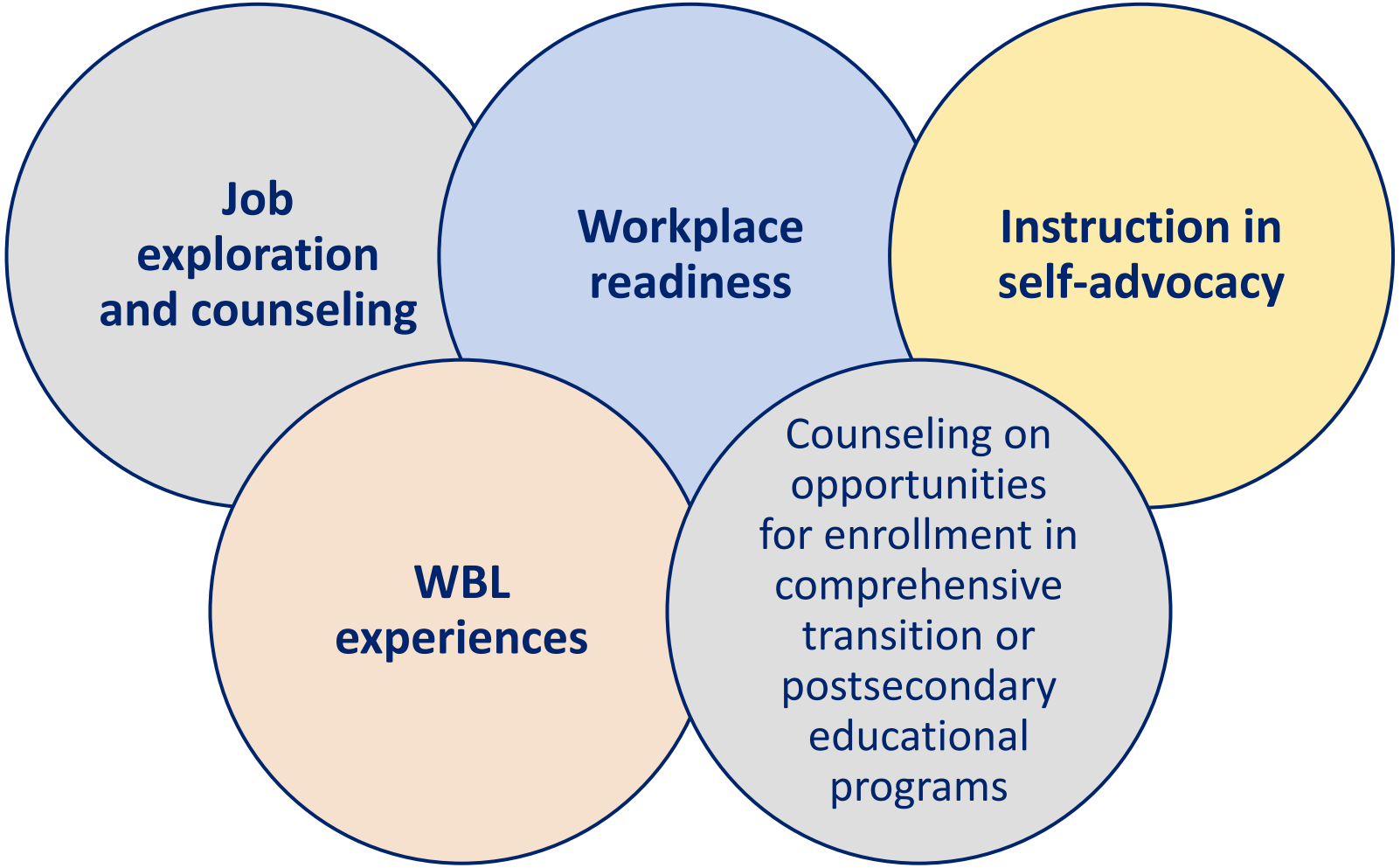
Pre-ETS

- Pre-ETS for Students with Disabilities provide information on career options, education, and skills training for students ages 14–21 who are **potentially eligible or eligible** for ACCES-VR services
- Pre-ETS align with evidence-based predictors of postsecondary success
- The goal of Pre-ETS are to help students with disabilities achieve an early, solid foundation that will lead them to successful competitive integrated employment and independence

Students Potentially Eligible and Eligible for ACCES-VR



Five Services Offered



(WINTAC: Section 113 Provision of Pre-Employment Transition Services)

How Can VR Support WBL Experiences?

- May include in-school or after-school opportunities
- May include experiences outside the traditional school setting (including internships)
- May be provided in a group setting or individually
- May include paying students competitive wages or training stipends
- May involve many different opportunities to practice (not just one experience and done)
- Will be provided in integrated settings in the community to the maximum extent possible

(VR Transition Services)

Examples of Pre-ETS

Activity	VR	Schools	Families
Job Exploration Counseling	Tour a local employer with students to show and explain all different jobs and their requirements	Show students videos about different career fields or post-high school education programs	Visit places that relate to youth's interests and could be considered for work opportunities
WBL	Schedule a short-term experience where youth can learn a new skill	Plan and provide job shadowing opportunities in school or community places of employment	Volunteer with the student at a place that matches the youth's interest or strengths
Counseling on Opportunities for Postsecondary Ed	Coordinate tour of training or community employment options in line with student interests	Visit (online or in person) post-high school learning or training programs	Have high expectations! Visit education or training options with youth
Workplace Ready Training	Provide on the job coaching for student at workplace that they desire as career	Provide on the job instruction of skills necessary to be competitively employed	Give student responsibilities at home. Ensure student arrives to school/work well groomed, rested, and fed
Self-Advocacy Instruction	Practice job interviews and strategies for effective advocacy	Encourage/foster student involvement in IEP transition planning	Encourage student decision-making at home and in community settings

(Essential Guide to School Transition, Competitive Integrated Employment, and Compliance with the ADA)

K-W-L Reflection 5

Reflection

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

What Makes a Successful 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
- Use a person-centered planning approach
- Support the student's or youth's social and emotional learning
- Provide the student or youth with support to make their own decisions
- Counsel the student and their representative to make informed choices

(A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities)

Set High Expectations

To set high expectations and foster successful post-school outcomes for students with disabilities, all individuals concerned with students' education should:

- Establish a school-wide culture of high expectations
- Provide students with disabilities access to rigorous coursework
- Ensure students with disabilities have IEP goals that are aligned with the challenging academic content standards for the grade in which the student is enrolled and ensure that students with disabilities receive the specialized instruction, related services, and other supports they need to meaningfully access, be involved, and make progress in the general education curriculum
- Provide students with disabilities the opportunity to access Standards and Assessments
- Ensure educators have the tools and resources necessary to support success

(A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities)

Be Person-Centered

When developing a WBL program or site, planning is centered on the interests, strengths, skills, and needs of the student with disability. Person-centered approaches:

- Include in the planning process individuals who have a deep knowledge of the student's academic and social history
- View the student as an individual, rather than as a diagnosis or disability
- Use everyday language in transition planning, rather than "professional jargon"
- Ensure goals are developed based on the student's unique strengths, interests, and capacities

Address Students' Social and Emotional Needs

Many of these opportunities can be integrated into the student's existing course of study. Specific strategies include:

- **Role-playing**: Schools can create opportunities for students with disabilities to practice appropriate social skills in a variety of contexts, including school-based, workplace, community, and postsecondary educational settings.
- **Participation in social and emotional learning programs**: A variety of specific social skill development programs exist that can help students acquire critical social skills.
- **Positive school climate**: Parents should be aware that a positive school climate is critical to helping students with disabilities develop strong social skills. For example, safe and supportive classrooms build on the student's strengths.

Provide the Student With Support to Make Their Own Decisions

Key characteristics of self-determination are the ability to:

- Speak for oneself (self-advocacy)
- Solve problems
- Set goals
- Make decisions
- Possess self-awareness
- Exhibit independence

Advancing High Quality WBL Programs—Checklists

General Checklist

In order to advance the EO's WBL program, EOs should ensure they are working on the following:

- Develop a team of support with knowledge of the Predictors of Post-School Success and research related to WBLEs
- Build capacity of knowledge related to best practices
- Utilize information from WBLEs to inform students' interests and aptitudes, skill-based needs, and aligned annual goals and coordinated sets of activities in IEPs
- Provide appropriate accommodations and supports to students before, during, and after WBLEs
- Foster relationships among essential partners to increase quality of WBLEs

Necessary Infrastructure Checklist

- Provide regulations, research, and labor statistics to support the need for WBL program to the Board of Education (BOE)
- Develop a steering committee and identify vision, long-term, and short-term goals, and assign roles, tasks, and responsibilities

Speak with administration to determine if there can be money for:

  - Transportation
  - Additional staff
  - Financial Literacy tools

- Don’t forget all the paperwork!
  - Work Contract (copy in handouts) for liability and communication
  - Follow federal and state laws regarding the employment of minors
  - Parental permission for student to attend the worksite

Promoting WBL Checklist

- Identify yourself and the program
- Develop a brochure and business cards that can be handed to potential worksites highlighting the benefits of collaborating with the school
- Give an outline of the program and determine interest level and potential availability of sites
- Speak about the liability insurance of the school and the fact that this is a learning experience with no pressure to hire the student
- If you have a student in mind, highlight what the student may be able to do for the business (get consent from the student and parent); if you are just trying to establish the worksite, ask for permission to bring the site to the BOE
- Ask for permission to contact the employer in the future if potential candidates arise
- Give the employer a copy of a contract to read over or one to sign

Connecting Activities Checklist

Services, supports, and opportunities students with disabilities may need:

- Assistance with independent living, employment support, and other post-school services/supports
- The program to assess and provide assistive technology and training on how to use it
- Benefits counseling
- Personal assistance services and other long-term services and supports
- Travel training
- Training in functional life skills
- Vocational rehabilitation counseling
- Supported decision-making and other alternatives to guardianship

(Adapted from The Guideposts for Success 2.0)

Assess Your EO 2

Handout

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

- Rate your EO on their entire WBL Program.
- Based on this information, what are your next steps?
- How can you apply what you learned in Part I and Part II to improve the WBL Program?

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 implementing WBL **that you didn't prior**?
- **W**—What do you **still want** to know about **how to create the experiences**?
- **L**—What **new learning and action items** are you going to address between now and attending the supplemental modules?

A Preview of Supplemental WBL Modules

Preview of Supplemental Modules A and B

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 in the workplace

Questions

Resources (1 of 6)

- Adult Career and Continuing Ed Services
- A Transition Guide to Postsecondary Education and Employment for Students and Youth With Disabilities
- APSE: Supported Employment Tip Sheet
- Breaking Down the Numbers: What Does COVID-19 Mean for Youth Unemployment?
- CareerOneStop: Skills Matcher

Resources (2 of 6)

- Career Zone
- Competitive Integrated Employment Toolkit
- Guideposts for Success 2.0: A Framework for Successful Youth Transition to Adulthood
- Interim Guidance for In-person Instruction at Pre-K to Grade 12 Schools During the Covid-19 Public Health Emergency
- Job Accommodation Network
- NTACT—A Guide to Developing Collaborative School-Community-Business Partnerships

Resources (3 of 6)

- NTACT—Best Practices for Pre-Employment Transition Services
- NYS Commission for the Blind
- NYS Department of Labor—Minimum Wage Overview
- NYS Education Department Career Plan—Commencement Level
- NYS Education Department Employability Profile
- NYS Education Department School Reopening FAQs—July 22, 2020

Resources (4 of 6)

- NYS Education Department Virtual and Remote Resources for WBL for the 2020–2021 School Year
- NYS Education Department WBL Manual
- NYS Education Department WBL Teacher Certification Extension
- NYS Education Department WBL Programs
- NYS Education Department WBL Sample Forms

Resources (5 of 6)

- NYS Independent Living Centers
- NYS Office for People With Developmental Disabilities
- NYS Office of Mental Health
- NYS WBL Guide
- Office of Disability Employment Policy
- Persons With a Disability: Labor Force Characteristics—2019

Resources (6 of 6)

- Social Security Administration Ticket to Work: Provider Search
- The Essential Guide to School Transition, Competitive Integrated Employment, and Compliance with the ADA, Olmstead, and Section 511 of WIOA
- The 411 on Disability Disclosure: A Workbook for Youth With Disabilities
- The Post-High School Outcomes of Young Adults With Disabilities up to 6 Years After High School: Key Findings From the National Longitudinal Transition Study-2 (NLTS2)
- Transition Assessment Website for Students With Disabilities
- WBL Programs Meeting the Fair Labor Standards Act Agreement

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