



New York State Education Department
Office of Special Education
Educational Partnership



Work-Based Learning (WBL)

How Parents and Families Can Effectively Engage in Work-Based Learning Experiences (WBLEs)

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

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Disclaimer

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

Meet and Greet



Introduce yourself
(name,
school/district,
role)

Is your child
currently
participating in
work-based learning
(WBL) virtually or in-
person?

Share your answer
with the group

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 Objectives

Participants will:

- Identify what WBL is and the benefits it can have for students with disabilities.
- Understand the research supporting Work-Based Learning Experiences (WBLEs) in school.
- Recognize the relationship between WBLEs and greater post-school outcomes.
- Identify activities and strategies to increase career development and awareness in the home and community.

K-W-L Activity

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

- **K**—What do you **know** about **remote and virtual WBLEs**?
- **W**—What do you **want** to know about **remote and virtual WBLEs**?
- **L**—How can you **apply what you learn** here today to your EO?

What Is WBL?

WBL

An array of learning opportunities including:

Career awareness, exploration, and preparation

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 continuum of workplace opportunities
- Students engaging in real work activities

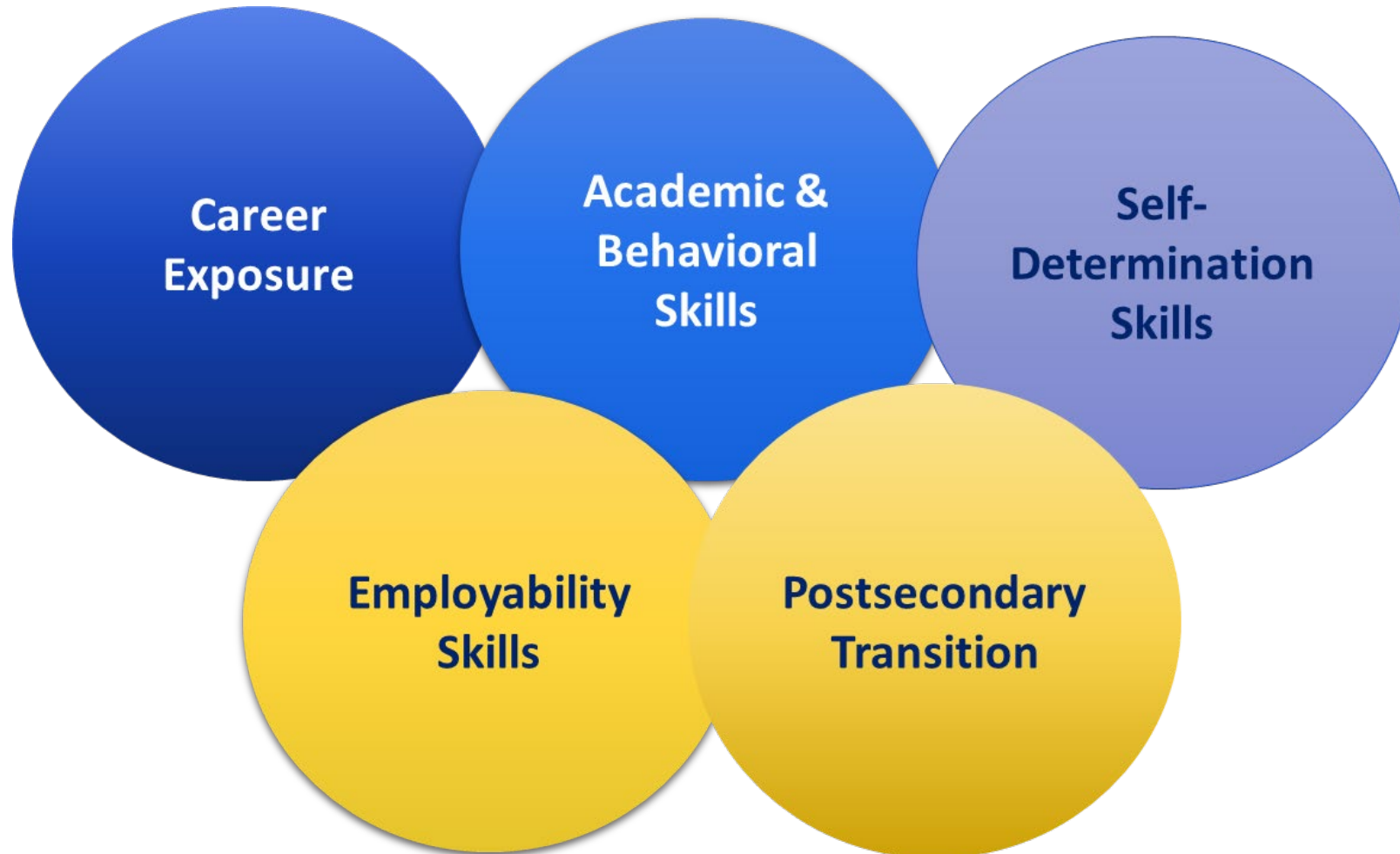
WBL is NOT:

- 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?



Barriers to Traditional WBLEs

Educators struggle with providing WBLEs due to:

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

Barriers to Remote and Virtual WBLEs

- Student engagement
- Educator ability to craft meaningful opportunities
- Adapting in-person to virtual such as tactical experiences (e.g., culinary arts or health care)
- Access to technology
- Assuming oversight of online interactions
- Online safety, supervision, and support of students with disabilities
- Competing priorities of student and employer
- Lack of infrastructure to support the move to online learning

K-W-L Reflection 1

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



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.

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	

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.

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 develop 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).

K-W-L Reflection 2



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



WBL in State Regulations

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

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:

NYS Part 200 Regulations of the Commissioner—Transition Assessments

(continued)



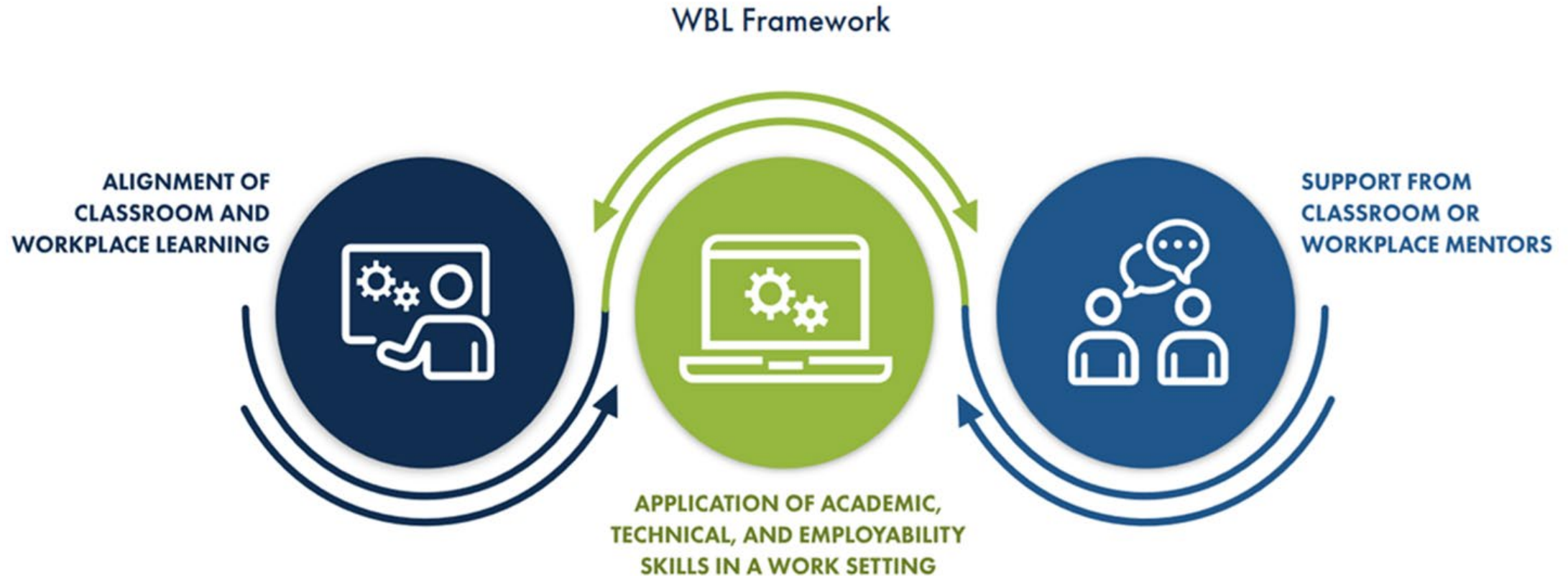
Section 200.4(d)(2)(ix)(a)(2)

- 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



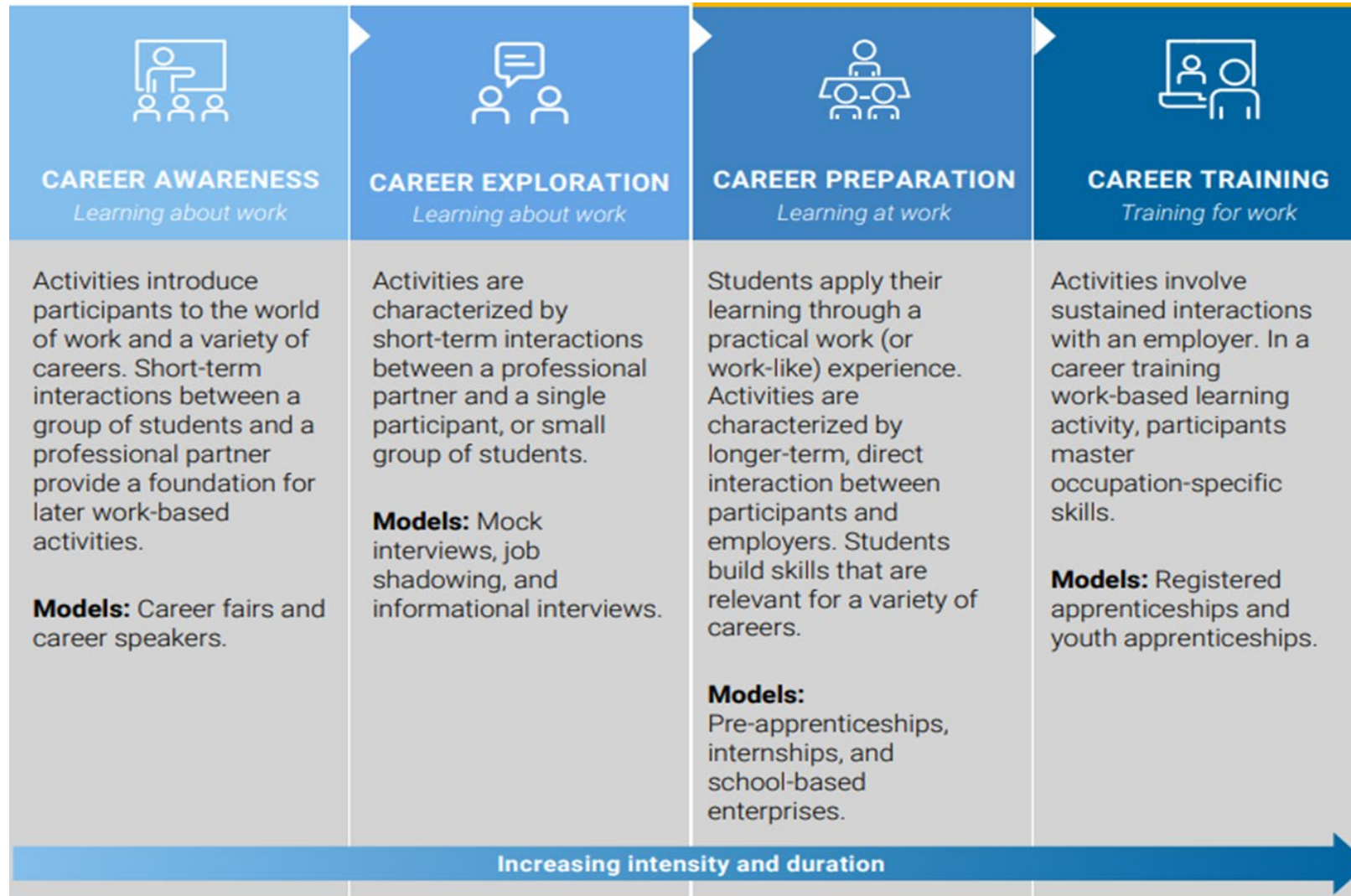
K-W-L Reflection 3

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



The Career Development Process

WBL Continuum



Knowledge, Application, and Skills



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 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

Experiences are defined by:

- Initial interaction with labor and industry
- Student-led exploration of emerging skills and interests
- Broadening student 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 on exploration, determining interests, and understanding talents
- Includes seeing/experiencing actual work environments and 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.

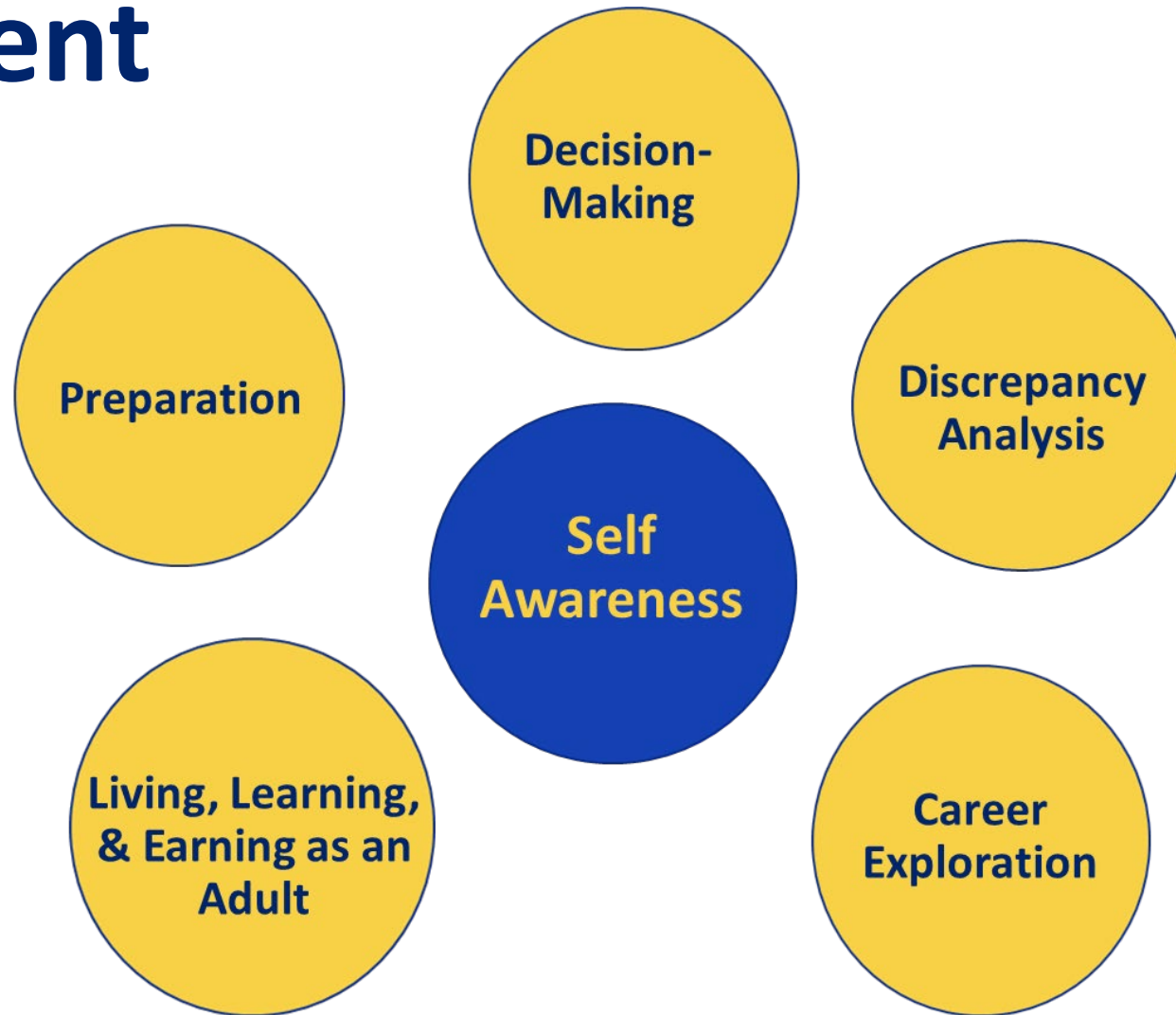
Experiences may include:

- Industry-led projects
- Job shadowing
- Volunteering
- Unpaid internships

Experiences are 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

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

Career Exploration, continued

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

Experiences are defined by:

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

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

K-W-L Reflection 4

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

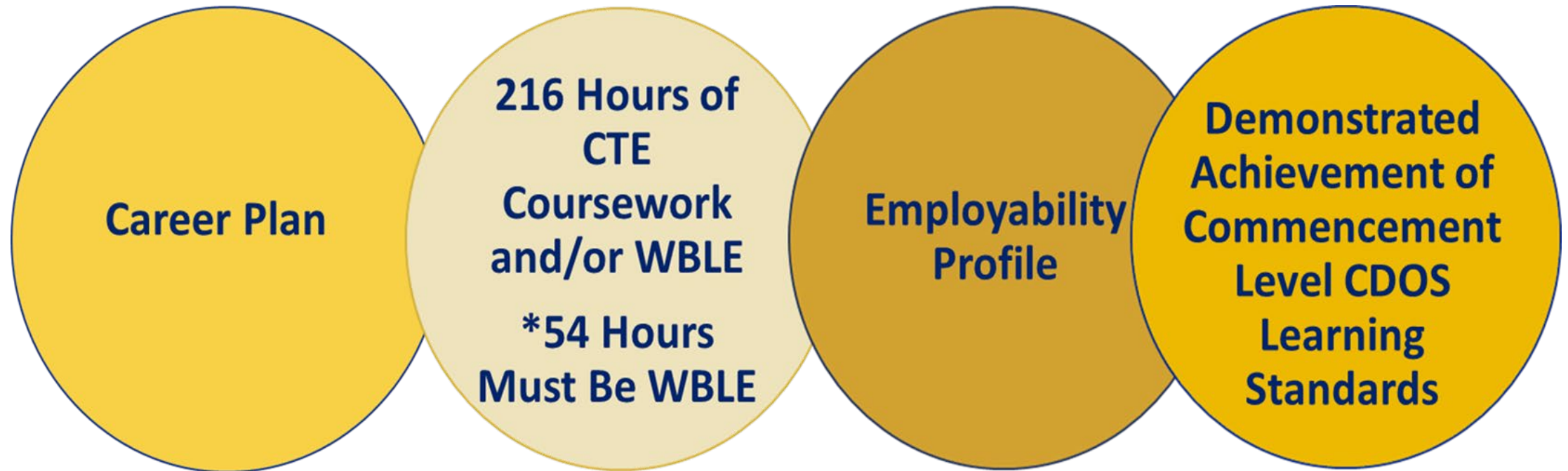


The Alignment of WBL and the Career Development and Occupational Studies (CDOS) Commencement Credential

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 Career and Technical Education (CTE) coursework and/or WBLEs
- The WBL experiences include both the NYS registered WBL programs and the unregistered WBLEs

Achievement in the Commencement Level CDOS Learning 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 Pathway to a Local or Regents Diploma

Student:

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

K-W-L Reflection 5

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



WBL and Pre-Employment Transition Services (Pre-ETS)

Transition Services for Students with Disabilities—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 Adult Career and Continuing Education Services-Vocational Rehabilitation (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.

Five Services Offered



**Job exploration
and counseling**

**Counseling on
opportunities for
enrollment in
comprehensive transition
or postsecondary
educational programs**

**Instruction in
self-advocacy**

**WBL
experiences**

**Workplace
readiness**

How Can ACCES-VR Support WBLEs?

ACCES-VR services may include:

- In-school or after-school opportunities
- Experiences outside the traditional school setting (including internships)
- A group setting or individual setting
- Paying students competitive wages or training stipends
- Many different opportunities to practice (not just one experience and done)
- Provisions for integrated settings in the community to the maximum extent possible

Examples of Pre-ETS

Activity	VR	Schools	Families
Job	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 interests 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

K-W-L Reflection 6

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



Families' Role in Preparation and Planning

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
- Connect with the school regarding cultural beliefs and background and how it may impact WBLEs

Know the Responsibilities of the Student

Students are responsible for:

- Performing job responsibilities
- Communicating needs and suggesting support strategies
- Adhering to job workplace guidelines and procedures
- Complying with expectations for job performance, behavior, and social interactions
- Showing respect, being responsible, and following through on commitments
- Learning as much as possible about the work environment and the job
- Obtaining working papers

Assist Student in Maintaining 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 students)
- Timesheets
- Sheets for reimbursement or timesheets (if school is paying student)
- Awards

Assist Student in Obtaining 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'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

Review 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 _____

Disadvantages _____

Disability Disclosure: Activity With Students



UNIT 1: Self-Determination...the BIG Picture

ACTIVITY: JUST WHAT DO YOU KNOW ABOUT YOURSELF AND YOUR DISABILITY?



Complete the questionnaire below.

For each question, check the box (Yes, Sometimes, or No) that best describes yourself

Questions	YES	SOMETIMES	NO
1. Do you know what you do well in school?			
2. Do you know what you do well outside of school?			
3. Can you easily explain your skills and strengths to other people?			
4. Do you know how you learn best?			
5. Do you inform your teacher how you learn best?			
6. Do you inform your employer how you learn best?			
7. Do you ask for help when you need it?			
8. Do you take responsibility for your own behavior?			
9. Do you feel proud of yourself?			
10. Do you set long-term and short-term goals for yourself?			
11. Do you create lists for yourself to help you achieve your goals?			
12. Are you present at your own IEP or 504 meetings?			
13. Do you participate in your own IEP or 504 meetings?			
14. Do you disclose your disability to others?			
15. Do you like the reaction you get when you inform someone about your disability?			
16. Do you practice disclosing your disability to others?			

Additional Ideas for Family Involvement

Families may:

- Bring the student along to visit them at their jobs
- Give the student 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

WBLE 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
- 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 CSE meeting

K-W-L Reflection 7



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



Families' 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” youth with disabilities have
- Families possess valuable information about a youth’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. Who do you know who can identify an employer contact?
2. List your networking resources.
3. What organizations do you belong to that may be important partners?
4. How can you as a caregiver assist with finding employment?

Support Success in the Workplace

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

- Discussing transportation
- Understanding the role of benefits and supports
- Identifying challenging situations at the worksite
- Maintaining high expectations

Let's Review!

WBL Review

Work-based learning is: Career awareness, exploration, and preparation

How can students participate?

- Through career exploration, job shadowing, job sampling, service learning, internships, apprenticeships, and paid employment

Where can experiences take place?

- In school, the community, online, or a combination of settings during or after school

What will students learn?

- Students will learn about work, gain employability skills, and connect their school experiences to real work settings

Who provides the experience?

- Experiences can be provided by the school and/or a VR program

What can you do to support WBLEs?

- By exploring careers, building employability skills at home, using my network, encouraging self-determination, having high expectations, and assisting with documentation

K-W-L Activity 2

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

- **K**—What do you **now know** about how to engage in **WBL experiences**?
- **W**—What do you **still want to know** about **WBL experiences**?
- **L**—Identify **three things you learned** in today's training.



Questions and Answers



Resources (1 of 4)

[ACCES-VR New Services to Meet WIOA Requirements for Vocational Rehabilitation](#)

[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](#)

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

[Guideposts For Success 2.0: A Framework for Successful Youth Transition to Adulthood \(NCWD for Youth\)](#)

Resources (2 of 4)

[National Collaborative on Workforce Disability for Youth \(NCWD for Youth\)](#)

[NCWD/Youth—Tapping Into the Power of Families](#)

[NTACT—Competitive Integrated Employment Toolkit](#)

[NTACT—Postsecondary Education and Employment Preparation](#)

[NTACT—Evidence-Based Practices and Predictors in Secondary Transition](#)

[NTACT—Resources on SDLMI](#)

[NYS CDOS Commencement Credential Q&A document](#)

[NYS CDOS Learning Standards](#)

Resources (3 of 4)

[NYS Department of Labor—Child Labor](#)

[NYS Department of Labor—Minimum Wage Overview](#)

[NYS Laws and Regulations Section 3215-a - Title IV, Article 65, Part I](#)

[NYS Regulations of the Commissioner of Education—Parts 200 and 201](#)

[NYSED CDOS Pathway to a Regents or Local Diploma](#)

[NYSED Work-Based Learning Manual](#)

[NYSED Working Papers](#)

[NYSED Work-Based Learning Programs](#)

Resources (4 of 4)

[Section 113 Provision of Pre-Employment Transition Services | WINTAC](#)

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

[Teacher Digital Learning Guide](#)

[Virtual and Remote Resources for Work-based Learning for the 2020-2021 School Year](#)

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

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Contact Us

TAP for Transition

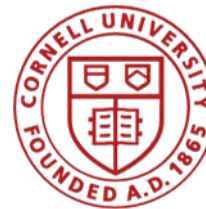
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