



New York State Education Department
Office of Special Education
Educational Partnership





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Using Web-Based Tools to Enhance Work-Based Learning (WBL) Experiences



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

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Disclaimer

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Introductions



- Name
- Educational Organization (EO)
- Position

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
- Participant Workbook

Training Objectives

Participants will:

- Define high-quality WBL and its benefits for students with disabilities
- Identify advantages and potential obstacles to utilizing web-based tools in WBL experiences
- Explore technology-supported delivery formats to improve WBL outcomes
- Discover new resources to assist in developing and enhancing WBL experiences
- Apply strategies to ensure technology-infused WBL experiences are successfully integrated into student learning experiences

Exploring WBL



Defining WBL



- WBL experiences are **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 NYS.

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 experience that is disconnected from the student's overall transition goals
- Students placed in sites without assessment or evaluations

Highlighting the Benefits of WBL



Post-School
Outcomes

Equitable
Opportunities

Employability
Skills

Collaboration
and Family
Engagement

Self-
Determination
Skills

Framework for NYS WBL



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

Equity Considerations in Developing WBL Experiences



EQUALITY

*Equal inputs
regardless of need
or outputs*



OPPORTUNITY

*Altering practices
and resources to
respond to student
needs*



ACCESS

*The right to benefit
from resources;
admittance*



EQUITY

*Equitable inputs
with equitable
outputs; a chance*

Ideas for Developing Equitable WBL Experiences



- List three ways educators can create equitable WBL experiences.
- After reviewing how equity applies to WBL experiences, will you need to modify your delivery?
 - How so?
 - Who can assist with this?



Web-Based Tools Enhance Traditional WBL Experiences by:

- Fostering the development of career awareness and increasing opportunities for career exploration.
- Offering students a variety of personalized ways to participate and get immediate, individualized feedback.
- Assisting students to learn work-related and (where appropriate) technical skills related to a job or career field.
- Removing geographic and transportation barriers and creating opportunities to reach a wider range of employers.
- Allowing students to work with real organizations and interact with actual industry employees and mentors.
- Allowing students with disabilities to engage in an experience they may not have otherwise.

Obstacles to Integrating Web-Based Tools Into WBL Experiences

- Educator ability to craft meaningful opportunities.
- Over-reliance of virtual experiences causing reduction of tactical experiences (e.g., culinary arts or health care).
- Student access to technology.
- Assumption of oversight of online interactions.
- Online safety, supervision, and support of students with disabilities.
- Lack of infrastructure to support the integration of technology into WBL.

Ways to Enhance Traditional WBL

Online
Resources

Mobile
Applications
(Apps)

Hybrid
Learning

WBL Resources: Online



Delivery Formats and Considerations



Formats

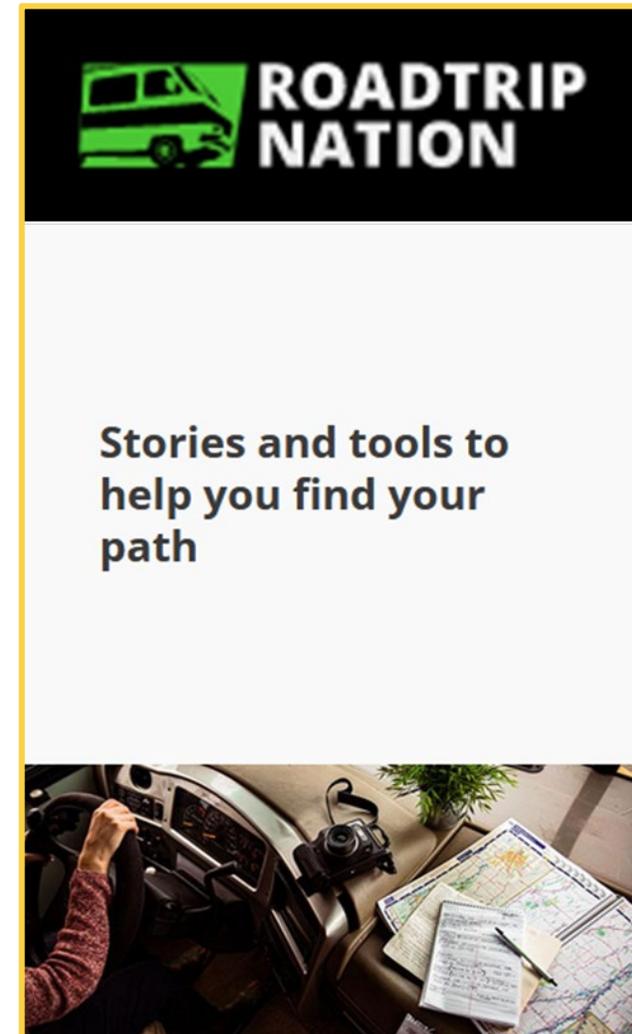
- Synchronous or asynchronous.
- Whiteboards, chat rooms, quizzes, and assessments.
- Self-paced modules, tools, videos, and worksheets.
- Interactive presentations such as job shadowing or a workplace tour.

Considerations

- Has a strong internet connection.
- Can participate individually or in a group.
- Has received instruction and as needed, assistive technology to:
 - Participate in a virtual meeting (e.g., Zoom, Google Hangout, Microsoft Teams, etc.).
 - Participate in breakout rooms.

Road Trip Nation

- This free site allows students to create a career exploration roadmap.
- Students can complete a brief interest profile and/or find leaders that share similar interests.
- Once a leader is discovered, students can follow their road map to discover education, milestones, hurdles, and related leaders.



Interland - Be Internet Awesome

Students and families can utilize this free resource to learn how to:

- Safely share information online.
- Encourage thoughtful online communication.
- Be aware of internet scams.
- Keep personal information private.



Skills to Succeed Academy

6 modules

Choose a Career

What do you want to do with your career? This course will teach you the basics of what makes a career and the key decisions you need to make.

- ✓ What a career is and what it can mean for you
- ✓ How to think about career decisions
- ✓ How to set and reach your career goals

[VIEW COURSE](#)

20 modules

Getting a Job

This course will guide you through the whole process from deciding which jobs to apply for and writing your CV/resume to succeeding in an interview.

- ✓ How to identify your top skills and apply for the right jobs
- ✓ How to write a CV/resume and fill out an application form
- ✓ Successful interview techniques

[VIEW COURSE](#)

10 modules

Success in Work

Congratulations! You got the job! This course will now teach you how to succeed in work and think about the next stage of your career.

- ✓ How to prepare for work
- ✓ How to work alongside your colleagues
- ✓ How to stay motivated

[VIEW COURSE](#)

Grow with Google

Free training and resources to help students:

- Improve their resume with practical strategies.
- Power their job searches with Google tools.
- Tap into networks to find a job.
- Write a cover letter.
- Prepare for their professional future with career development.

your career
Grow [^]with Google

100 Mentors

- Educators set topics
 - Create discussion topics based on what you're teaching.
- Students ask questions
 - Learners record 20-second video questions or type them out, in class or at home.
- Role models respond
 - Multiple mentors respond in 100-second personalized answer videos.



Forage

- Forage allows students to explore virtual work experiences at no cost to the student.
- Students learn the tools and skills necessary to complete tasks during their workday.
- Students can complete multiple experiences.



Forage



Career Village

- Students can connect with real-world professionals so they can get their profession-specific questions answered.
- Educators can track the career advice for each student, assign activities, and receive reports about students' progress.



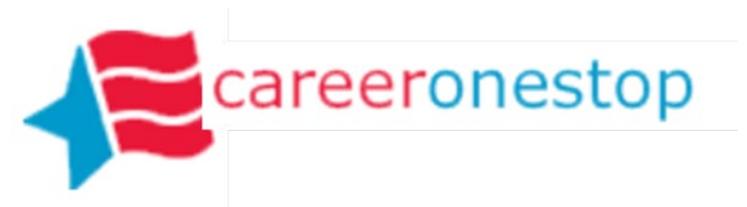
Job Shadow

- Students can read real interviews from people as they talk about their careers.
- Students can select from a list of interviews or a list of categories such as “9 to 5” or “Career with Animals.”



CareerOneStop – Get My Future

- This resource provides the ability to complete a brief interest inventory and explore careers that match the student's interests related to 16 career clusters.
- Videos provided include career details such as tasks, work settings, education needed, and more.



My Next Move

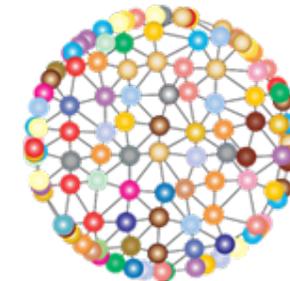
- Explore over 900 different careers including tasks, skills, salary information, videos, and more.
- Find careers through keyword search, by browsing industries or through the O*Net Interest Profiler.



Online Activity



- Have you used any of the above resources or other online sites?
 - If yes, how did students respond to the work they completed?
 - If not, which resources are you looking forward to trying?
- Are there additional websites you would recommend?
- Supporting work
 - How has/how do you anticipate the work the students completed through the website align with their other learning?
- Equity Considerations
 - Which websites stand out to you in their ability to increase opportunity, access, and/or equity? In what ways?



WBL Resources: Mobile Apps



Mobile Apps to Support WBL Experiences

CareerOneStop
Mobile



Resume Star



C'reer



WyldWood Stories:
BB Speaks Up



Mobile Apps To Support Independence

TaskAnalysisLIFE



Can Plan

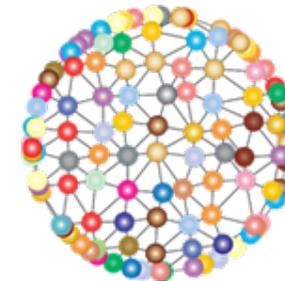


Magnus Cards –
Autism App



Mobile App Activity

- Have you used or heard of any of the mobile app resources?
 - If yes, how did students respond to those apps?
 - If no, are there any you look forward to trying?
 - Are there additional apps you would like to recommend?
- Supporting work
 - How can some of the apps reviewed tie into general education coursework?
- Equity and Family Considerations
 - In what ways do the ideas of equality, opportunity, access, and equity effect your consideration of different apps?



WBL Resources: Hybrid



Hybrid Delivery Formats and Considerations

- Combines online learning tools with traditional forms of resources, such as paper packets, textbooks, magazines, and pre-recorded videos.
- Could also include graphic design software such as PowerPoint, Publisher, Google Classroom, Canva, or Adobe or classroom technology such as a Smartboard and video recording.
- Gives educators the ability to braid resources and create an individualized WBL experience.

Examples of Hybrid WBL Experiences (1 of 2)

Hybrid WBL	Description
Career Awareness	Students conduct online research on a range of careers in an industry of interest and share their findings in the classroom or the hallways.
Career Exploration	Students view a pre-recorded experience and participate in a virtual career scavenger hunt to gather information from what they see, hear, and do during the activity.
Guest Speaker	Students listen to a presentation about an organization or industry. Educator allocates time for a Q&A session, which can be recorded and used again later.
Volunteer	Students can begin the volunteer search online with assistance from their teacher and then complete the volunteer activity such as a food drive, town clean-up, or clothing drive with a family member.

Examples of Hybrid WBL Experiences (2 of 2)

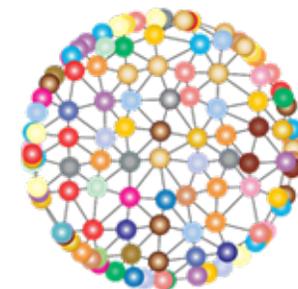
Hybrid WBL	Description
Job Shadow	Students can participate in an interactive field trip or watch a video of a job shadow example. After the experience, students can model or roleplay what they learned.
Informational Interview	<ul style="list-style-type: none">• With permission, students can video record interviews with family members and ask them pre-selected questions about skills they needed to be successful along their career paths and then share the compiled videos with their classmates.• After viewing an interview, students complete questions on a pre-printed packet that includes information learned, potential future questions, and follow-up information.
School Based Enterprise (SBE)	Students digitally create marketing materials for the products/services the business provides and then hand them out at a school event.

Hybrid Activity



Given a mixture of activities:

- What are some of the benefits of hybrid WBL?
- What are anticipated obstacles teachers would need to solve prior to implementing?
- What are some additional examples of hybrid activities?



— Considerations for Integrating Web-Based Tools



Considerations for Integration of Web-Based Tools to Enhance WBL Experiences

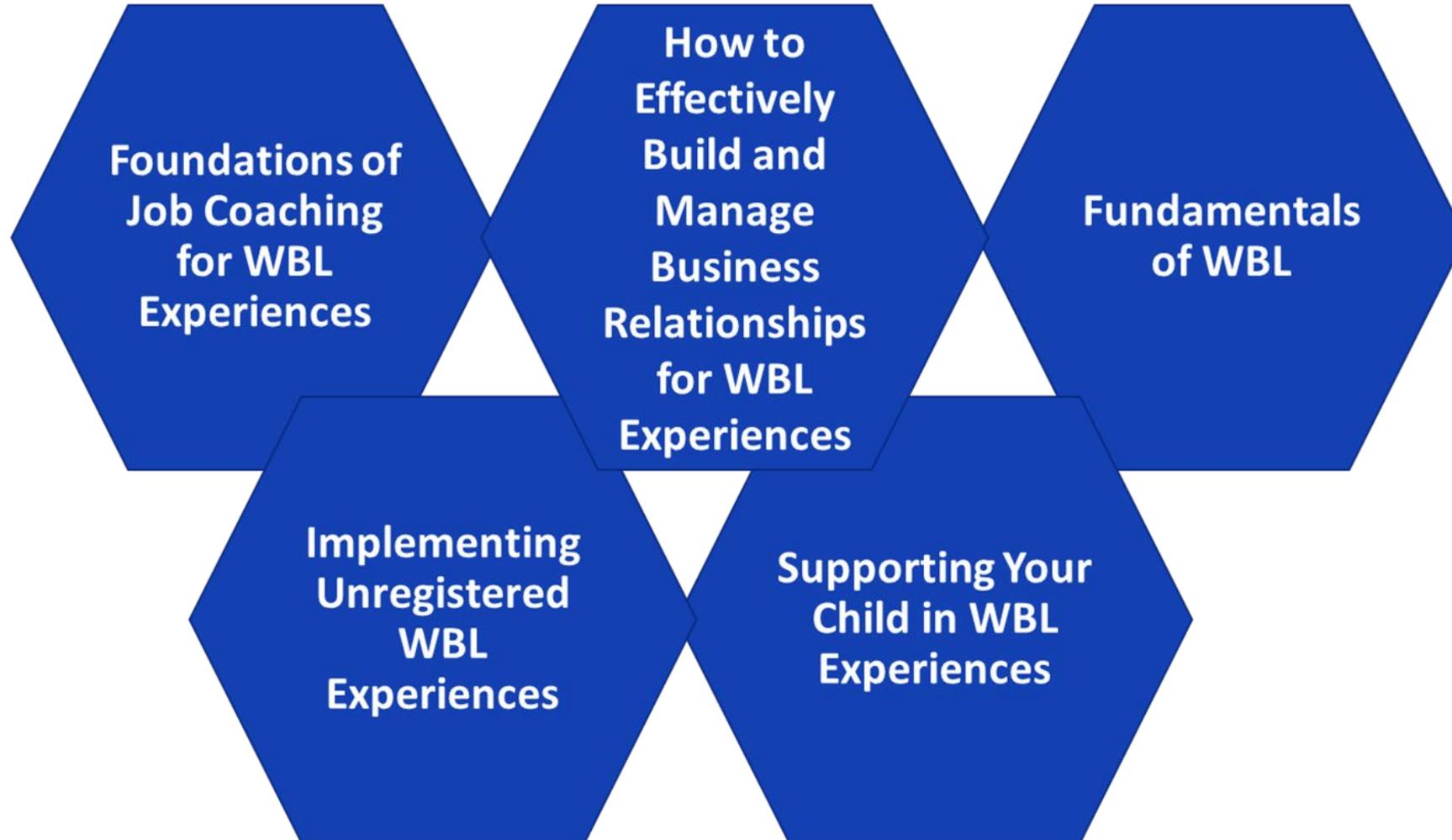
Assess educators' comfort level and potential barriers to using technology

Determine classroom access to technology

Align academics with WBL experiences

Additional WBL Trainings

Continuing the Learning



Questions



Resources (1 of 2)

[100mentors](#)

[Be Internet Awesome - A Program to Teach Kids Online Safety](#)

[CareerOneStop GetMyFuture Portal](#)

[CareerVillage](#)

[Essential Guide to School Transition, Competitive Integrated Employment, and Compliance with the ADA, *Olmstead*, and Section 511 of WIOA \(y-tac.org\)](#)

[Forage](#)

[Grow with Google](#)

Resources (2 of 2)

[Job Shadow](#)

[My Next Move](#)

[NYSED WBL Programs](#)

[Roadtrip Nation](#)

[Skills to Succeed Academy](#)

[Virtual Resources for WBL](#)

[NYS WBL Manual](#)

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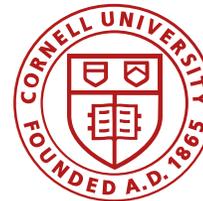
Knowledge > Skill > Opportunity



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