



New York State Education Department  
Office of Special Education  
**Educational Partnership**





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# Fundamentals of Work-Based Learning (WBL)

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



# Disclaimer

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# Introductions



- Name
- Educational Organization (EO)
- Position

# 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 others’ needs.



# Training Materials

- Common Acronyms
- Know, Want, Learn (KWL) Planning Tool
- New York State (NYS) Work-Based Learning (WBL) Manual
- Benefits of WBL
- The Center on Transition Innovations—Career Planning Toolkit
- Transition Planning Across the Individualized Education Program (IEP)
- Universal Foundation Skills
- Work Readiness Profile
- Equipped for the Future: 21st Century Skills for the New Economy

# Training Objectives

## Participants will:

- Define high-quality WBL, its essential components, and benefits
- Identify registered WBL programs and unregistered WBL experiences available to students with disabilities in NYS
- Discuss the career development process and how it relates to the WBL framework
- Identify ways to document and incorporate WBL throughout the IEP
- Identify essential partners and their role in providing high-quality WBL experiences



## Individuals with Disabilities Education Act (IDEA) States:



The purpose of Special Education is to ensure that all children with disabilities have available to them a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)... to meet their unique needs and **prepare them for further education, employment, and independent living.**



# 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.



# K-W-L Activity

Take a moment to complete the K-W-L Planning Tool.

- **K**—What do you **know** about **WBL**?
- **W**—What do you **want** to know?
- **L**—Throughout the training, identify new **learning**.



# 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 NYS.

# Understanding WBL

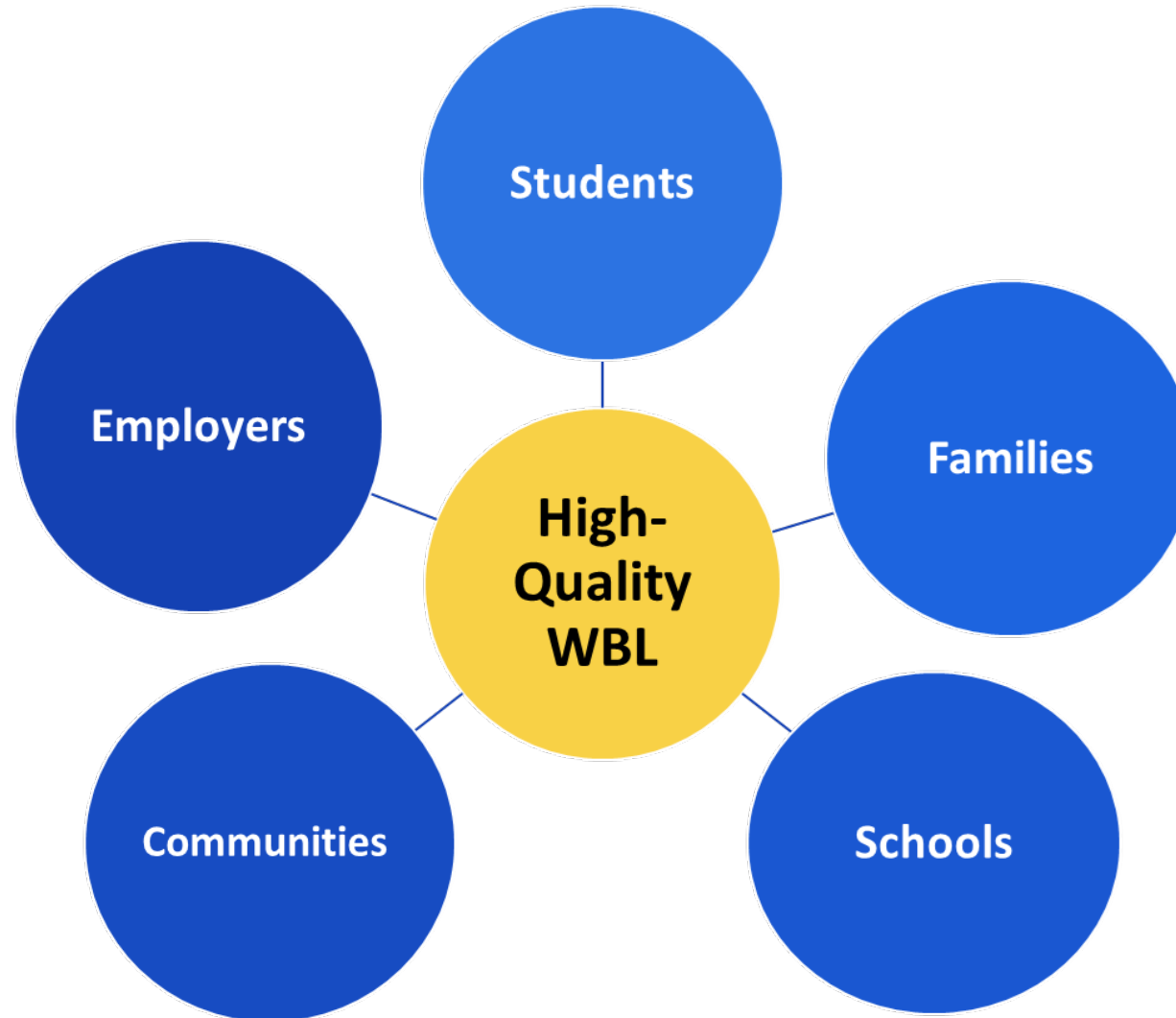
## **WBL is:**

- 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

# WBL Benefits All Involved



# Benefits of WBL



Post-School  
Outcomes

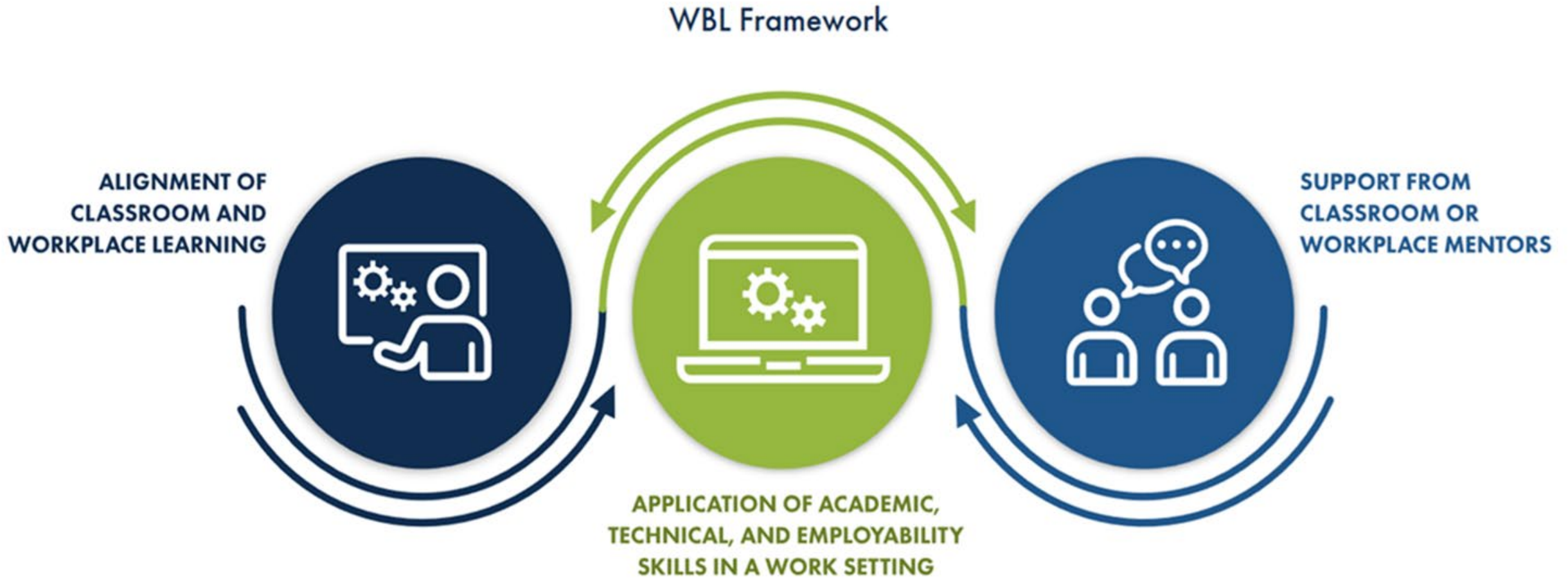
Equitable  
Opportunities

Employability  
Skills

Collaboration  
and Family  
Engagement

Self-  
Determination  
Skills

# Components of WBL



# 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 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

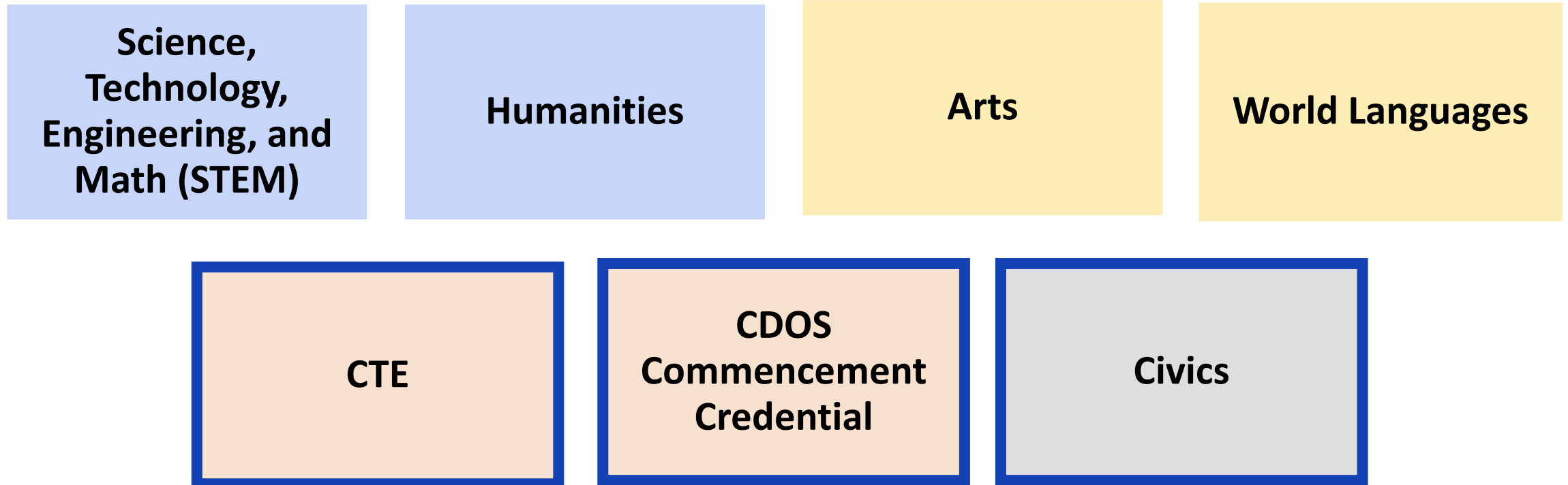
- Job shadowing
- Community service/volunteering/service learning
- Industry-based projects
- School-based enterprises (SBE)
- Mentoring
- Supervised Agricultural Experience (SAE)
- School year/summer internships
- Entrepreneurship
- Community-based work experiences for students with disabilities

## Academic Components

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

# WBL Supports Multiple Pathways to Graduation

## Pathways to Graduation





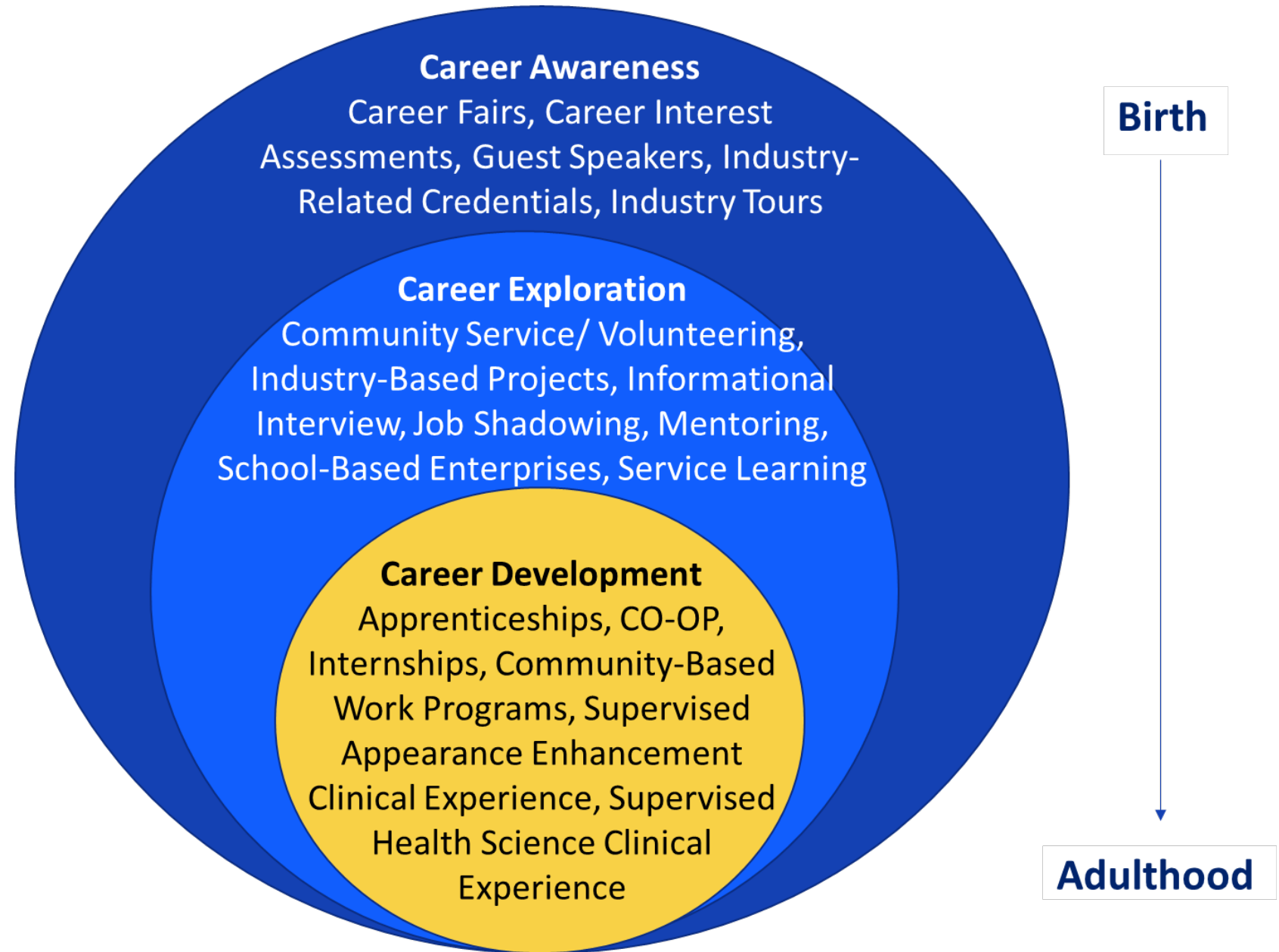
# Current Status in Your EO



- What experiences are students involved in?
  - If involved, are they registered or unregistered experiences?
- What skills are students being taught?
- How does high quality transition programming support student skill acquisition?
- How will these skills lead to and shape future career development?

# 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 WBL 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:**

- 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

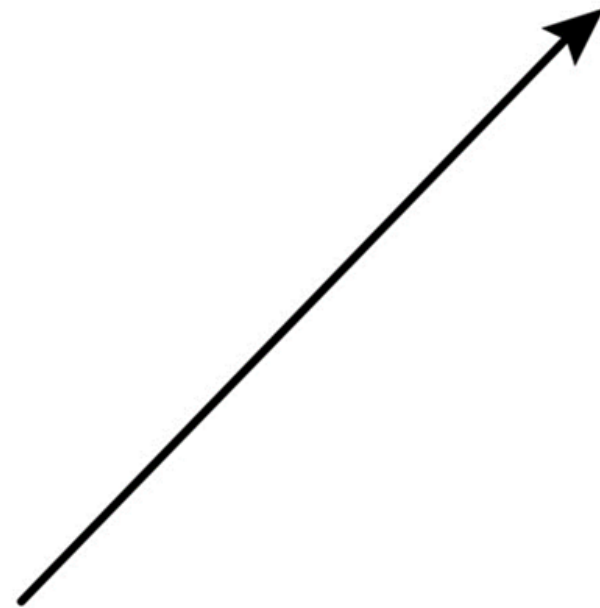
# WBL Experience Timeline

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

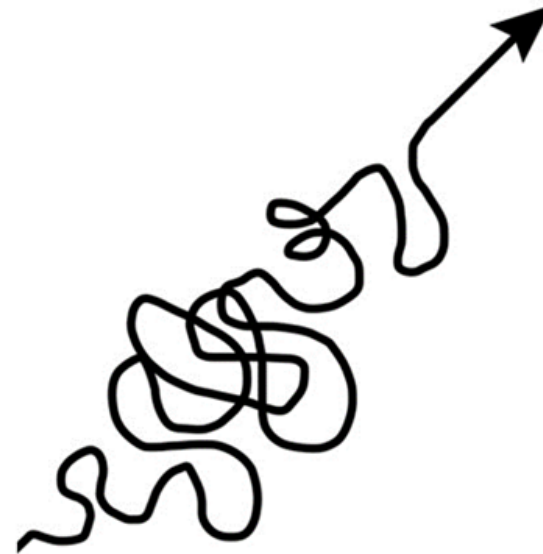


SUCCESS



what people think  
it looks like

SUCCESS

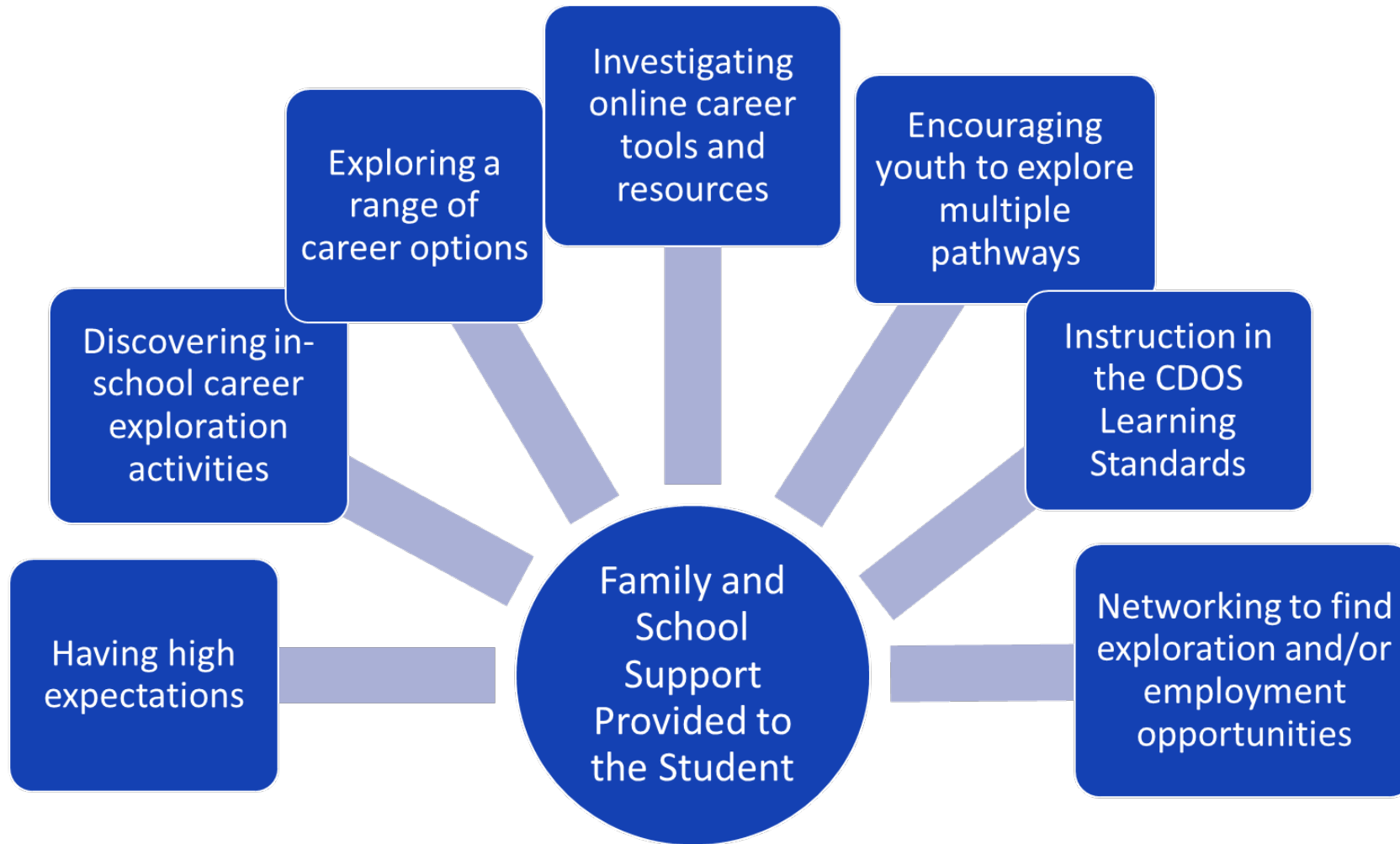


what it really  
looks like

# The Ongoing Nature of Career Development



# Ways to Support the Career Development Process

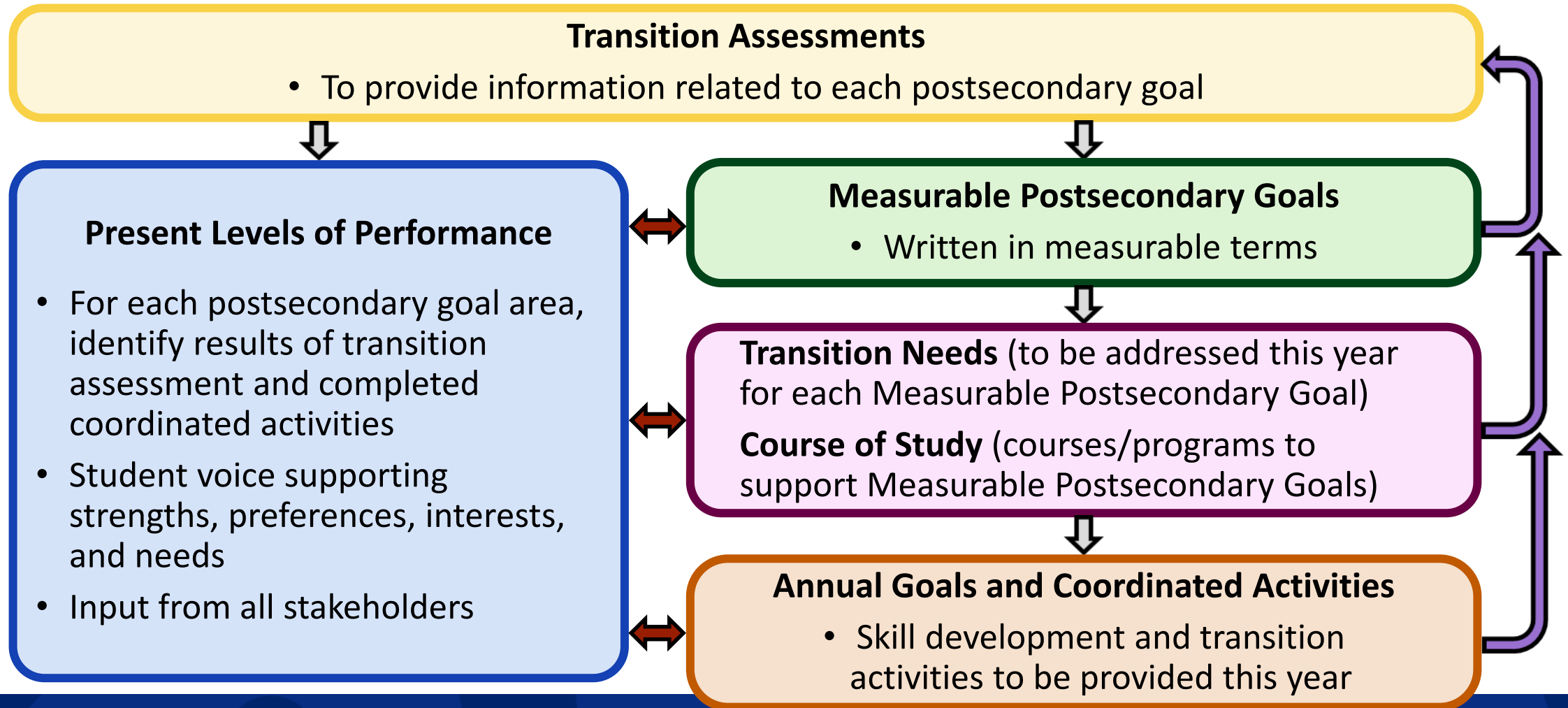


# Documenting and Incorporating WBL Throughout the IEP

# Transition Planning Across the IEP



## Connected Transition Plan in the IEP



# 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 and transition services**
- **Guides instructional decision-making**



# Transition Assessment

- Results from initial assessments should be the starting point for transition planning and documented in the IEP.
- Transition assessments help students with disabilities identify the skills needed to achieve post-school goals.
- Serve as a guide for students to make informed choices and take charge of their transition planning process.
- Should account for cultural considerations including but not limited to: identifying linguistic barriers, offering a variety of environments, using various methods of data collection.



# Transition Assessment: Employment

## Areas of assessment to consider:

- Occupational interests and values
- Work aptitude
- Work readiness/prevocational skills
- Assistive technology
- Temperament/personality
- Manual dexterity
- Work environments

# WBL Assessments

## Prior to WBL

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






## During WBL

- 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 WBL

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


# Career Website Resources

MY NEXT MOVE     

## What do you want to do for a living?



"I want to be a ..."




**Search careers with key words.**

Describe your dream career in a few words:

Examples: doctor, build houses

"I'll know it when I see it."




**Browse careers by industry.**

There are over 900 career options for you to look at. Find yours in one of these industries:


Administration & Support Services

"I'm not really sure."



**Tell us what you like to do.**

Answer questions about the type of work you might enjoy. We'll suggest careers that match your interests and training.

 **GetMyFuture** Español

Sponsored by the U.S. Department of Labor. A proud partner of the [americanjobcenter](#) network.

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Home Explore Careers Education Employment Find Support Toolkit

## GetMyFuture


"Find a career that makes you happy every morning you wake up."  
- Lonnie, first generation college graduate. [See Lonnie's story.](#)

want to...


Find a career I like



Finish high school



Get work experience




User Guide

GUEST TOOLS **STEM for Teens** ASSESS YOURSELF MY PORTFOLIO SEARCH RESOURCES HELP


welcome to **careerZONE**

explore your career path  
your future begins here



Welcome to CareerZone

The place to explore careers related to your strengths, skills and talents. To begin, click one of the six clusters pictured above, or [View All Careers](#) to see all the occupations.



# Universal Foundation Skills

## CDOS—Standard 3a

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### Basic Skills

- Can read
- Can write
- Perform math functions
- Listens effectively
- Speaks clearly

### Personal Qualities

- Responsibility
- Ability to plan
- Ability to take independent action
- Integrity/honesty
- Self-determination and ability to
- Self-evaluate knowledge, skills and abilities

### Thinking Skills

- Can think creatively
- Uses decision-making skills
- Thinking leads to problem solving
- Knows how to learn
- Applies knowledge to new situations

### Systems

- Improves and designs systems
- Monitors and corrects performances
- Understands how systems perform related to goals, resources and organizational function

# Universal Foundation Skills (continued)

## CDOS—Standard 3a

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### Managing Resources:

- Understands how to use materials, facilities, time, money, human resources, networking

### Managing Information:

- Acquires and evaluates information
- Organizes/maintains Information
- Interprets/communicated information
- Uses computers to enter, modify, retrieve and store data

### Technology:

- Selects/applies technology
- Maintains equipment
- Designs and creates to meet needs

### Interpersonal Skills:

- Teaches others
- Serves clients
- Exercises leadership
- Negotiates/communicates
- Works as a member of a team
- Works with diversity

# The Work Readiness Profile



## What New Workers in Entry Level Jobs Need to Be Able to Do

New workers need to be able to use these EFF skills:

### Communication Skills

- 1 Speak so others can understand
- 2 Listen actively
- 3 Read with understanding
- 4 Observe critically

### Interpersonal Skills

- ▲ Cooperate with others
- ▲ Resolve conflict and negotiate

### Decisionmaking Skills

- 1 Use math to solve problems and communicate
- 2 Solve problems and make decisions

### Lifelong Learning Skills

- ◆ Take responsibility for learning
  - ◆ Use information and communications technology\*
- \* Skill not currently tested in WRC.

...well enough to successfully carry out these critical entry-level tasks:

### Acquire and Use Information

- › Acquire, use, and share information accurately and in a timely manner in order to:
  - › Get work done
  - › Identify appropriate procedures
  - › Respond to requests from internal and external customers
- 1 2 3 4 ▲ 1 ◆ 2 ◆
- › Read and understand information presented in written form well enough to get the job done
- 2 3
- › Communicate in spoken English well enough to get the job done
- 1 2 3
- › Ask for clarification or help from supervisor or appropriate others when needed
- 1 2 4 ▲ 1 ◆

### Use Technology

- › Learn how to use appropriate computer-based technology to get the job done most efficiently
- 3 4 1 ◆ 2 ◆
- › Be able to use a telephone, paper, radio, or other device to handle and process communication
- 1 2 2 ◆
- › Make sure that all equipment is in safe working order
- 4 1 2 ◆ 2 ◆
- › Use equipment properly to minimize damage to equipment or injury to oneself or others
- 3 4 1 ◆ 2 ◆

### Use Systems

- UNDERSTAND SYSTEMS**
- › Understand how one's own performance can impact the success of the organization
  - 1 2 4 ▲ 1 ◆
  - › Comply with organizational policies and procedures in a consistent manner
  - 2 3 4 ▲ 1 ◆
  - › Pay attention to company guidelines regarding:
    - › Personal and professional interactions
    - › Appropriate dress
    - › Health and safety
  - 1 2 3 4 ▲ 1 ◆
  - › Follow established procedures for handling urgent situations or emergencies
  - 1 2 3 4 2
  - › Keep informed about quality and health standards set by external sources, including unions, OSHA, and other national and international organizations
  - 2 3 4 ▲ 1 ◆
  - › Go to the appropriate person/ source when approval is needed for work-related activities
  - 1 2 3 4 ▲ 1 ◆ 2 ◆
- MONITOR AND CORRECT PERFORMANCE**
- › Monitor quality of own work
  - 4 1 2 1 ◆ 2 ◆
  - › Accept and use constructive criticism for continuous improvement of own job performance
  - 2 4 ▲ 2 ◆ 1 ◆
  - › Keep track of changes within the organization and adapt to them
  - 1 2 4 ▲ 1 ◆

### Work with Others

- DIVERSITY**
- › Work as part of a team to develop and achieve mutual goals and objectives
  - 1 2 4 ▲ 1 ◆ 2 ◆
  - › Develop and maintain good working relationships with coworkers, supervisors, and others throughout the organization, regardless of background or position:
    - › Be respectful and open to the thoughts, opinions, and contributions of others
    - › Avoid use of language or comments that stereotype others
  - 1 2 4 ▲ 1 ◆ 2 ◆
- NEGOTIATE**
- › Work through conflict constructively
  - 1 2 4 ▲ 1 ◆ 2 ◆
- SERVE CLIENTS**
- › Address customer comments, questions, concerns, and objections with direct, accurate, and timely responses
  - 1 2 3 4 ▲ 1 ◆ 2 ◆
  - › Verify customer or client information to validate forms, provide services, or carry out procedures
  - 1 2 3 4 2 ◆
- Integrity**
- › Demonstrate integrity
  - 1 2 4 ▲ 1 ◆
  - › Maintain confidentiality, as appropriate, about matters encountered in the work setting
  - 2 4 ▲

### Know How to Learn

- › Accept help from supervisors and coworkers
  - 1 2 4 ▲ 1 ◆
  - › Learn new/additional skills related to your job
  - 2 3 4 ▲ 2 ◆ 1 ◆
  - › Learn about the products/services of the organization
  - 2 3 4 1 ◆ 2 ◆
- Responsibility**
- › Demonstrate willingness to work
  - 1 2 ▲ 1 ◆
  - › Take responsibility for completing one's own work assignments
    - › Accurately
    - › On time
    - › To a high standard of quality
    - › Even when the work is physically or mentally challenging
    - › As efficiently as possible, to minimize costs, rework, and production time
  - 2 3 4 ▲ 1 2 ◆ 1 ◆
  - › Show initiative in carrying out work assignments
  - 1 2 ▲ 1 ◆

### Allocate Resources

- › Use basic math well enough to get the job done
- 3 1 2 1 ◆
- › Manage time effectively to:
  - › Get the work done on schedule
  - › Prioritize tasks
  - › Make sure that urgent tasks are completed on time
- 2 3 4 ▲ 1 2
- › Make sure that materials, tools, and equipment are available to do the job effectively
- 4 1 2 ◆ 2 ◆

### Solve Problems

- › Cope with a work situation or tasks that change frequently:
  - › Demonstrate flexibility
  - › Accept new or changed work responsibilities with a positive attitude
  - › Adjust to unexpected problems and situations by seeking advice from a supervisor or appropriate others
- 1 4 ▲ 1 2 ◆ 1 ◆
- › Identify actual or potential problems related to one's own work:
  - › Report them in a timely manner, according to company policy
  - › Help to fix them
- 1 2 4 ▲ 1 2

### Self-management

- › Display responsible behaviours at work:
  - › Avoid absenteeism
  - › Demonstrate promptness
  - › Maintain appropriate grooming and hygiene
  - › Do not attend to personal business when on the job, except in emergencies
  - › Manage stressful situations effectively
- 1 2 3 ▲ 1 2 ◆ 1 ◆



Based on Equipped for the Future Standards

# Documenting WBL in the IEP

Evaluation  
Results

Present Levels  
of Performance

Measurable  
Annual Goals

Transition  
Needs

Course of Study

Coordinated Set  
of Transition  
Activities

Recommended  
Programs and  
Services



# Evaluation Results

Indicates results of situational assessment completed during WBL experiences and results of other transition assessments that support the need for WBL.

## Guiding questions:

- What is the student interested in?
- What are the student's strengths and needs?
- What skills does the student have or need to develop?
- How is the student performing on the worksite?

# 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 WBL 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 WBL 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 WBL experiences and in school?
- Strengths, preferences, and interests

# Transition Needs

Clearly indicate specific skill-based academic and behavioral needs that may be addressed through WBL.

## Guiding questions:

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

# Course of Study

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

## Examples:

- The student will participate in a CTE program for barbering.
- The student will take a concentration in STEM to support selected STEM Pathway to Graduation.

# Measurable Annual Goals

Create an annual goal for an identified skill that will require ongoing, specially-designed, and targeted instruction related to WBL.

## Example:

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 two settings.

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

# Coordinated Set of Transition Activities: Instruction

Identify course/program/specific instructional skills specific to work readiness.

## Examples:

- Use of assistive technology such as the use of a tablet, or adapted equipment to complete a routine task at the work site.
- The student will utilize a time sheet during their WBL experience to improve time management skills.
- 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 to improve dressing and self-care.
- Speech Therapy to improve communication skills.
- Physical Therapy to improve stamina or mobility.
- Counselor to improve self-regulation behaviors in a WBL setting.

# 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 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.



# 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 their two career options of medicine and law.
- The student will begin their college/trade school search and career preparation.

# Coordinated Set of Transition Activities: Acquisition of Daily Living Skills

When appropriate, indicate activities related to acquisition of daily living skills the student will participate in as part of their WBL experience.

## Examples:

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

# Functional Vocational Evaluation

When appropriate, indicate if a situational assessment will be conducted to clarify the student's strengths and needs.

## Examples:

- The student will participate in a situational assessment to demonstrate greeting customers at two community-based worksites.
- The student will complete all 9 steps to washing dishes independently as measured by a task analysis in the school café.

# 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 WBL experience.
- Identify Supplementary Aids, Services, Program Modifications, Accommodations, Assistive Technology, Supports for School Personnel related to the work experience program.

## Examples:

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

# Essential Partners and Their Roles in WBL



# Who Are the Essential Partners?



## Thinking about your EO:

- Who are your current WBL partners?
- Who else could you be connecting with?
- How do you communicate with partners and how often?

# Essential Partners

Schools

Students

Families

Employers

WBL  
Coordinator

Job Coach

Community  
Partners

# Responsibilities of the School

(Adapted from the NYS WBL Manual)

- Orient students to and communicate expectations of the WBL experience.
- Explain consequences of failing to follow expectation.
- Help students communicate support needs.
- Provide instruction in self-determination and employability skills.
- Provide instruction in obtaining (e.g., resume development) and maintaining a job.
- Provide transportation training.
- Complete WBL paperwork as necessary.
- Connect the student to ACCES-VR to discuss Pre-Employment Transition Services (Pre-ETS).
- Encourage family engagement.
- Connect with the employer to review students strengths, possible accommodations, and support strategies.



# Encourage Family Engagement

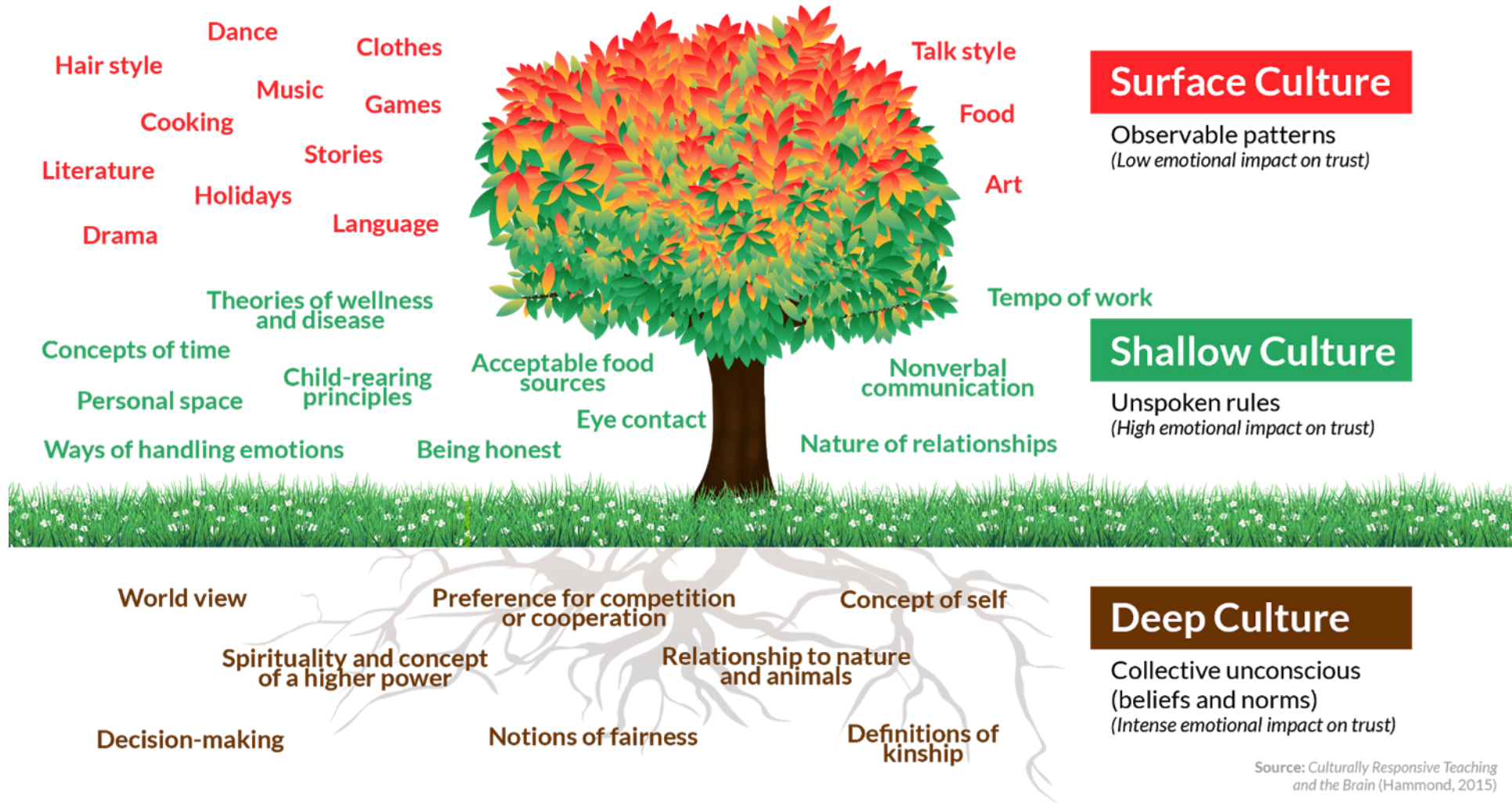
## Schools should:

- 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.

# 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.

# Culture Tree



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

# 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 and if applicable, develop a resume.

(Adapted from the NYS WBL Manual)

# 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, working papers (if applicable)
- Timesheets
- Supervisors contact information for a future reference

# How Families Can Support Students

- Explore WBL options with the student.
- Help student communicate support needs 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.
- 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").
- Talk to the student about their dreams to identify areas of interest and include them in decisions about planning for work experiences.
- Assist the student in obtaining working papers and other required documentation.

# Responsibilities 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 including necessary accommodations or modifications.
- Discuss progress in performance.
- Teach skills needed for successful job performance.
- Communicate with students and school personnel on a regular basis.
- Follow NYS Department of Labor (DOL) laws governing the employment of minors.
- Complete employer evaluations.



# Responsibilities of the WBL Coordinator

- Assure the student is well supervised.
- Properly train the student in workplace safety and health in accordance with DOL regulations.
- Assure the employer is complying with the NYS DOL laws governing the employment of minors.
- Collaborate with the classroom teachers and/or CTE teachers.
- Assure the needs/goals of the students are considered.
- Complete required documentation and track WBL hours for the CDOS Commencement Credential.

# Responsibilities of a Job Coach

- Provides specialized on- and off-site training to assist in learning and performing the job and adjusting to the work environment.
- Facilitates the job seeking process to find paid employment in the open market.
- Provides knowledge, networking contacts, encouragement, and supports resilience when seeking a job, accepting a job, and keeping a job.
- When necessary, can “carve out” or “customize” a job in a workplace; finding tasks at the site that can be successfully accomplished by the student and create a new job out of these elements.

# Responsibilities of Community Partners

- Provide or partner with community or state agencies to provide qualified, trained staff to job coach as needed.
- 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.

# How Can ACCES-VR Support WBL Experiences?

**ACCES-VR provides services to assist students with disabilities to identify, prepare for, and pursue their career goals.**

- 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
- Pre-ETS WBL experiences may be used toward the WBL hours as long as they are appropriately supervised and overseen by school district instructional staff

# Coordination of Pre-ETS Activities

Activity	VR	Schools	Families
<b>Job Exploration Counseling</b>	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
<b>WBL</b>	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
<b>Counseling on Opportunities for Postsecondary Ed.</b>	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
<b>Workplace Ready Training</b>	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
<b>Self-Advocacy Instruction</b>	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

# Community Services and Supports



## Consider:

- What community services and supports are available that will support students in having successful WBL experiences 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?
- Do you have a school/business advisory board that you are currently working with to enhance the WBL program?

# Timeline for WBL Partner Activities

Partner	Before the WBL Experience	During the WBL Experience	After the WBL Experience
<b>Schools</b>	<ul style="list-style-type: none"> <li>• Discuss interests, expectations, accommodations, and complete forms with stakeholders</li> <li>• Ensure WBL is included in the student's IEP</li> </ul>	<ul style="list-style-type: none"> <li>• Support the student at the workplace, collect data on skills and performance</li> <li>• Communicate regularly with the workplace, student, and family</li> </ul>	<ul style="list-style-type: none"> <li>• Complete WBL evaluations with the student and supervisor</li> <li>• Share results with student and family, include in IEP</li> </ul>
<b>Students and Families</b>	<ul style="list-style-type: none"> <li>• Discuss career interests and accommodations, ensure student interests are considered in the IEP</li> <li>• Read and discuss consent forms and the WBL agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss job-related successes and issues, share insights and ideas with the school</li> <li>• Track progress on learning objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Complete and discuss the WBL evaluation with the teacher and supervisor</li> <li>• Discuss the experience at the Committee on Special Education (CSE) meeting</li> </ul>
<b>Employers</b>	<ul style="list-style-type: none"> <li>• Learn about student interests and strengths, collaborate to provide needed accommodations</li> <li>• Read and discuss the WBL agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate regularly with the student/school</li> <li>• Collaborate to identify new skills for the student to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the WBL evaluation with the student and teacher</li> <li>• Reflect with the teacher on ways to improve the WBL experience</li> </ul>

# Final Reflection

Where do we go from here?



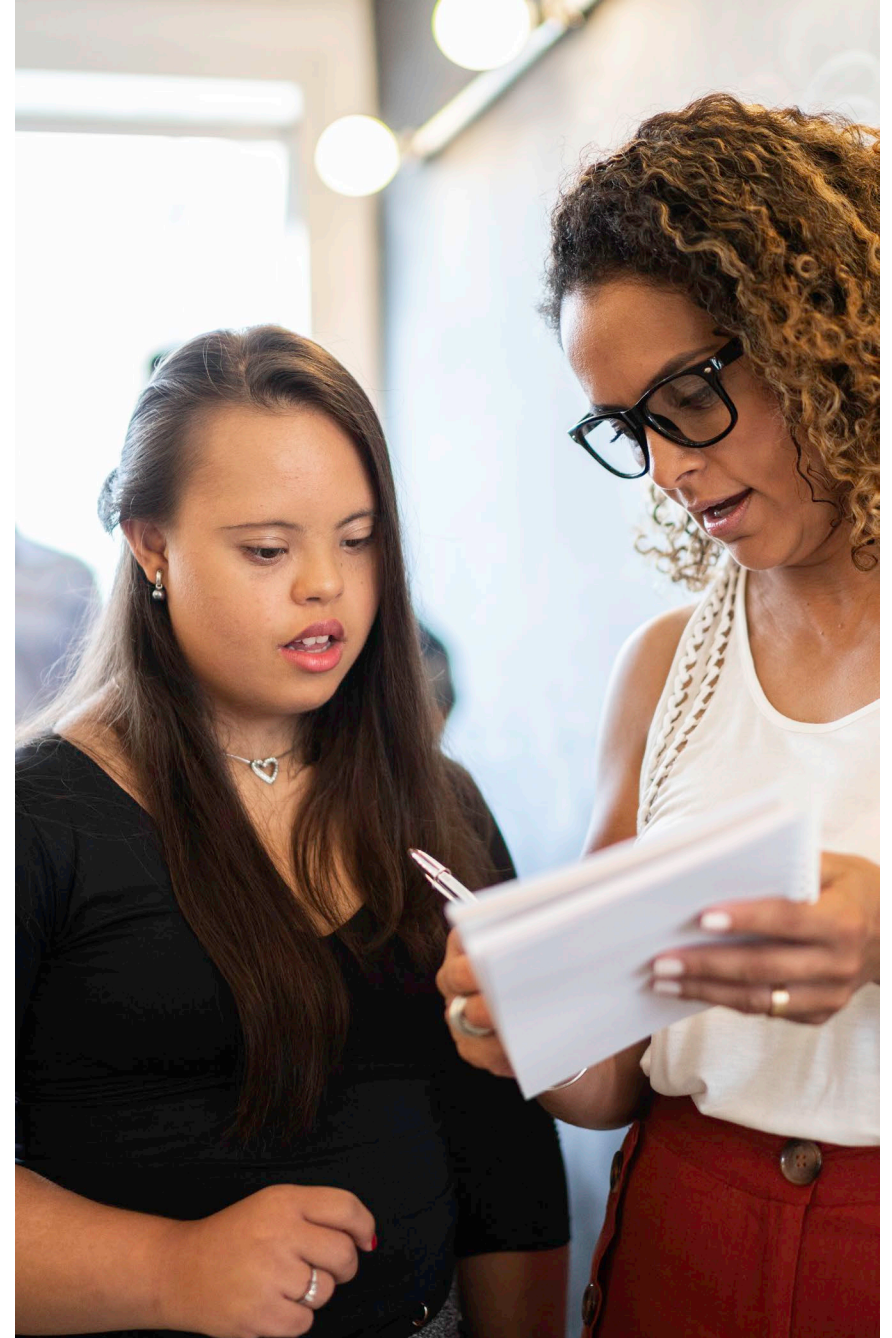
What additional ideas or next steps do you have around implementation of WBL experiences that align with:

- Post-school outcomes?
- Equitable opportunities?
- Employability skills?
- Collaboration and family engagement?
- Self-determination skills?



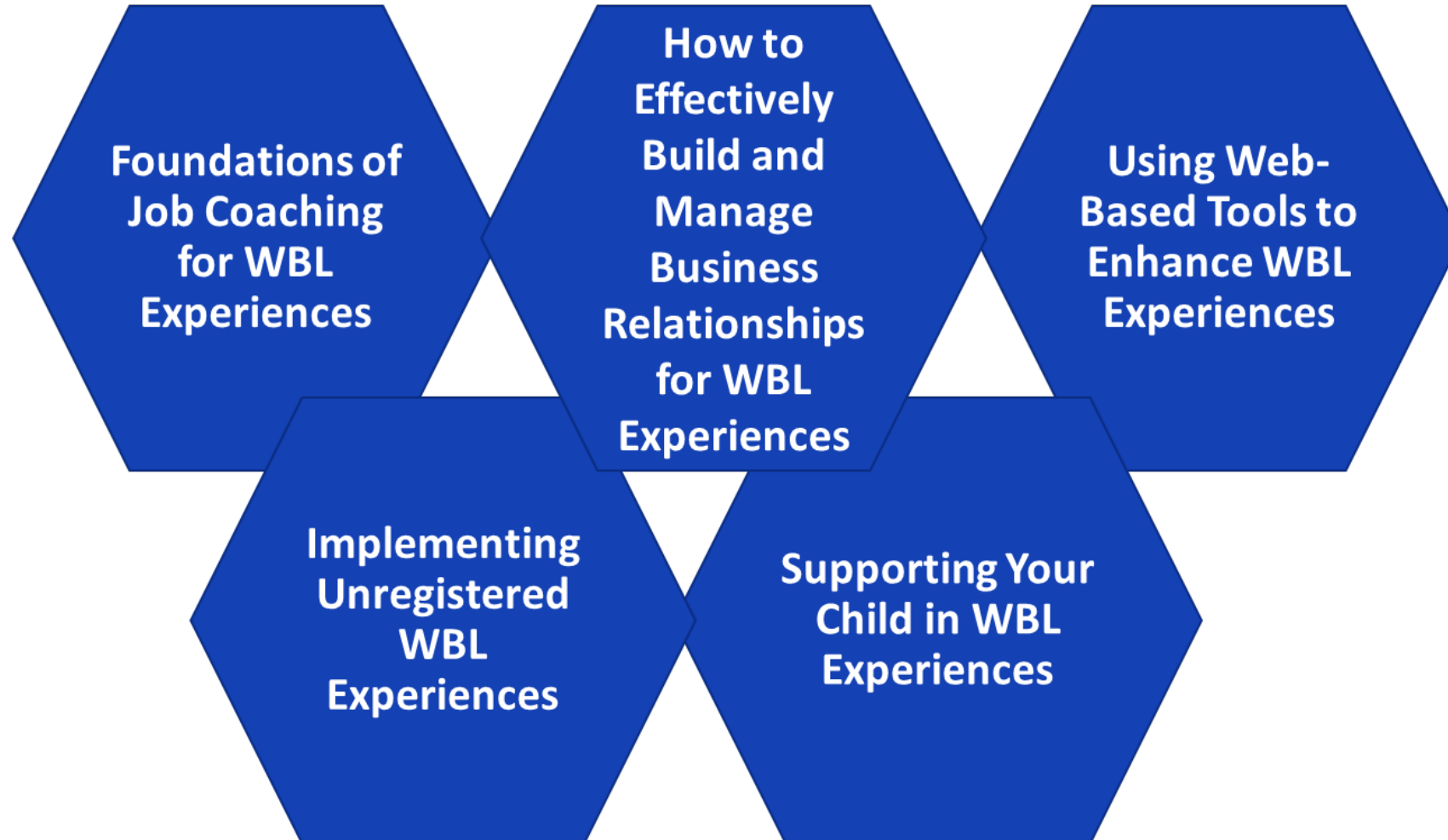
# Next Steps: Implementation

- Identify high-quality instructional practices that support the implementation of unregistered WBL experiences.
- Review the alignment of WBL and the CDOS Commencement Credential.
- Determine specific ways to enhance WBL programs which will lead to an increase in the overall program success rate.



# Additional WBL Trainings

## Continuing the Learning



# Questions



# Resources (1 of 3)

- [APSE P2P Supported Employment Tip Sheet for Parents 2 .doc](#)
- [CareerZone](#)
- [Department of Education's National Center for Innovation in Career and Technical Education](#)
- [Equipped for the Future: 21st Century Skills for the New Economy](#)
- [Essential Guide to School Transition, Competitive Integrated Employment, and Compliance with the ADA, Olmstead, and Section 511 of WIOA \(y-tac.org\)](#)
- [Get My Future](#)

# Resources (2 of 3)

- [Guideposts for Success 2.0: A Framework for Successful Youth Transition to Adulthood \(NCWD for Youth\)](#)
- [Independent Living Centers](#)
- [My Next Move](#)
- [National Institute for Literacy Equipped for the Future Initiative](#)
- [NYS WBL Programs](#)
- [NYS WBL Manual](#)

# Resources (3 of 3)

- [NYS Multiple Pathways](#)
- [Social Security Administration Ticket to Work](#)
- [The Center on Transition Innovations-Career Planning Toolkit](#)
- [VR Transition Services - NTACT:C \(transitionta.org\)](#)
- [WBL Before, During, and After](#)
- [WINTAC Pre-ETS Services](#)

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EDUCATION DEPARTMENT

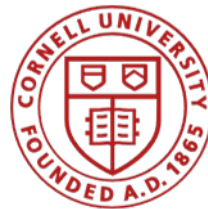
Knowledge > Skill > Opportunity



New York State Education Department  
Office of Special Education

**Educational Partnership**

Technical Assistance Partnership  
for Transition



Cornell University

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