



New York State Education Department
Office of Special Education
Educational Partnership





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Supporting Your Child in Work-Based Learning (WBL) Experiences

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

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Disclaimer

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

Meet and Greet



Introduce yourself
(name,
school/district)

Is your child
currently
participating in
a WBL experience?

Share your answer
with the group

Meeting Norms

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

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

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



Family Partnership

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



Specially-Designed Instruction

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



Research-Based Instruction

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



Multi-tiered Support

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



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

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

Training Materials



- Common Acronyms
- New York State (NYS) WBL Manual
- Highlighting the Benefits of WBL
- Transition to Employment: What Parents Can Do Now
- Talk to Your Child About Employment: A Checklist for Parents
- Promoting Self-Determination in Youth with Disabilities: Tips for Families and Professionals
- 411 on Disability Disclosure
- Info Brief—Tapping into the Power of Families: How Families of Youth with Disabilities Can Assist in Job Search and Retention
- Preparing for Employment
- WBL Network

Training Objectives

Participants will:

- Recognize high-quality WBL and its benefits for students with disabilities
- Identify registered and unregistered WBL programs available to students with disabilities in NYS
- Discuss the career development process and how it relates to the WBL continuum
- Identify activities and strategies families can utilize to increase career awareness and development in the home and community
- Identify how the family role is essential in supporting high-quality WBL experiences

What Is WBL?

Defining WBL



WBL	Experiences
An array of learning opportunities including:	Career awareness, exploration, preparation, and training
Through experiences such as:	Career exploration, job shadowing, job sampling, service learning, internships, apprenticeships, and paid employment
Experiences can take place:	In school, in the community, online, or a combination of settings during or after school
Students will:	Learn about work, gain employability skills, and connect their school experiences to real work settings
Experiences can be provided by:	The school and/or a Vocational Rehabilitation (VR) program

Understanding WBL

WBL is:

- Driven by student-identified career interests
- A meaningful work experience in an integrated community-based workplace
- A range 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 settings solely comprising students with disabilities
- An isolated experience that is disconnected from the student's overall transition goals
- Students placed in sites without assessment or evaluations

High-Quality WBL Benefits All Involved



Stakeholders	Benefits
Students	<ul style="list-style-type: none">• Gain work experience and employability skills• Can identify which supports/services they will need after high school
Families	<ul style="list-style-type: none">• Build relationships with schools and community providers, including adult agencies, for after high school• Are able to see how school experiences carry over into their child's homelife
Schools	<ul style="list-style-type: none">• Help build relationships and networking opportunities with the community and families• Allow teachers to incorporate work activities into the classroom
Employers	<ul style="list-style-type: none">• Provide an opportunity for employers to reinforce academic and social skills• Build and develop future workforce
Communities	<ul style="list-style-type: none">• Create connections between schools and families• Allow for students to become contributing community members as they complete community projects

Highlighting the Benefits of WBL



Post-School
Outcomes

Equitable
Opportunities

Employability
Skills

Collaboration
& Family
Engagement

Self-
Determination
Skills

NYS WBL Programs

- WBL is organized into two categories:
 - Registered programs
 - Unregistered programs
- WBL programs support multiple pathways to graduation.
- WBL programs are aligned with activities and experiences that may be used to earn the Career Development and Occupational Studies (CDOS) Commencement Credential.

Registered WBL Programs

Registered

- Career Exploration Internship Program (CEIP)
- Cooperative Career and Technical Education (CTE) Work Experience Program (CO-OP)
- General Education Work Experience Program (GEWEP)

Academic Components

- Students can earn academic credit
- Students may earn hours toward CDOS Option 1
- Must be supervised by an appropriately certified WBL coordinator

Unregistered WBL Experiences

Unregistered Experience Options

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

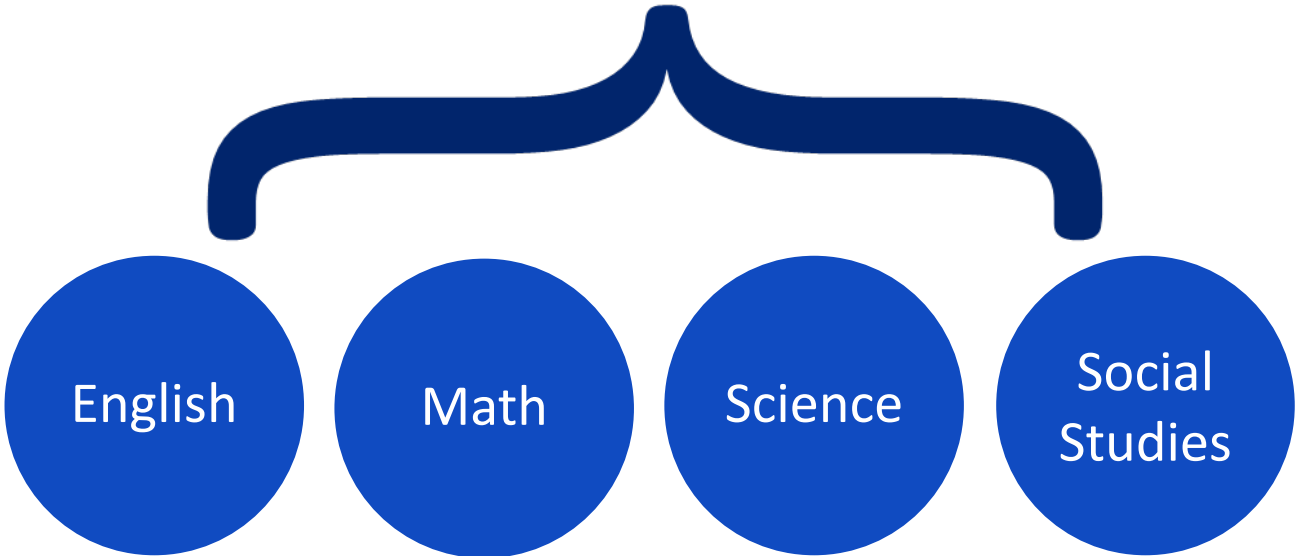
Academic Components

- Students cannot earn academic credit
- Students may earn hours toward CDOS Option 1
- May be supervised by any instructional staff

Multiple (+1) Pathways

4

All students must pass 4 required assessments (one in each discipline)



+1



Pathways

- STEM
- Humanities
- Arts
- World Languages
- CTE
- CDOS
- Civics

Multiple Roles of CDOS

CDOS as a Pathway to a Diploma

Student:

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

CDOS in Addition to a Diploma

Student:

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

CDOS as a Standalone Exiting Credential

Student:

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

CDOS Commencement Credential: Option 1



- Career Plan



- Employability Profile

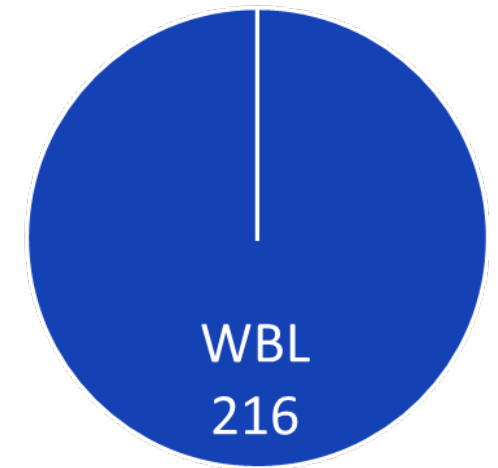
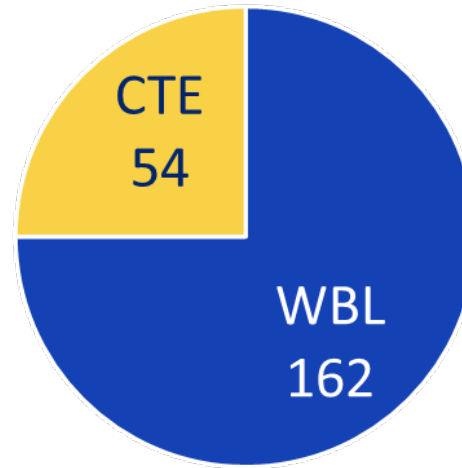
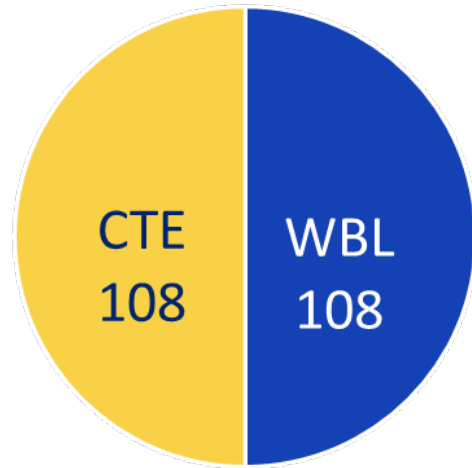
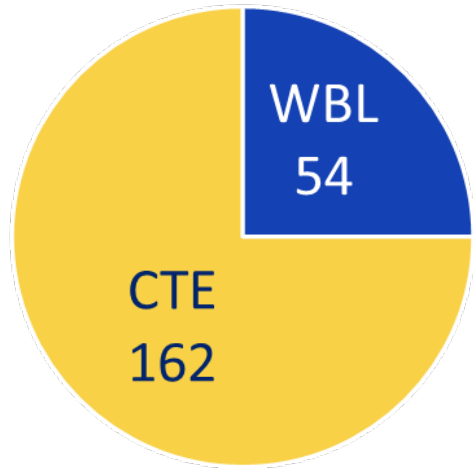


- Demonstrated Achievement of CDOS Learning Standards



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

Fulfilling the 216 Hour Requirement

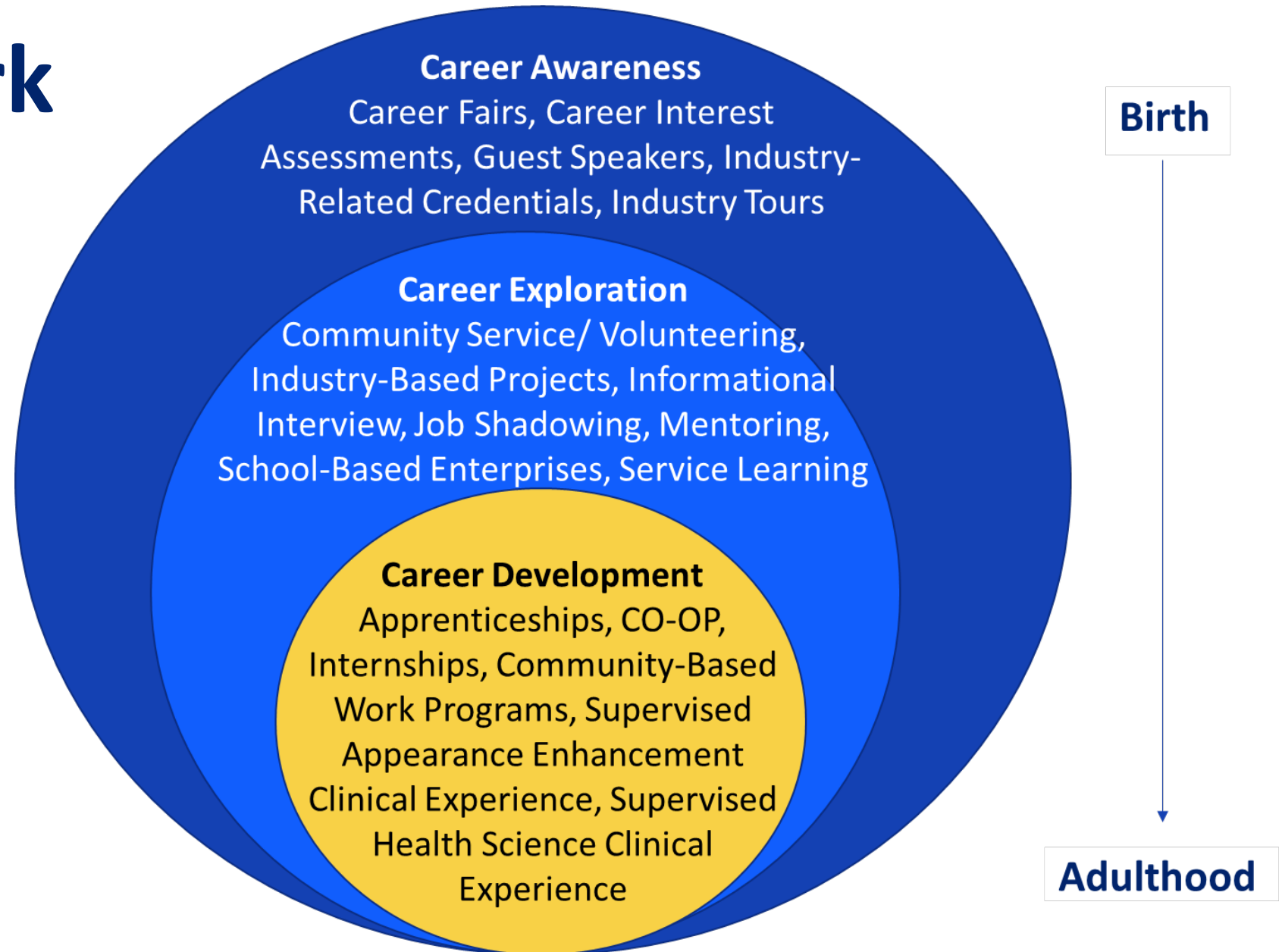


- 54 hours WBL
- 162 hours CTE
- 108 hours WBL
- 108 hours CTE
- 162 hours WBL
- 54 hours CTE
- 216 hours WBL
- 0 hours CTE

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

The Framework for NYS WBL and the Career Development Process

Framework for NYS WBL



Career Awareness

Activities introduce participants to the world of work, a variety of careers, workplace norms, and employer expectations, as well as personal interests and aptitudes.

Experiences may include:

- Career fairs
- Career interest assessments
- Guest speakers
- Industry-related credentials
- Workplace tours

Experience defined by:

- Initial interaction with labor and industry
- Student-led exploration of emerging skills, interests, and occupations
- Short-term interactions between a group of students and a professional partner provide a foundation for later WBL activities
- Up to 20 hours of a WBL experience can be delivered through career awareness activities

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:

- Community service/volunteering
- Industry-based projects
- Informational interview
- Job shadowing
- Mentoring
- SBE
- Service learning

Experience defined by:

- Direct interaction with industry mentors over time
- Application of transferable employability skills
- Short-term interactions between a professional partner and a single participant, or small group of students

Career Development

Activities involve sustained interactions with an employer. In a career training work-based learning activity, participants master occupation-specific skills.

Experiences may include:

- Apprenticeships
- CO-OP
- Internships
- Community-based work programs
- Supervised appearance enhancement clinical experience
- Supervised health science clinical experience

Experience defined by:

- Activities are characterized by longer-term, direct interaction between participants and employers
- Development of occupation-specific skills
- Completion of certifications or other requirements for a specific range of occupations

WBL Experience Timeline

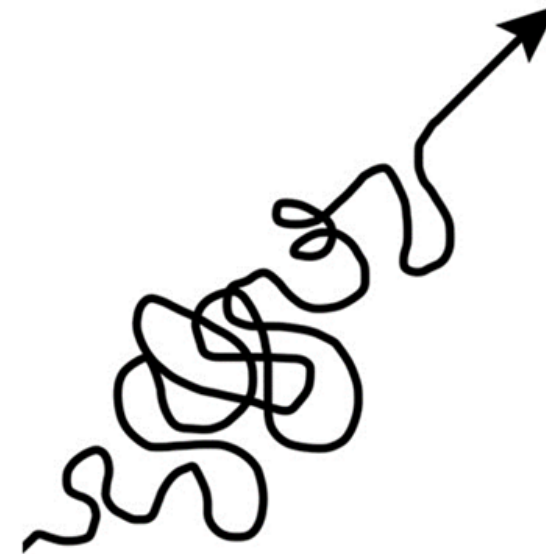
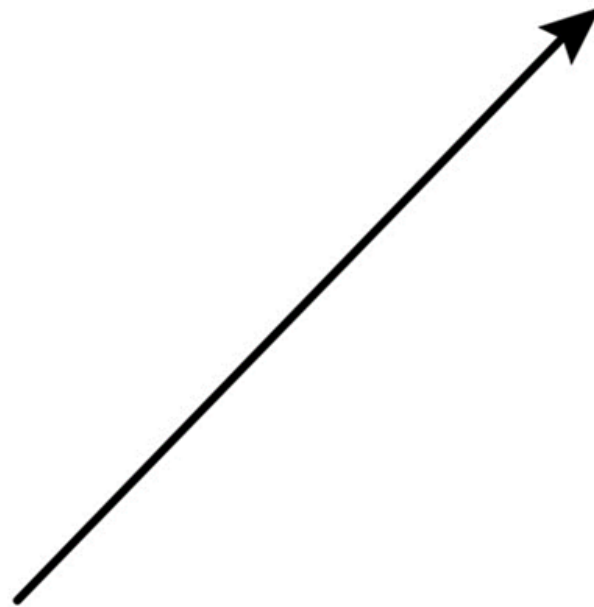
WBL Experiences	Career Awareness	Career Exploration	Career Development	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
Career Interest Assessments	X			X	X	X	X	X	X	X
Industry Tours	X			X	X	X	X	X		
Guest Speakers	X			X	X	X	X			
Career Fairs	X	X				X	X	X		
Mentoring		X					X	X	X	
Community Service/ Volunteering/Service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

Career Development Today Is Rarely Linear



SUCCESS

SUCCESS



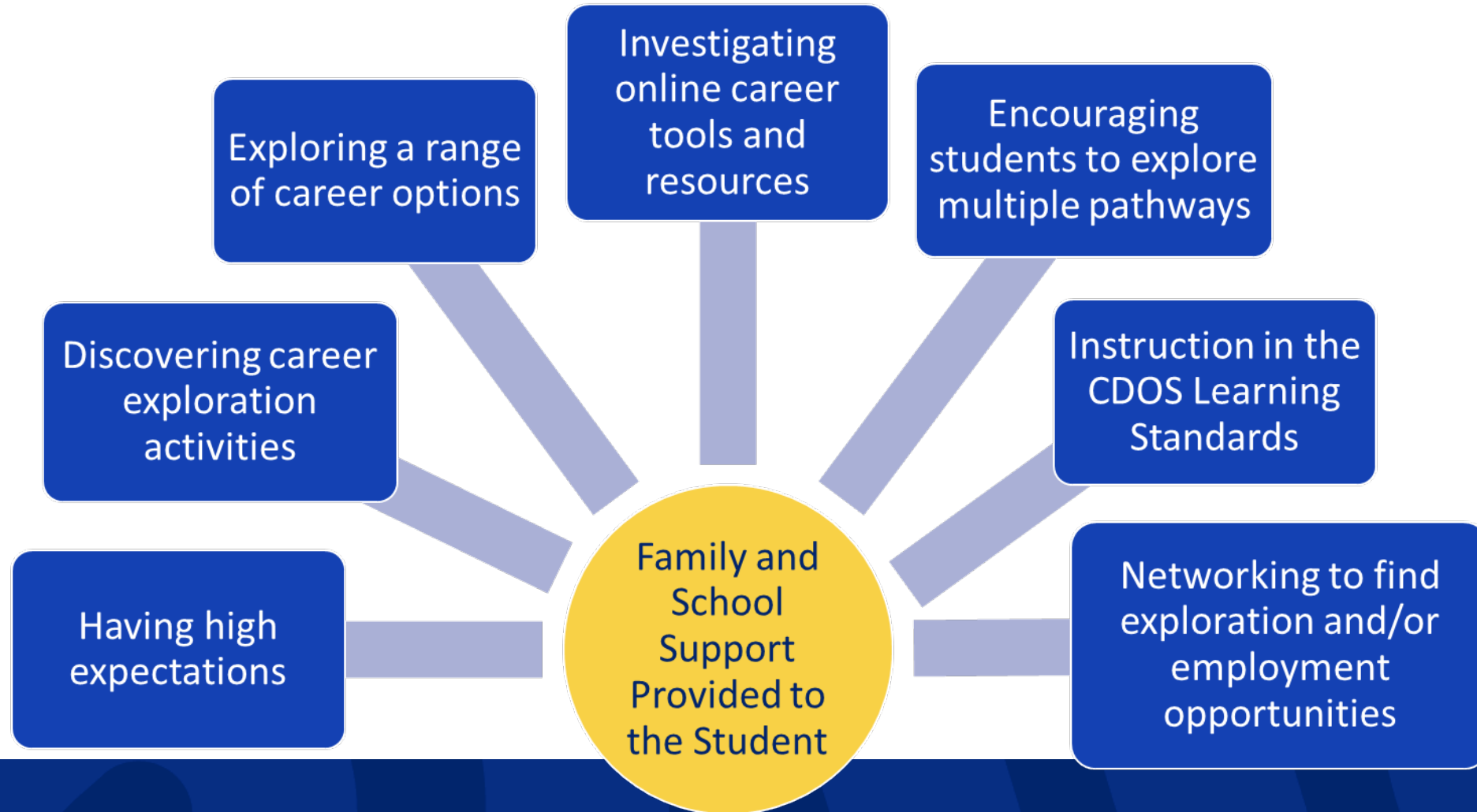
what people think
it looks like

what it really
looks like

The Ongoing Nature of Career Development



Ways to Support the Career Development Process



The Student and Family Role in Preparation and Planning

Responsibilities of the Student

- Perform job responsibilities
- Communicate needs and suggest support strategies, practice self-advocacy skills
- 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 and personal documentation

Maintaining Personal Documentation

Students should keep copies of:

- Evaluations
- Job coach narratives
- Daily activities
- Applications
- Referral sheets
- Awards
- Job experience sheets for their portfolio
- W-2 form (or tax statement)
- Working papers (if applicable)
- Timesheets
- Supervisors contact information for a future reference

How Families Can Support Students

- Help student communicate needs for support by practicing self-advocacy skills
- 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
- Connect with the school regarding cultural beliefs and background and how it may impact WBL experiences
- Assist student in obtaining working papers and other documentation, as needed

Family Involvement in 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
- Support the student in developing self-determination skills
- Assist the student in obtaining working papers and other required documentation

Assist Student in Obtaining Working Papers

- Students **under 18** must have working papers before they start paid 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's 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

Consider Reviewing the Importance of Disability Disclosure with Student



It helps to disclose disability when it:

- Is necessary to receive legally available accommodations
- Enables support for better workplace performance
- Allows additional accommodations when job duties or supervisors change
- Improves self-advocacy skills
- Promotes comfortable interactions with coworkers when they understand disability

Unit 3:

Weighing the Advantages & Disadvantages of Disclosure

PURPOSE

The purpose of Unit 3 is to help you determine the advantages and disadvantages of disclosing your disability. It is only after considering all of the options that you can make an informed decision. Terminology provided in this unit will help you better understand this topic. We strongly suggest that you read the discussion section on page 3-3.

TERMINOLOGY

You may know some of these words already, or you may have just heard them in passing. First, define these words as you understand them. Then check your definitions against the glossary that is located in the back of this workbook. The following terms are used in Unit 3:

Advantages	Impact
Disadvantages	Self-advocacy
Self-image	

Advantages _____

The Student and Family Role in Job Search and Retention

Ideas for Career Exploration



- Inform planning tools
 - Meet with the school regarding the student's IEP
 - Assist with the assessment of the student's strengths, interests, and needs
- Seek multiple work experiences
 - Assist in finding volunteer experiences at an earlier age
- Use personal networks
 - Connect with family, friends, coworkers, and neighbors to find such positions

Build Work Skills at Home



- Families are often the first, most knowledgeable, and most consistent “case manager” students with disabilities have.
- Families possess valuable information about a student’s strengths, interests, and needs.

Families can work with the student on:

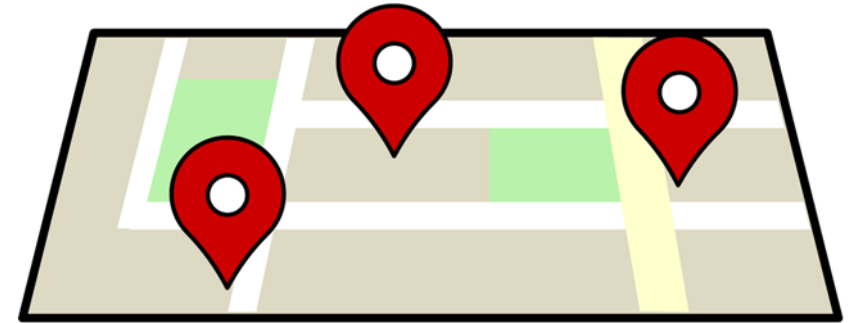
- Appropriate interactions
- Maintaining personal appearance
- Responsibility
- Problem-solving
- Teamwork
- Taking work direction
- Self-determination

How Can I Help with Finding Employment?



Take a few minutes to complete your WBL network handout:

1. What contacts do I already have? (consider potential business, employer, family, friend, coworker, and neighbor contacts)
2. Are there resources within the community that my child or I can access that support WBL experiences?
3. How else can I increase the variety of WBL options for my child?



Support Success in the Workplace

Once a student finds a job, families can play an important role in helping the student understand, keep, and grow in the job by:

- Discussing transportation
- Understanding the role of benefits and supports
- Identifying challenging situations at the worksite
- Discussing money management/financial literacy skills
- Maintaining high expectations

WBL Timeframe for Students and Families

Before

- Discuss career interests and accommodations with the school
- Make sure the student's career interests are considered in the IEP
- Read and discuss the consent forms and WBL agreement with the teacher 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 Committee on Special Education (CSE) meeting

Let's Review!

WBL Review

WBL	Experiences
An array of learning opportunities including:	Career awareness, exploration, preparation, and training
Through experiences such as:	Career exploration, job shadowing, job sampling, service learning, internships, apprenticeships, and paid employment
Experiences can take place:	In school, in the community, online, or a combination of settings during or after school
Students will:	Learn about work, gain employability skills, and connect their school experiences to real work settings
Experiences can be provided by:	The school and/or a VR program
How can families support WBL experiences?	By exploring careers, building employability skills at home, using their networks, encouraging self-determination, having high expectations, and assisting with documentation

Questions and Answers



Resources (1 of 2)

[Adult Career and Continuing Education Services—Vocational Rehabilitation](#)

[CDOS Pathway to a Regents or Local Diploma | New York State Education Department \(nysed.gov\)](#)

[Essential Guide to School Transition, Competitive Integrated Employment, and Compliance with the ADA, Olmstead, and Section 511 of WIOA](#)

[NYS DOL: Working Papers](#)

[NYSED Community Resource Map](#)

Resources (2 of 2)

[NYS WBL Manual](#)

[NYS WBL Programs](#)

[The 411 on Disability Disclosure: A Workbook for Students with Disabilities](#)

[Preparing for Employment](#)

[VR Transition Services—NTACT:C \(transitionta.org\)](#)

[WBL and CDOS](#)

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Contact Us

TAP for Transition

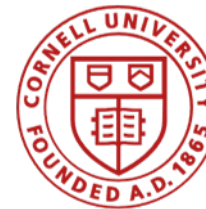
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