



New York State Education Department
Office of Special Education
Educational Partnership



Implementing Unregistered Work-Based Learning (WBL) Experiences



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

Last updated on August 31, 2026

Disclaimer

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



Introductions



- Name
- District/School
- Position/Role

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

Activity
Handouts

NYSED
Documents

Resources
and Tools

Training Objectives

Participants will:

- Review the essential features and practices of high-quality unregistered WBL that foster student skill development and improve postsecondary outcomes
- Review the alignment of WBL and the Career Development and Occupational Studies (CDOS) Commencement Credential
- Explore strategies for developing and documenting unregistered WBL experiences that promote student skill acquisition while strengthening program sustainability and impact

Defining WBL



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

Best Practices in WBL

WBL experiences:

- Involve the student in choosing and structuring their experiences
- Are “age and stage appropriate,” evolving along a continuum of increased intensity and engagement in the workplace
- Include structured worksite learning that links back to classroom instruction
- Engage students in meaningful job tasks in the workplace that build career skills and knowledge
- Provide students the opportunity for regular self-reflection and to develop self-determination and self-advocacy skills
- Develop the student’s networks and connections for postsecondary career success
- Reflect high expectations by ensuring students, regardless of disability, take meaningful risks, make choices, and learn through real workplace experiences

Dignity of Risk: A Foundation of High-Quality WBL



- Dignity of risk reflects the belief that students with disabilities deserve the same opportunities to take reasonable risks as their peers without disabilities
- Dignity of risk includes opportunities for students to make decisions and experience authentic consequences
- In WBL, this means supporting students to make real choices, engage in authentic work, and experience meaningful outcomes, including mistakes, so they can grow skills, confidence, and independence
- Without risk, we fail to know the true potential of students with disabilities

Dignity of Risk Requires High Expectations



- The way WBL experiences are designed and supported directly impacts students' skill development and preparation for competitive, integrated employment (CIE)
- When students are held to high expectations and supported to take appropriate risks, they gain critical opportunities to learn from experience, navigate challenges, and demonstrate their true potential

Research Highlighting the Benefits of WBL



Post-School
Outcomes

Equitable
Opportunities

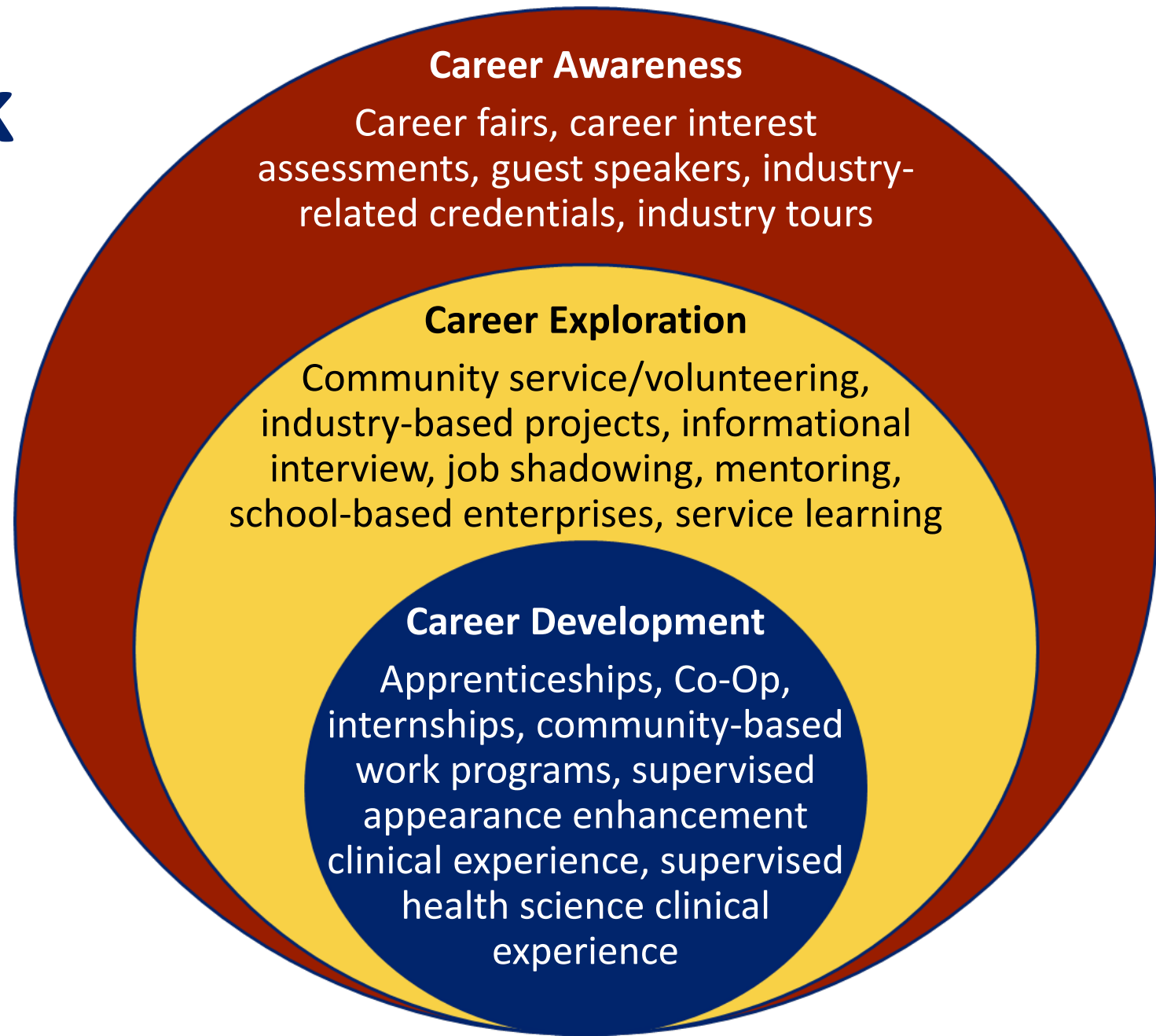
Employability Skills

Collaboration and
Family Engagement

Self-Determination
Skills

Exploring Unregistered NYS WBL Experiences

Framework for NYS WBL



WBL Supports the CDOS Credential

Multiple Roles of CDOS

- A pathway to a diploma
- An addition to a diploma
- A standalone exiting credential when the student attempts but does not complete the requirements for a diploma

CDOS Option 1 Requirements

- Commencement Level Career Plan
- Employability Profile
- Demonstrated achievement of CDOS learning standards
- 216 hours of Career and Technical Education (CTE) coursework and/or WBL experiences (at least 54 hours must be WBL experiences)

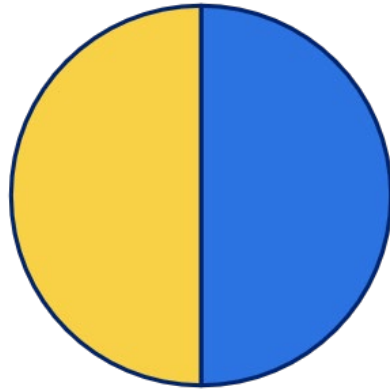
CTE and/or WBL Hours

Fulfilling the 216 Hour Requirement



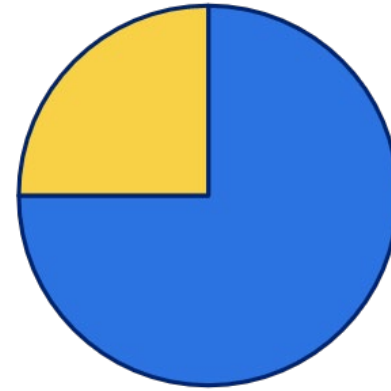
■ WBL ■ CTE

54 hours WBL
162 hours CTE



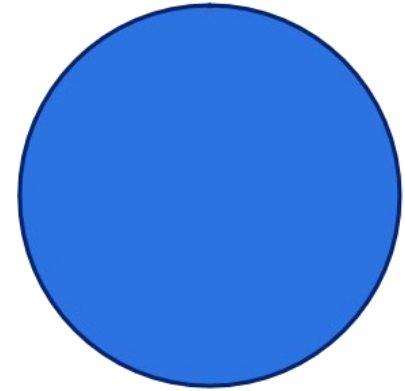
■ WBL ■ CTE

108 hours WBL
108 hours CTE



■ WBL ■ CTE

162 hours WBL
54 hours CTE



■ WBL ■ 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.**

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		X	X	X	X	X	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
Unregistered WBL in Specific CTE Programs			X					X	X	X

Career Awareness Experiences



Career awareness experiences include:

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

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

Components of Unregistered WBL Experiences

The following components are highly recommended:

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

Unregistered WBL Experiences

Unregistered Experience Options

- Job shadowing
- Community service/volunteering/service learning
- Industry-based projects
- School-based enterprises
- Mentoring
- School year/summer internships
- Entrepreneurship
- Community-based work experiences for students with disabilities
- Unregistered WBL in Specific CTE programs

Job Shadowing



- Job shadowing is a career exploration activity
- The student follows an employee at the workplace to learn about an occupation or career pathway of interest

Examples of job shadowing activities:

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

Job Shadowing Considerations



Things to consider *before* my worksite visit:

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

Things to consider *during* my worksite visit:

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

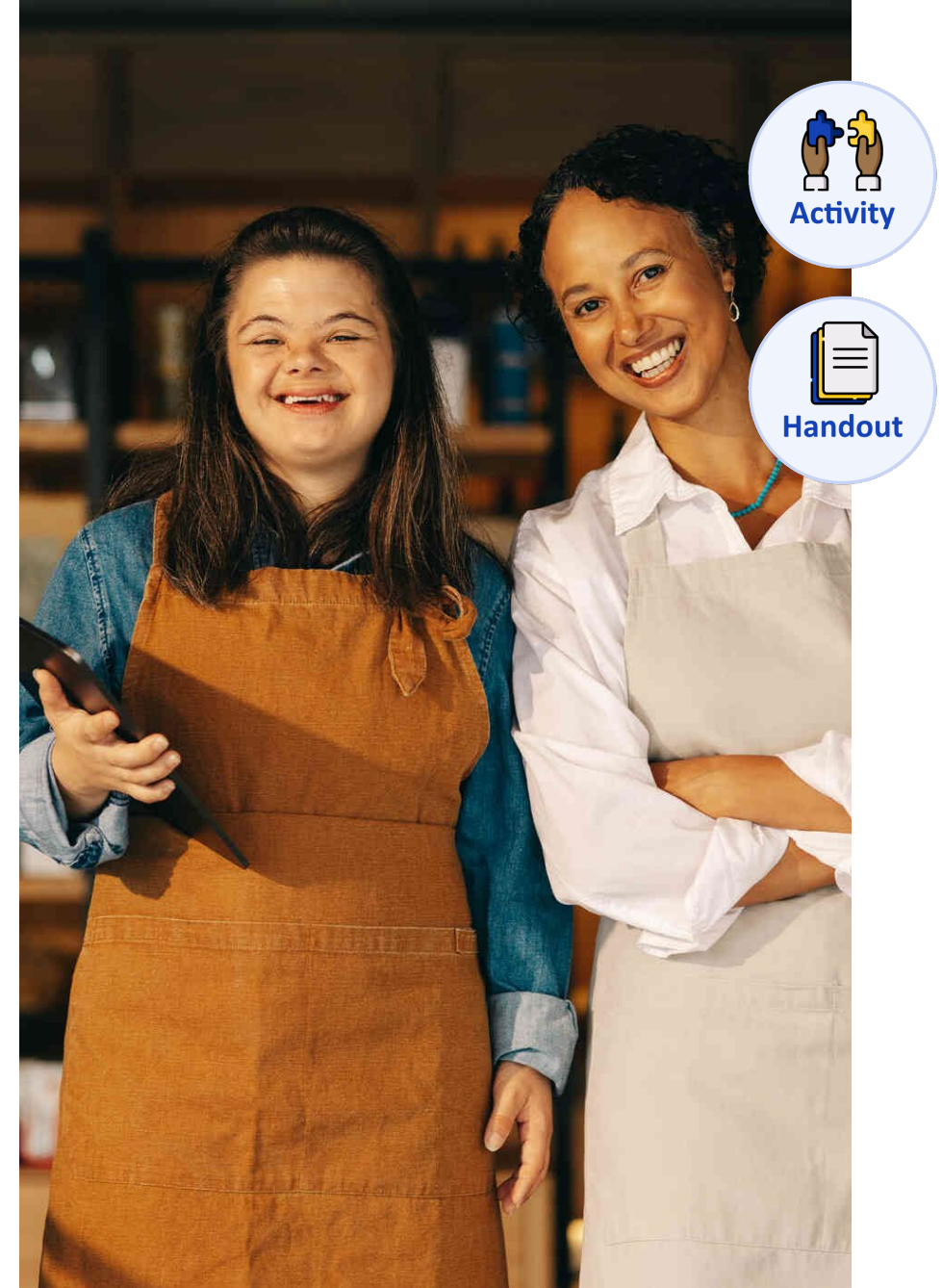
Things to consider *after* my worksite visit:

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

Job Shadowing Scenarios

Guiding Questions

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



Community Service/Volunteering and Service Learning



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

Examples of community service/volunteering and service activities:

- Read books at a nursing home
- Collect items to donate to those in need
- Organize an event to bring awareness to a cause
- Community park cleanup

Service Learning in Action



Audio



Handout



Discussion



Industry-Based Project

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

Examples of industry-based projects:

- Students in a marketing class are tasked by a local tree farm to create a social media plan to help the business expand its customer base
- Students in a construction technology class produce a pre-fabricated house that is sold to a community member

School-Based Enterprise

A school-based enterprise exists within a school to provide services for students, staff, and/or customers from the community.

Examples of school-based enterprise:

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

School-Based Enterprises in Action



School-Based Enterprise: Getting Started



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

School-Based Enterprise: Finances



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

Mentoring



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

Examples of mentoring:

- A student interested in graphic design works one-to-one with a local designer who reviews sample projects, gives feedback, and talks through professional standards and workplace expectations
- A mentor supports a student in building foundational skills like communication, punctuality, and teamwork through regular check-ins and real-world examples

Tips for Success



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

To ensure meaningful experiences that result in enriched learning:

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

School Year/Summer Internships

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

Examples of school year/summer internships:

- WBL experiences is one of the Pre-Employment Transition Services (Pre-ETS) offered through Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR)
- A student participates in their local summer youth employment program
- A student participates in a paid summer internship at their local museum

Partnering in Action



Entrepreneurship



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

Examples of entrepreneurship:

- A student starts a pet sitting service, managing scheduling, customer communication, and budgeting with guidance from a local business owner
- A small group of students collaborates to design and run a school-based business, dividing roles (marketing, finance, operations) and making decisions with support from an instructor or mentor

Entrepreneurship in Action



While reviewing the article, consider what skills the student needed to build their business.

- Discuss as a large group:
 - _ Different ideas for a WBL entrepreneurship program
 - _ How schools could help students build their entrepreneurship skills
 - _ Any challenges or obstacles you may anticipate in developing this experience

Community-Based Work Programs

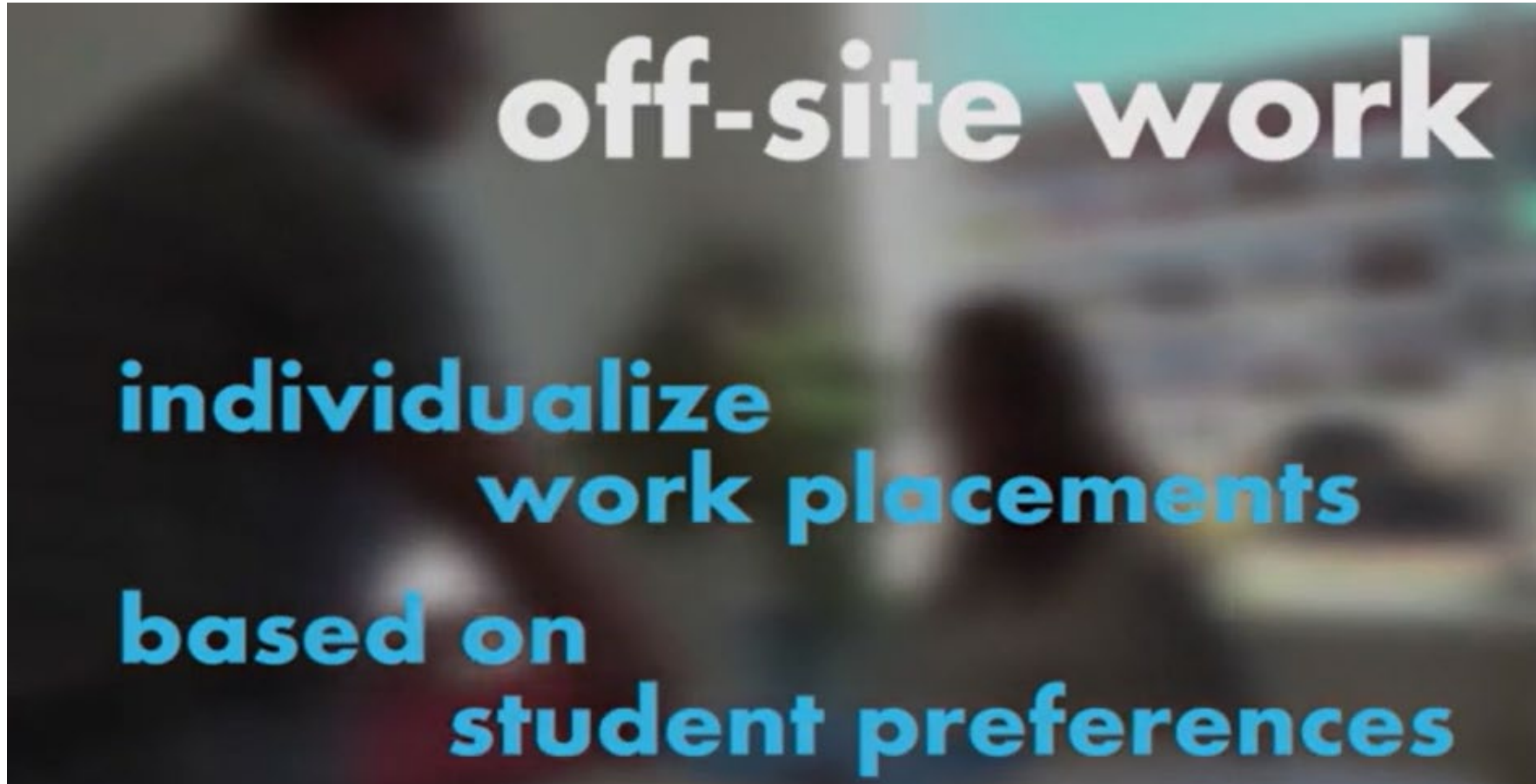
For Students with Disabilities

- Allows students with disabilities to work in the community
- Uses the community as an extension of the classroom
- Develops true partnerships between local businesses and schools
- Helps students identify career interests and assess their skills and training needs
- Develops employment skills and work habits
- Supports students to learn how to better access and interact with their communities

Examples of community-based work programs:

- Parks department/
Community Gardens/
Farmers Markets
- Child Care/Elder Care
- Museums/Libraries/Art
Galleries
- Manufacturing/
Warehousing

Community-Based Work Programs In Action



A Continuum of Learning

Three Components

Career Exploration

Exposes students to work settings

- Field trips
- Job shadowing
- Career mentorship

5 hours per job experience

Career Assessment

Leads to training objectives

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

90 hours per job experience

Career Training

Employment settings

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

120 hours per job experience

Fair Labor Standards Act (FLSA) and WBL

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

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

FLSA



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



Documenting and Developing Your WBL Program

Forms for WBL Programs

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

Sample forms provided:

- Student MOA
- NYS Appearance Enhancement
- MOA Extended Classroom
- Student Agreement
- Student Training Plan Template and Narrative
- Emergency Medical Treatment Authorization

These forms can be used as appropriate, especially if a student will be at a placement outside of the school for an extended period (such as in a Community-Based Work Program).

Forms should be customized for use by each school.

It is strongly suggested that all forms be reviewed and approved by local district administrators and legal counsel before they are put into use.

Documenting WBL Skill Development



Employability
Profile

Commencement
Level Career Plan

Student Exit
Summary

Student's IEP

Additional Considerations

Overcoming Barriers



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

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

Developing Community Resources



- How can you utilize the strengths and resources within your community to support WBL experiences for students?
- What relationships and connections can be leveraged to establish WBL placements?
- Have you utilized the NYSED Community Resource Map?
- Do you have a system for documenting resources and contacts?

Wrap-Up Activity

Leaving in Good Shape



What do you still
have questions
about?



What three things
could you use from
today moving
forward?



What's squared
away?
What do you really
understand?

Additional WBL Trainings

Continuing the Learning

**Fundamentals of WBL
Experiences**

**How to Effectively Build
and Manage Business
Relationships for WBL
Experiences**

**Foundations of Job
Coaching for WBL
Experiences**

**Supporting Your Child in
WBL Experiences**

**Early Steps to Future
Careers: Embedding
Career Development in
Elementary School**

Questions



Resources (1 of 3)

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

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

[Employability Profile](#)

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

[Educational Management: P-12: NYSED](#)

[Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act](#)

[Guide to Developing Collaborative School-Community Business Partnerships](#)

Resources (2 of 3)

[Network for Teaching Entrepreneurship](#)

[NTACT:C - Practical Considerations for Work-Based Learning Experiences for Students with Complex Support Needs](#)

[NTACT:C School-Based Enterprise Toolkit](#)

[NYC DOE WBL Toolkit Career Mentoring Fact Sheet](#)

[NYS Commencement Level Career Plan](#)

[NYS WBL Manual](#)

[NYS WBL Programs](#)

Resources (3 of 3)

[NYS WBL Sample Forms](#)

[Permanent Flexibility in the Use of Career Awareness Experiences to Meet WBL Hours Requirements](#)

[SAE for All](#)

[Student Exit Summary for Students Eligible for the NYSAA](#)

[Transition Guide to Postsecondary Education and Employment for Students with Disabilities](#)

[WBL and CDOS](#)

[Volunteer New York!](#)

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Contact Us

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New York State
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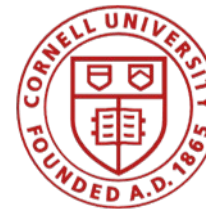
Knowledge > Skill > Opportunity



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Technical Assistance Partnership
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Cornell University

This training was provided by the Technical Assistance Partnership for Transition at Cornell University. The OSE Educational Partnership is funded by the New York State Education Department Office of Special Education.