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#  Section I: Introduction to Work-Based Learning

## Purpose of Work-Based Learning

Work-based learning is a critical component of the national career pathways discussion. Attaining post-secondary placement and employment opportunities in high-growth, high-demand, high-wage fields is necessary for the continued growth of the local, state, and national economy. The career pathways framework in education, training, and career advancement is a seamless continuum across secondary and post-secondary education, workforce institutions, and employers. Students build their academic, technical, and professional skills through work-based learning experiences that enable them to attain post-secondary degrees and industry credentials. The attainment of these degrees and credentials prepares them to enter and advance in specific career areas and secure employment. Removing barriers for underserved populations by expanding work-based learning opportunities and increasing access to career pathways will benefit employers as well as those individuals.

In the context of career pathways, work-based learning plays a central role in bridging the classroom and work world, leading to improved educational and employment outcomes for participants. (Cahill, 2011) Work-based learning should be incorporated in each of the graduation pathways to assist all students in making the connection of classroom learning to the knowledge and skills needed to succeed in a career pathway of interest. Students who participate in work-based learning show an increase in completion of related coursework, improved attendance, and higher graduation rates. The direct experience in the workplace engages students more effectively than book oriented, teacher-driven, abstract instruction. (Bailey, Hughes, and Moore, 2004)

Work-based learning (WBL) is an important aspect of all students’ educational experience and an integral part of the school-to-career transition. Many students complete school with few workplace skills, little understanding of how to apply their academic skills, and no clear idea of how they fit into the adult work world. Secondary level WBL experiences address this deficit by extending the classroom to include the whole community and giving students opportunities to apply academic and technical skills to actual work. Students connect classroom instruction with learning in the workplace, and the experience becomes a meaningful and engaging educational opportunity. WBL experiences add relevance to the curriculum by showing how classroom learning is applied to real work situations and exposing students to various career options. (Benard, 2004) Furthermore, WBL opportunities address students’ diverse learning styles and provide the opportunity for employers to reinforce academic skills and for schools to emphasize career applications through classroom instruction. Students gain work experience and an understanding of the range of post-secondary options available to them, including college, technical training, and entry-level skilled employment.

## Meeting the Needs of All Students Through Work-Based Learning

Students reinforce and retain academic, technical, and professional skills when applying them through WBL experiences. The wide range of learning opportunities helps prepare them for life after school in a chosen career pathway. The structure of academic coursework, career and technical education (CTE) coursework, career exploration, character development, and work experiences lends itself to individualized career plans for all participating students, including those with disabilities. Students whose educational experience includes these components are better prepared to make informed career decisions. All students, including those with disabilities, must be provided access to all educational opportunities including WBL experiences.

The Individuals with Disabilities (IDEA) Act 2004 is a federal law which requires schools to prepare students with disabilities for further education, employment, and independent living. It ensures that all students with disabilities have access to the general education curriculum, receive a free appropriate public education designed to meet the student’s unique needs and receive transition planning and services to assist in the preparation for post-school living, learning, and working. For further information see <http://www.p12.nysed.gov/specialed/>

Career counseling, planning, and participation in CTE coursework and WBL programs are integral components of the transition planning process. New York State regulations require each student with a disability who has an individualized education program (IEP) to begin receiving transition programs and services the school year in which that student turns age 15, or younger if appropriate. Transition programs and services, which are designed to incrementally prepare the student with a disability to achieve his or her post-secondary goals, must be recommended by the Committee on Special Education (CSE) and documented in the student’s IEP. Services, accommodations, and supports that enable the student with a disability to participate in CTE and WBL programs must be documented in the student’s IEP.

To obtain additional information regarding transition planning and services for students with disabilities, including the development and implementation of career planning and WBL opportunities for them, contact the transition specialists of the Regional Special Education Technical Assistance Centers (RSE-TASC)

<http://www.p12.nysed.gov/specialed/techassist/rsetasc/tslist.htm>.

## Defining Work-Based Learning

Work-based learning is a term that applies to a broad array of learning experiences, from career awareness and exploration to career development and application. For the purposes of this manual, work-based learning is defined as learning activities that take place in the workplace or in the school in collaboration with the community to provide a service or produce a product that meets industry standards. The successful design and implementation of WBL experiences require the collaboration of education and business and industry stakeholders. (Cahill, 2016)

Work-based learning can include a number of different activities, which can be arrayed along a continuum from short-term introductory experiences to longer-term more intense ones, including paid work and formal training. Activities such as job shadowing, community service/ volunteering, career-focused research projects, school based enterprises, and community-based work programs are considered career awareness and exploration experiences. Clinical experiences (in health sciences programs) and the registered WBL programs are examples of career exploration, development, and application activities. All of these WBL experiences enable students to observe and experience the knowledge, skills, and training needed to succeed in a specific career pathway.

# Overview of Work-Based Learning Programs

## ****Work-Based Learning in the Classroom and Workplace****

Work-based learning takes place at both the workplace and classroom, thus making career exploration and development easier and more natural by connecting learning in school to the application of that learning in the workplace. The business or community organization essentially becomes a micro-classroom, with the emphasis on learning rather than productivity. The concurrent classroom learning focuses on the academic and technical skills for career awareness and development and employment.

Fair Labor Standards Act (FLSA) requirements and all federal, state, and local labor requirements must be met for both paid and unpaid work-based learning programs.

## Work-Based Learning for the CDOS Commencement Credential

The CDOS Commencement Credential is earned by students participating in CTE coursework and/or WBL experiences. The WBL experiences include both the NYS registered WBL programs and the unregistered WBL experiences stated in this section. It is the responsibility of the school district to document the hours and retain them in the student’s permanent file. The school district may collaborate with the regional BOCES center if the student is earning some of the WBL hours through the BOCES. Students earning the CDOS credential will follow the same guidelines outlined in this manual for earning the required WBL hours. More information on the CDOS credential can be found here: <http://www.p12.nysed.gov/specialed/gradrequirements/home.html>

Work-Based Learning in CTE Programs of Study

Approved CTE programs are required to have WBL opportunities available to students.Students practicing tool use and developing related skills, facilitated by a CTE instructor, is not work-based learning, and hours may not be counted towards the CDOS credential. In this instance, students have not mastered the skills needed for a specific occupational task and may not be meeting minimum industry skill levels.

Students who independently demonstrate mastery of skill to provide a service or produce a product within an approved CTE program of study are considered in work-based learning. For purposes of fulfilling the hour requirements for the CDOS credential, school districts must make a distinction between school/instructor-led and employer-led activities. Following are some examples:

* Students building a shed using related skills they have already mastered, supervised by a CTE instructor at the request of a customer, is work-based learning, and hours may be counted towards the CDOS credential. In this instance, the CTE instructor is acting as an employer/supervisor, ensuring that time, tasks, and materials are performed and used productively to industry standards.
* Students working in various roles building a set for a school or community play under the supervision of a classroom teacher are performing work-based learning. Patrons of the play may be community members who will be charged admission or students in the school who participate in the production as part of a dress rehearsal. In this example students are utilizing skills learned in a real-world work environment that will benefit the school or community organization.
* A student participates in job shadowing arranged by the school WBL coordinator in a retail operation related to the student’s CTE program, observing jobs performed by the employees. The next school year, the student interviews and is offered a part-time position working in one of the jobs previously observed. The school enters into an agreement with the employer where the student is paid for this work, which has a direct relationship with the instructional program.

These experiences would be considered work-based learning for purposes of accumulating hours towards the CDOS credential. The examples illustrate the student/school/employer relationship for determining appropriate WBL activities that could count toward achieving the CDOS credential work experience requirements. Ultimately, it is the responsibility of the school to provide the opportunities, verify, document, and maintain student hours for the CDOS credential.

## Benefits of Work-Based Learning

### Benefits for Students

* Provides opportunities to apply classroom learning to workplace experiences
* Establishes clear connections between education and worksite career applications
* Creates opportunities for exploration of possible careers
* Increases motivation to stay in school by making education more relevant
* Improves awareness of post-secondary opportunities
* Increases technical skills through their application in authentic tasks
* Promotes the practice of positive work habits
* Increases understanding of workplace expectations and skills needed
* Enhances general workplace competencies, such as communication, teamwork, and project planning
* Allows observation of work ethics of employer and employees
* Establishes professional contacts for future employment and mentoring

### Benefit for Employers

* Encourages involvement in the curriculum development process
* Establishes a connection between industry professionals and education providers
* Develops a good relationship between worksite mentors and students
* Provides potential skilled and motivated employees
* Offers an opportunity to provide community service

### Benefit for Schools

* Expands curriculum and learning facilities
* Provides access to new and emerging techniques and technology
* Makes education more relevant and valuable for students
* Enhances the ability to meet the needs of diverse students
* Provides opportunities for individualized instruction
* Enhances student retention
* Promotes faculty interactions with the community
* Contributes to staff development

### Benefit for the Community

* Creates an environment of collaboration and cooperation
* Builds confidence in the school system as results are observable
* Encourages respect and tolerance between different groups
* Builds the foundation for a more productive economy

## Components of Registered Work-Based Learning Programs

New York State Education Department registers four work-based learning programs, paid and unpaid, that enable students to explore their career interests with the collaboration of education and business partners. Each program offers students the opportunity to work directly with a business mentor. The Career Exploration Internship Program (CEIP), General Education Work Experience Program (GEWEP), Work Experience & Career Exploration Program (WECEP), and Cooperative Career & Technical Education Work Experience Program (CO-OP) require several essential components. These components are:

* A certified teacher or guidance counselor to serve as WBL coordinator with the appropriate WBL extension
* Approval of the registration by the NYSED
* Industry advisory committee
* Appropriate worksite placement
* Safety training prior to placement at a worksite
* Supervised on-the-job training
* Related in-school instruction
* Coordination of in-school and worksite components
* Memorandum of agreement for the extended classroom
* Student training plan
* Emergency medical form
* Employer evaluation
* Copy of student working papers

These programs are further defined in Section II: Career Awareness

## ****Components of Unregistered Work-Based Learning Experiences****

It is highly recommended that all unregistered WBL experiences, such as job shadowing, community service/volunteering, career-focused research project, school-based enterprise, entrepreneurship, and community-based work program, include the following components:

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

## Work-Based Learning Experiences Required as Part of a CTE Program

Work-based learning experiences can be a requirement of specific CTE programs and other high school courses. Following are requirements unique to specific CTE programs/high school courses.

### Clinical Experiences

Supervised clinical experiences are a required component of all health sciences and cosmetology occupations programs. Within each licensing content area, there are restrictions and mandates governing clinical experiences. Below are guidelines for clinical experiences in a CTE program that leads to licensure.

### Health Occupations

Supervised clinical experience involves students performing health care services in a work setting after having instruction and practice in a supervised skills laboratory. The services must be performed under the supervision of an instructor who holds the appropriate NYS license/certification in the health care discipline for which the students are being prepared.

### Cosmetology Occupations and Barbering

As stated in the NYS Department of State licensing law, individuals may not perform any services to the public unless they hold a NYS Appearance Enhancement license in the respective discipline. As part of the educational training, students may only perform services on clients under the supervision of a NYS certified cosmetology or barber instructor who hold a current NYS license in the respective area of appearance enhancement or barbering in the classroom setting. Appearance enhancement occupations require licensure and include cosmetology, nail specialty, natural hairstyling, esthetics, and waxing. The barbering program is a separate license and must be taught by a certified master barber instructor. Students enrolled in these programs may not work on clients in a salon that holds a business license with the exception of individuals who are working under a barber apprentice license.

### ****New Visions Work-Based Learning Experiences****

New Visions programs provide high school seniors an opportunity to learn about a career cluster/ area of interest and facilitate a smooth transition from high school to post-secondary education. Participation in these programs allows students to confirm or re-evaluate their interest in possible career areas. New Visions programs give students a knowledge base for continuing their education in a chosen career pathway and an introduction to the knowledge and skills required for success in the workplace.

Career areas represented in New Visions programs include, but are not limited to: health sciences, criminal justice, law and government, retail management, theater, biological sciences, education, communications, environmental sciences, business, and engineering. The programs are held at business/industry sites where learning occurs in a contextualized manner. Students observe and learn side by side with industry professionals to enhance career awareness and exploration.

New Visions students attend classes in a work setting for a portion of each school day. They also learn via job shadowing experiences, where they can apply classroom theory to a real-world context. Since most New Visions curricula include integration of senior English and social studies, students can meet their requirements for graduation through participation in the program. Typically, a New Visions program grants four units of credit: one credit for senior English, one credit for senior social studies, and two CTE credits. Some New Visions programs offer college level English and social studies, which allows students to fulfill graduation requirements while simultaneously earning college credits.

# Application of NYS Labor Laws in Registered WBL Programs

New York State registered WBL programs follow USDOL regulations. All registered WBL programs must be approved by the NYSED. Registered WBL programs may allow students to earn elective credit and may provide paid work experience where stated below. The following criteria serve to guide school districts in choosing the correct registered WBL program that accommodates their students’ WBL experiences. Schools may register for more than one WBL program.

## Career Exploration Internship Program (CEIP)

### Education Criteria

* Age 14 and older
* Unpaid school-supervised work experience
* Exploration rather than skills development
* Productive work is prohibited
* Supported by related classroom instruction
* School credit may be earned

### Workplace Criteria

* Minimum wage does not apply
* Employment certificate (working papers) required
* Prohibited occupations apply, no student-learner exception is allowed
* Hours limits apply based on NYS DOL Laws Governing the Employment of Minors
* Certificate of insurance from school to cover liability
* Workers’ Compensation insurance covers students when performing manual labor

## Cooperative Career & Technical Education Work Experience Program (CO-OP)

### Education Criteria

* Age 16 and older
* Paid and unpaid school-supervised work experience
* Extension of classroom learning in a CTE content area
* Development of career specific skills
* Productive work is allowed
* Supported by related classroom instruction
* School credit may be earned

### Workplace Criteria

* Minimum wage applies
* Employment certificate (working papers) required
* Can perform prohibited occupations ONLY if all criteria for student-learner exception are met
* Hours limits apply based on NYS DOL Laws Governing the Employment of Minors
* Workers’ Compensation insurance covers students when performing manual labor
* Certificate of insurance from school to cover liability
* Students enrolled in CTE programs of study may not earn extra credit if the WBL experience is included in the CTE program requirements

## General Education Work Experience Program (GEWEP)

### Education Criteria

* Age 16 and older
* Paid and unpaid school-supervised work experience
* Productive work is allowed
* Supported by at least one period of related classroom instruction
* School credit may be earned

### Workplace Criteria

* Minimum wage applies
* Employment certificate (working papers) required
* Prohibited occupations apply; no student-learner exception is allowed
* Workers’ Compensation insurance covers students when performing manual labor
* Certificate of insurance from school to cover liability

## Work Experience & Career Exploration Program (WECEP)

### Education Criteria

* Ages 14 and 15 at-risk population
* Paid school-supervised work experience
* Productive work is allowed
* Supported by at least one period of related classroom instruction
* School credit may be earned

### Workplace Criteria

* Minimum wage applies
* Employment certificate (working papers) required
* Prohibited occupations apply; no student-learner exception is allowed
* Hours limits apply based on NYSDOL Laws Governing the Employment of Minors
* Workers’ Compensation insurance covers students when performing manual labor
* Certificate of insurance from school to cover liability

## New York State Registered Work-Based Learning Programs - Organizational Chart

|  |  |
| --- | --- |
| **Work-Based Learning Programs for** **Career Awareness** **Certification #8981 or #8982** | **Work-Based Learning Programs for** **Career Development** **Certification #8982** |
| **WECEP** **Work Experience & Career Exploration Program*** Career awareness, exploration
* Paid
* Program for local educational agencies
* Hazardous occupations prohibited
* Students age 14 and 15
* Elective credit optional
 | **CO-OP** **Cooperative Career & Technical Education Work Experience Program*** Career development, skill specific
* Paid or unpaid
* Program for LEAs and BOCES CTE centers
* Hazardous occupations allowable with student-learner exceptions
* Students age 16+
* Credit can be awarded if student is not receiving credit for a CTE program of study
 |
| **GEWEP** **General Education Work Experience Program** * Career awareness, exploration
* Paid or unpaid
* Program for local educational agencies
* Hazardous occupations prohibited
* Students age 16+
* Elective credit optional
 | **CEIP** **Career Exploration Internship Program** * Career awareness, exploration
* Unpaid
* Program for local educational agencies and BOCES CTE Centers
* Hazardous occupations prohibited
* Students age 14+
* Elective credit optional
 |

## Comparison of Registered Work-Based Learning Programs

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **CEIP****Career Internship****Program** | **GEWEP****General Education Work Experience Program** | **WECEP****Work Experience and Career Exploration Program\*** | **CO-OP****Cooperative CTE Work Experience Program** |
| **WBL coordinator extension** | #8982 | #8981or#8982 | #8981or#8982 | #8982 |
| **Student age** | Grade 9-12 | Age 16+ | Age 14-15 | Age 16+ |
| **Paid or unpaid** | Unpaid | Paid andunpaid | Paid | Paid and unpaid |
| **Diploma credit permissible & worksite hours** | .5/54 hrs.1/108 hrs. | .5/150 hrs.1/300 hrs.1.5/450 hrs.2/600 hrs. | .5/150 hrs.1/300 hrs. | .5/150 hrs.1/300 hrs.1.5/450 hrs.2/600 hrs. |
| **Related instruction** | 27 hrs./.5 credit54 hrs./1.0 credit | At least one period per week | At least one period per week | Five periodsper week |
| **Experience must relate to classroom instruction** | Yes | No | No | Yes |
| **Training develops career skills** | No -focus is career exploration | Yes | Yes | Yes |

**Notes**

* #8981 Coordinator of Work-Based Learning Programs for Career Awareness
* #8982 Coordinator of Work-Based Learning Programs for Career Development
* Students participating in all work experiences must not be placed in a business that does not carry Workers’ Compensation insurance.
* Students participating in paid work experiences must be covered by the employer’s Workers’ Compensation insurance.
* Credit earned in CEIP can be applied toward a 5-unit CTE sequence.

## Comparison of Unregistered Work-Based Learning Options

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Community-Based Work Program** | **Job****Shadowing** | **Community Service &****Volunteering** | **School-Based Enterprise** | **Career-Focused****Research Project** |
| **Supervising** **agency** | Localschooldistrict | Local school district | Local school district | Local school district | Local school district |
| **WBL****coordinator****extension** | \*Optional | Optional | Optional | Optional | Optional |
| **Student****age** | Grade 9-12 | Grade 9-12 | Grade 9-12 | Grade 9-12 | Grade 9-12 |
| **Paid or** **unpaid** | Paid and unpaid | Unpaid | Unpaid | Unpaid | Unpaid |
| **Diploma credit allowable** | No | \*\*No | \*\*No | \*\*No | \*\*No |
| **Related classroom****instruction** | Optional | Optional | Optional | Yes | Yes |
| **Experience must relate to career interests** | No | No | No | Optional | Optional |
| **Training must develop job skills** | No | No | No | No | No |

**Notes**

Individuals who hold the #8981 or #8982 extension may supervise any unregistered WBL option.

\* It is recommended that a certified WBL coordinator oversee the Community-Based Work Program but it is not required.

\*\* No extra credit is given as the credits exist within the coursework.

## Workers’ Compensation Insurance

It is strongly recommended that students participating in any unregistered WBL experience or registered WBL program not be placed in a business that does not carry Workers’ Compensation Insurance. Students who are participating in paid WBL experiences or WBL programs are required to be covered by that business’s Workers’ Compensation Insurance Policy.

Pursuant to the provisions of Workers’ Compensation Law (WCL) Section 3, Group 19, a BOCES or School District could bring its students within the confines of the WCL and secure workers’ compensation coverage for them while they are performing work in their student capacity for an employer partnering with a BOCES/School District. <https://www.nysenate.gov/legislation/laws/WKC/3>

Whether an employer-employee relationship exists is a factual issue for the Workers’ Compensation Board. In making such a determination, the Board will generally consider factors such as who retains the right to control the work and set the work schedule, the method of payment, the furnishing of equipment, the right to discharge, and the relative nature of the work at issue.

# Work-Based Learning Coordinator Requirements

All registered WBL programs must be under the supervision of a NYS certified WBL coordinator. It is recommended that all other WBL experiences that place students in the business community be under the supervision of a NYS certified WBL coordinator. The WBL coordinator assures that the student is well supervised while on the worksite and properly trained in workplace safety and health in accordance with the DOL regulations. The coordinator also assures that the employer is complying with the NYSDOL Laws Governing the Employment of Minors. This document defines the educational aspects of student placements as well as any hours restrictions. The WBL coordinator should also collaborate with the classroom teachers and/or CTE teachers to assure that the expectations of the worksite and the needs/goals of the students are considered.

## Certification Requirements for Work-Based Learning Coordinators

The coordination of a quality WBL program requires a certified educator who possesses the appropriate knowledge, skills, and training. [http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do#cfocus](http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do%23cfocus)

The four state-approved registered programs (CEIP, CO-OP, WECEP, and GEWEP) must be coordinated by a certified CTE teacher, classroom teacher, or school counselor who has obtained the appropriate WBL extension. The extension is earned through the successful completion of two 3-credit-hour college-level pre-service courses and a designated number of work experience hours outside of the classroom. The pre-service college courses required for an extension as a WBL coordinator are offered by several approved post-secondary institutions:

SUNY Oswego

<https://www.oswego.edu/vocational/work-based-learning-program-nys-certification-extension-courses>

SUNY Buffalo State

<https://continuingstudies.buffalostate.edu/registration-non-degree-and-work-based-learning>

New York City College of Technology

<http://www.citytech.cuny.edu/teacher-education/>

Hofstra University

<https://www.hofstra.edu/academics/colleges/soeahs/soe-work-based-learning.html>

## Overview of NYS Commissioners Regulations for Work-Based Learning Extensions (effective 2004)

### Learning Extensions

**8981 Coordinator of Work-Based Learning Programs for Career Awareness**

**Section 80-4.2 (e) (1) (2)(i)(ii)(iii)**

Requirements:

(1) The extension shall authorize the candidate to coordinate work-based learning programs for career awareness, such as programs providing extended shadowing experiences, the General Education Work Experience Program (GEWEP), and the Work Experience and Career Exploration Program (WECEP).
(2) The candidate shall meet the requirements in each of the following subparagraphs:

(i) The candidate shall hold a valid provisional, permanent, initial or professional certificate for classroom teaching service in middle childhood education including students with disabilities (5-9), any title in adolescence education including students with disabilities (7-12), or any title in (K-12); or a valid provisional certificate in the title school counselor (Pre-K-12).

 (ii)The candidate shall complete a program registered pursuant to section 52.21(b)(4)(vi) of this Title, or its equivalent consisting of a total of six semester hours of coursework that includes study in developing, implementing, coordinating, and evaluating work-based learning experiences and programs.

(ii) The candidate shall have completed 300 clock hours of work experience outside of teaching.

Note:

a. This extension may be obtained by any teacher (including special education teachers) or guidance counselors possessing at least grade 7 or above certification.

b. The required outside work experience hours can be validated through paid, legal employment other than teaching (e.g., work experience while in college or during a previous career).

c. See link for appropriate certification titles <http://eservices.nysed.gov/teach/certhelp/getExtensions.do?baseInd=N&certType=85&certSubjectLevel=864&hidDescId=0&crcId=33&WIN_TYPE=null>

**8982 Coordinator of Work-Based Learning Programs for Career Development**

**Section 80-4.2 (f) (1) (2)(i)(ii)(iii)(iv)**

Requirements:

(1) The extension shall authorize the candidate to coordinate work-based learning programs for career development, such as the Cooperative Career and Technical Education Work Experience Program (CO-OP), the Career Exploration Internship Program (CEIP), and internship and youth apprenticeship/pre-apprenticeship programs.

(2) The candidate shall meet the requirements in each of the following subparagraphs:

(i) The candidate shall hold a valid provisional, permanent, initial or professional certificate for classroom teaching service authorizing instruction in career and technical education.

(ii) The candidate shall complete a program registered pursuant to section 52.21(b)(4)(vi) of this Title, or its equivalent consisting of a total of six semester hours of coursework that includes study in developing, implementing, coordinating, and evaluating work-based learning experiences and programs.

(iii) The candidate shall have completed 600 clock hours of work experience outside of teaching.

Note:

a. This extension may be obtained by any teacher who possesses a certification in career and technical education at grades 7-12

b. The required outside work experience hours can be validated through paid, legal employment other than teaching (e.g., work experience while in college or during a previous career).

c. See link for appropriate certification titles <http://eservices.nysed.gov/teach/certhelp/getExtensions.do?baseInd=N&certType=85&certSubjectLevel=865&hidDescId=0&crcId=33&WIN_TYPE=null>

## Professional Organization for Work-Based Learning Coordinators

The NYS Work Experience Coordinators Association (WECA) is a professional organization that supports WBL coordinators at the regional and statewide level through professional development. WECA promotes WBL programs for all students, working collaboratively with the NYSED to promote the Career Development and Occupational Studies (CDOS) learning standards.

WECA members consist of educators and business professionals who work collaboratively to engage students in relevant, real-world learning opportunities ranging from career awareness and exploration to career development and application. For further information on becoming a member, visit the WECA website <https://sites.google.com/site/wecanys/>.

## NYS Learning Standards

Career and technical education programs in New York State must align their curriculum with the Career Development and Occupational Studies (CDOS) learning standards and New York State learning standards.

The learning standards for CDOS include key ideas, performance indicators describing expectations for students, and sample tasks suggesting evidence of progress toward the standards.

[Learning Standards](http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf) (129 KB)

[Student Work Part 1](http://www.p12.nysed.gov/cte/cdlearn/documents/cdoswor1.pdf) (483 KB)

[Student Work Part 2](http://www.p12.nysed.gov/cte/cdlearn/documents/cdoswor2.pdf) (902 KB)

## Career Development and Occupational Studies (CDOS) Resource Guide

The [Career Development and Occupational Studies (CDOS) Resource Guide with Core Curriculum](http://www.p12.nysed.gov/cte/cdlearn/cdosresourceguide.html) is a companion document to the CDOS learning standards. It further develops the core content for each learning standard and career major. The document is also rich in teacher-developed classroom activities that help students achieve the CDOS standards.

## NYS P-12 Learning Standards

Information regarding New York State learning standards can be found at <http://www.p12.nysed.gov/ciai/standards.html>

## Records Retention

It should be the policy of the school district/BOCES to maintain student records according to the Records Retention and Disposition Schedule as outlined below:

* Memorandums of agreement, training plans, parent/guardian permission forms, student’s time sheets and work summaries, and similar work-based learning records: six (6) years from when the student graduates or would have normally graduated from school
* Student journals: one (1) year after the end of the school year
* Employment certificate (working paper): zero (0) years after student attains age 21

<http://www.archives.nysed.gov/a/records/mr_pub_ed1_part5.html>

## Working Papers and Social Security Numbers

Effective January 1, 2010, the use of Social Security numbers by state agencies and governmental entities is restricted to prevent identity theft. The guidelines for this law are at: <http://www.p12.nysed.gov/sss/lawsregs/POL96-a.html>In addition, according to the Employment Certificating Officers’ Manual under the section entitled Requirements for Applicants: “It is not mandatory for minors to have a social security number; however, the form requests a social security number in order to encourage young people to obtain one.” Therefore, requiring a social security number from a minor applying for working papers was a school option. It has always been an employer’s responsibility to obtain the social security number from each employee for payroll purposes. Based on the information provided above, the line on the application for employment certificate/permit forms ([AT-17](http://www.p12.nysed.gov/sss/pps/workingpapers/AT-17.pdf) and [AT-22](http://www.p12.nysed.gov/sss/pps/workingpapers/Refreshed-ApplEmploymentPermit1.pdf)) requesting a minor’s Social Security number has been deleted. If you have further questions, please feel free to contact the Office of Student Support Services at 518-486-6090.

# Section II: Career Awareness and Exploration

## Career Awareness and Exploration

Career selection and preparation generally involves two phases: (1) career awareness and exploration, and (2) career development and application (see Section III). School-to-career activities are designed to help all students move through these two phases to learn about the work world and their place in it. The two phases provide a framework for understanding the sequence and scope of work-based learning (WBL) activities and when activities may be appropriate for students.

## Overview of Career Awareness and Exploration Unregistered WBL Experiences

Career awareness and exploration focuses on activities that help all students develop a general awareness of themselves, the world of work, and the application of academic concepts. These activities provide an opportunity for examination of career options that match a student’s interests and aptitudes. They also provide an opportunity for students to observe and interact with individuals in the workplace to learn more about the demands and rewards of a career they are interested in. WBL experiences may include the following activities:

* Job shadowing
* Community service/volunteering
* Career-focused research projects
* School-based enterprises
* Entrepreneurship
* Community-based work experiences for students with disabilities
* New Vision programs

Career awareness/exploration WBL experiences give the student the opportunity to relate classroom instruction to worksite experiences for the purpose of making future career decisions.

Students may NOT be placed in any of the prohibitive hazardous occupations as defined by the NYSDOL and USDOL <http://www.dol.gov/dol/topic/youthlabor/hazardousjobs.htm> unless they are enrolled in a CTE program in the same content area and participate in the CO-OP registered WBL program.

## Job Shadowing

Job shadowing is a career exploration activity for late middle school and early high school students. The student follows an employee at a workplace for 1-8 hours to learn about an occupation or career pathway of interest. These are observation experiences; no credit is issued to the student for participation in them.

### Community Service/Volunteering and Service Learning

In community service, students participate in volunteer experiences that teach them responsibility, community involvement, and an awareness of the needs of others. Community service does not directly connect to the knowledge and technical skills learned in the classroom. No credit is issued to the student for participation in these activities.

Service learning must be carefully differentiated from community service/volunteering. Service learning is community service that directly connects to the knowledge and skills learned

in classrooms. In service learning, the interwoven service and learning outcomes derive from a singular, distinct pedagogy.

### Career-Focused Research Project

The career-focused research project is primarily a research paper designed for students to explore possible career interests. It serves as a guide for the student to learn about the college preparation and skills training needed to be successful in a specific career pathway. This project could be developed within an existing course or as an independent study for ½ unit of credit. It is recommended that the teacher of record be a certified CTE teacher.

The following components should be included in a quality career-focused ~~senior~~ research project. The student should:

* Research a career of interest within a career pathway and the many options for career choices within that pathway
* Research the post-secondary training needed to achieve an entry level position and advancement within the chosen career of interest
* Research projected future job opportunities in the career of interest
* Conduct interviews with professionals working in that career\*
* Participate in job shadowing experiences within the career of interest\*
* Prepare and deliver a presentation of your research findings to peers

\*Job shadowing and interviewing of professionals are the only components of the career-focused research project that may count as work-based learning.

### School-Based Enterprise

A school-based business enterprise exists within a school to provide services for students, staff, and/or customers from the community. No additional credit is awarded for participation in this experience; the credit exists within the related course. Examples of a school-based enterprise are a school store and a credit union. For further information <http://www.p12.nysed.gov/mgtserv/accounting/docs/ExtraclassroomActivitiesJanuary2015.pdf>

### Entrepreneurship

Students plan a start-up company or product involving the research and design of a business plan, financial planning, and marketing strategy as an activity or class project.

## Community-Based Work Programs (for students with disabilities)

Research indicates that students with disabilities who engage in career planning and exploration and participate in community-based WBL programs are much more likely to remain in school and be employed after high school. These experiences help students to identify their career interests, assess their training needs, and develop the 21st century employability skills and attitudes necessary to enter the workforce.

For students with disabilities who do not meet the requirements for participation in the state-approved WBL programs, the US Departments of Labor and US Department of Education have jointly developed specific guidelines for school districts to use when providing community-based work programs for students with disabilities aged 14 or older. The NYSDOL and Workers’ Compensation also have guidelines schools must follow when implementing work experiences and internships. The USDOL Field Operations Handbook (FOH) Chapter 64c08 sets guidelines for determining if an employer-employee relationship exists and the payment of wages for students with disabilities. This information is available at <https://www.dol.gov/whd/FOH/FOH_Ch64.pdf>

For students with disabilities, beginning with the first individualized education program (IEP) in effect when the student is 15 (or younger if determined appropriate), the IEP must identify the student’s post-school goals based on the student’s preferences and interests and the coordinated set of transition activities designed to assist the student in attaining those goals. The coordinated activities are the transition services/activities the student will need to facilitate his/her movement from school to post-school activities, including instruction, related services, community experiences (such as community-based work experiences), employment, and other post-school living objectives and, if appropriate, activities of daily living and functional vocational assessment. To participate in community-based work programs, students may require support services and accommodations, which would be specified in their IEP. Examples of such supports and accommodations may include but are not limited to: job coach, interpreter services, orientation and mobility training, physical modifications to a work station, and assistive technology.

Students with significant disabilities should also have the opportunity to participate in community-based work programs. Students taking the New York State Alternate Assessment (NYSAA) and exiting school after attending at least 12 years, excluding kindergarten, are eligible to obtain a Skills and Achievement Commencement Credential. This credential documents the student’s achievement of the CDOS learning standards at the alternate performance level and includes documentation of any career exploration and training and WBL programs in which the student participated.

For further information about WBL programs, including guidelines for developing such programs and addressing the needs of students with disabilities, refer to [www.ncset.org](http://www.ncset.org/).

The essential components of WBL programs provide parameters that will be useful when establishing community-based work programs. Progress should be monitored and reported, with modifications to the program and services made as needed.

## Teacher Certification and Job Coach Training

Special education teachers or administrators may coordinate community-based work programs (such as career exploration, career assessment, work-related training, and cooperative work experiences). For individuals supervising a community-based work program, it is highly recommended that they complete the certification requirements for Coordinator of Work-Based Learning Programs for Career Awareness – extension #8981.

Teaching assistants, who often fulfill the role of job coach, provide ongoing on-site coaching for students who have more intense needs and require more direct supervision and training in order to work at a job site. It is recommended that job coaches complete a job coach training program.

## Collaborative Efforts between WBL Coordinators and Special Education Staff

CTE teachers, special education teachers, related service providers, WBL coordinators, and/or administrators should work together to coordinate community-based work programs. Those responsible for implementing a student’s work program should have an understanding of the student’s goals, transition activities, services, and accommodations (as documented in the IEP) that are necessary for successful participation in the program. The special education teacher is most familiar with the IEP and can discuss accommodations, supports, and best method for meeting the student’s needs to enable the student to participate to the greatest extent possible in the WBL program.

The WBL coordinator provides the range of opportunities and choices for the student and the supporting documentation to implement the student’s work experiences. The special education staff defines the WBL needs and evaluates the student’s progress.

## Overview of Career Awareness and Exploration Registered WBL Programs

All registered WBL programs are required to be supervised by a certified WBL coordinator is knowledgeable about NYS and federal labor laws, wage and hour regulations, Workers’ Compensation insurance, and workplace safety and health. The WBL coordinator delivers the related classroom instruction independently or in collaboration with a classroom teacher or CTE teacher. This instruction may be delivered in a variety of ways (e.g., classroom setting, seminar setting, one on one instruction, independent study). Students should be scheduled to allow the WBL coordinator time to supervise them once they are placed in a worksite. Typically, it is at the beginning or end of the school day.

Students may NOT be placed in any of the prohibitive hazardous occupations as defined by the NYSDOL and USDOL <http://www.dol.gov/dol/topic/youthlabor/hazardousjobs.htm> unless they are enrolled in a CTE program in the same content area and participate in the CO-OP registered WBL program.

The related classroom instruction should address various aspects of employability skills from searching for a job to maintaining successful employment. The following content outline is a general recommended guide for the WBL coordinator in developing local curriculum for the in-school instructional component. Coordinators should enhance and enrich the following outline in accordance with local community needs and conditions. The suggested topics can be used for developing a weekly or daily instructional curriculum.

### Securing a job

* Job searching skills utilizing various resources
* Employment application skills
* Interview techniques
* State and federal tax withholdings
* Employment certificate (working papers)

### Workplace safety and health

* NYSDOL Labor Laws, wages and hour restrictions [https://www.labor.ny.gov/workerprotection/laborstandards/workprot/minors.shtm](https://www.labor.ny.gov/workerprotection/laborstandards/workprot/minors.shtm%22%20%5Co%20%22NYSDOL%20Labor%20Laws%2C%20wages%20and%20hour%20restrictions%20)
* Workers’ rights, sexual harassment, bullying in the workplace, and diversity training
* Safety and health training following OSHA regulations

### Career awareness and research

* Interest inventory
* Career pathway options and salary range
* Post-secondary education and training needs
* All aspects of the industry

### Qualities of successful employment

* Time management skills
* Work ethics
* Dress code requirements and personal grooming
* Diversity awareness – working in a multicultural society
* Teamwork and conflict resolution skills

### Education and skills training for success in a career pathway

* Post-secondary education
* On-the-job training opportunities
* Apprenticeship and military training

## Personal financial literacy

* Checking, saving plans, budget, investments
* Credit
* Financial aid
* Insurance

## Online resources

* CareerZone [www.nycareerzone.gov](http://www.nycareerzone.gov/)
* Talking Safety <https://www.cdc.gov/niosh/talkingsafety/states/ny/2015-138/default.html>

## Career Exploration Internship Program (CEIP)

## Overview

The Career Exploration Internship Program (CEIP) is a school-business partnership initiative that provides high school students, age 14 and above, the opportunity to learn firsthand about the skills and education requirements necessary for the career areas in which they have an interest. CEIP is a partnership between educational institutions and businesses to provide students, as early as age 14, the opportunity to learn through hands-on experiences about the education requirements and skills training required for career opportunities in which they have an interest. These experiences assist students in determining their post-secondary education and training needed to reach their college and career goals. Through this partnership, educators and employers engage in providing students with meaningful learning experiences.

The CEIP offers unpaid career exploration experiences in the business setting. The focus is on hands-on career exploration rather than on skill development. The experience assists students in choosing courses that will help them to reach their college and career objectives. It also assists students in understanding the linkages among school, work, and post-secondary education. Students may earn ¼ ½ to 1 unit of elective or CTE sequence credit.

This program must be registered with the NYSED and must be supervised by a certified CTE teacher who holds the Coordinator of Work-based Learning Programs for Career Development extension #8982 or the Coordinator of Cooperative Work-Study Programs permanent extension.

### Program Characteristics

**A direct relationship between classroom instruction and worksite experience** – The CEIP provides realistic way to explore career options in a business setting that will assist students to make informed career decisions for the future. They gain an understanding of the post-secondary education and skills training necessary to succeed in a chosen career pathway.

**Non-traditional scheduling accommodates the student’s schedule and availability of the business** – The CEIP is flexible and can be delivered through a variety of scheduling options (during school day, after school, weekends, or summer).

**Program curriculum is developed by the WBL coordinator and businesses** – The WBL coordinator, business/industry mentor, and student work closely together to create a training plan that defines the general career area that the student will explore. The coordinator and mentor then refine the training plan to outline work stations on three or four different aspects of the career area. The student will rotate through the work stations for the number of hours needed to complete the internship and the credit being earned.

### Program Objectives

The CEIP provides an experiential learning environment designed to assist students in understanding the connection among school, work, and post-secondary education. The three major objectives of the program are:

1. Provide students with out-of-school experiences in a local business to obtain awareness of a variety of occupations within a broad career cluster, which will enable them to make informed career and postsecondary decisions for their future
2. Provide students the opportunity to obtain firsthand understanding of the knowledge, skills, job outlook, and education requirements for various occupations within a career pathway cluster.
3. Introduce students to adult mentors in a business setting who can help reinforce appropriate workplace behaviors.

The average CEIP class size should be small enough to allow the proper supervision of students when they are placed on worksites. The WBL coordinator is required to visit each worksite a minimum of two times to monitor the student intern during each 54-hour worksite experience of the CEIP.

### Graduation Credit for CEIP

A maximum of one unit of CEIP credit can be used towards graduation requirements. The following requirements must be met to award elective credit for graduation:

**One unit of credit** – 108 hours of worksite experience and 54 hours of supporting in-school instruction. The student must rotate through a minimum of three different work stations.

**One-half unit of credit** – 54 hours of worksite experience and 27 hours of supporting in-school instruction. The student must rotate through a minimum of two different work stations.

### Finding CEIP Placements

An internship placement is an agreement between the school district and the local business partner. The WBL coordinator builds and maintains relationships with businesses in local community that become an essential component of the CEIP. Cultivating and maintaining business/industry mentors is an ongoing process.

Potential placement for students can be found through various sources. Following are examples of resources and groups who have community connections and can expand student opportunities for internship placements.

* Parents/guardians of students enrolled in the CEIP
* Local Rotary Club, Kiwanis Club, Junior League, Chamber of Commerce, and other community organizations
* The parent-teacher association, school advisory council, and school board members
* Hospitals and not-for-profit institutions
* Local community and business publications and newspapers
* Local volunteer agencies such as the Red Cross, Salvation Army, and other community programs
* Websites of local employers, college placement offices, classified ads, and social media sources

### Program Operational Guidelines

The following operational guidelines were developed by the NYSED following the guidelines provided by the NYSDOL and the USDOL.

 The Career Exploration Internship Program is open to all students, including those with disabilities, age 14 and over who are in grades 9-12. Working papers are required.

1. CEIP experiences are unpaid.
2. Graduation credit may be granted if the credits are not already a component of a CTE program.
3. The student intern must rotate through the required minimum number of different work stations as stated above, depending on the required number of hours the student will spend at the worksite.
4. an individualized student training plan is developed by the WBL coordinator, employer, and student intern
5. Productive work for the intern is prohibited. The student’s role is to explore, observe, and learn about the career. Students cannot serve as "free labor" for an employer.
6. The school and sponsoring employer must ensure that the program complies with all NYSDOL and USDOL laws governing the employment of minors.
7. Interns may not be placed in any of the prohibitive occupations outlined by the NYSDOL and USDOL.
8. The on-the-job segment of the internship may not be provided in a school setting (unless the student is specifically exploring careers in education, e.g., teacher, guidance counselor, principal, superintendent). It is the intent of this program to place the student in an outside business/industry enterprise, government agency, or private not-for-profit agency.
9. Where appropriate, the intern may split time between two or more employers.
10. All CEIP programs must be registered with and approved by the NYSED and renewed every five years. A WBL registration form can be found on the Career & Technical Education Office website <http://www.p12.nysed.gov/cte/wbl/home.html>
11. A memorandum of agreement (MOA), training plan, and time sheet must be developed for each student intern. The student intern must keep a daily journal of on-site internship activities. The journal should be reviewed regularly by the WBL coordinator.
12. The Certificate of Insurance is provided to cover liability by the school district, including summer internship placements. Students must not be placed in any business that does not carry Workers' Compensation insurance.
13. The program must be coordinated by a certified CTE teacher who holds an extension as a Coordinator of WBL Programs for Career Development, #8982.
14. The permitted working hours for students must follow the NYSDOL hour regulations governing them <https://www.labor.ny.gov/workerprotection/laborstandards/workprot/lschlhrs.shtm>
15. Student interns may not be simultaneously employed by the business/agency sponsoring the internship.
16. The student intern may not be simultaneously enrolled in a paid Cooperative CTE Work Experience Program (CO-OP), General Education Work Experience Program (GEWEP), or Work Experience and Career Exploration Program (WECEP) while participating in CEIP.
17. The WBL coordinator must conduct a minimum of two worksite visits to monitor the student intern during each 54 hour worksite experience of the CEIP.

## Responsibility of the WBL Coordinator

* Ensure the student knows the business location and recommend transportation options
* Regulate student hours to follow USDOL regulations
* Collect and store all appropriate paperwork prior to work placement
* Approve all worksites prior to work placement
* Follow school district requirements regarding the transportation of students
* Adhere to the prohibitive occupation list
* Schedule worksite visits so they are paced throughout the worksite placement
* Follow up with mentor during and after student placement
* Inform employers of the limitations of the student training plan
* Ensure that employers and students follow confidentiality policies
* Instruct students in workplace safety and employability skills
* Provide students with feedback and career counseling
* Assist students with career planning and resume development
* Retain all documentation in the student record

**General Education Work Experience Program (GEWEP) and Work Experience and Career Exploration Program (WECEP)**

## Introduction

The General Education Work Experience Program (GEWEP) is open to any student 16-21 years of age who is enrolled in school. These work experiences can be a paid or unpaid and must be registered with the NYSED Career and Technical Education Team and be **re-registered every five years.**

The Work Experience and Career Exploration Program (WECEP) is open to students 14-15 years of age identified as "at-risk" youth who are enrolled in school. This is a paid work experience that is a federally sponsored under Title 29, Chapter C, Part 570 of the Code of Federal Regulations. WECEP allows eligible students to be placed at a worksite for up to 23 hours a week when school is in session instead of the 18 hour weekly limit for students in that age group. These programs must also be registered with the NYSED Career and Technical Education Team and be **re-registered every two years**.

The GEWEP and WECEP programs must be supervised by an appropriately certified classroom teacher, school counselor, or CTE teacher who has the appropriate extension: Coordinator of WBL Experiences for Career Awareness extension 8981 for classroom teachers and school counselors or Coordinator of WBL Experiences for Career Development extension 8982 for CTE teachers. Both the GEWEP and the WECEP are collaborative school and business partnerships designed to provide a work experience that enables students of various academic abilities to:

* Learn about the world of work and explore career opportunities
* Develop broad-based transferable skills to be applied in school and the workplace
* Earn up to two units of elective credit towards graduation
* Earn money (in WECEP and sometimes in GEWEP), which could be used for postsecondary education

Students with disabilities must, as appropriate, be provided access to both GEWEP and WECEP. Both provide the types of applied educational experiences, related classroom instruction, and motivation (both intrinsic and extrinsic) that can meet the needs of most students, including those with disabilities.

The criteria used in determining if a school district/BOCES can place students in work experiences under WECEP are regulated by the USDOL Code of Federal Regulations, Title 29 (C) Section 570.36 (3) (i-vii) <http://www.ecfr.gov/cgi-bin/text-idx?SID=a26ff3e500aeb3fd801d74d3b2d1f076&mc=true&node=se29.3.570_136&rgn=div8>

* Eligibility Students age 14 & 15 who are considered at-risk and would benefit from this program
* Credits Students shall receive credits for both in-school related instruction and on-the-job experience
* Size Each program unit size shall be a reasonable size. A unit of 12-25 students to one teacher-coordinator would generally be considered reasonable.
* Instructional schedule There shall be allotted time for the required classroom instruction in those subjects necessary to fulfill the state’s graduation requirements and regularly scheduled classroom periods of instruction devoted to job-related and to employability skills instruction.
* Teacher-Coordinator Each program shall be under the supervision of a certified classroom teacher, CTE teacher, or school counselor who holds a Coordinator of Work-Based Learning Programs for Career Awareness (8981) or for Career Development (8982) extension.
* Written training agreement No student shall participate in the program until there has been made a written training agreement signed by the teacher-coordinator, employer, student, and parent or guardian.
* Other provisions Any other provisions of the program providing safeguards ensuring that the employment permitted under this section will not interfere with the schooling of the minors or with their health and well-being may also be submitted in consideration of the application.

## Responsibilities of the WBL Coordinator for GEWEP and WECEP

* Visit all worksites prior to placing students
* Collect all appropriate paperwork prior to work placement
* Adhere to the prohibitive occupation list
* Instruct students in workplace safety and employability skills
* Inform employers of the limitations of the student training plan
* Monitor student workload
* Schedule worksite visits so they are paced throughout the placement
* Ensure the employers and students follow confidentiality policies
* Provide students with feedback and career counseling
* Retain all documentation in the student record

### Administrative Considerations

Over recent years, the General Education Work Experience Program (GEWEP) and the Work Experience and Career Exploration Program (WECEP) increasingly have been used as vehicles for awarding academic credit to students 14-21 years of age who desire a career exploration experience in business/industry, need an alternative method of instruction, wish to learn about the work world and career possibilities, and/or desire to earn money. Students earn academic credit through a hands-on real-world experience rather than in the classroom.

### Graduation Credit for WECEP and GEWEP

A maximum of one unit of credit can be granted for WECEP and a maximum of two units of credit can be granted for GEWEP and used towards graduation requirements. At least one period per week of related classroom instruction is required. The following requirements must be met to award students elective credit towards graduation:

**One-Half Unit of Credit** – 150 hours of worksite experience

**One Unit of Credit** – 300 hours of worksite experience

**One and One-Half Units of Credit** – 450 hours of worksite experience

**Two Units of Credit** – 600 hours of worksite experience

The school district must be willing to provide the necessary support, counseling, and instruction through a classroom teacher, school counselor, or CTE teacher who holds the appropriate WBL extension. A reasonable ratio of students to WBL coordinator must be maintained to allow the coordinator to properly supervise students. The coordinator must be given adequate time to meet with potential employers, interview students, distribute and collect the required paperwork, and visit the worksite prior to placing students as well as during their placement. The amount of time a coordinator spends supervising the program and monitoring student worksites varies and typically depends upon the geographic area and the needs and experiences of the students and employers.

The coordinator’s job includes assisting students to attain educational and career objectives that are developed to align with their interests and abilities. Collaborating with employers will ensure that the student moves through a variety of progressive learning tasks during the GEWEP or WECEP experience.

## Summary Chart of GEWEP and WECEP Guidelines

|  |  |  |
| --- | --- | --- |
| Considerations | **General Education Work Experience Program** **(GEWEP)** | **Work Experience and Career Exploration Program** **(WECEP)** |
| Age of Students | 16-21 years old | 14-15 years old |
| Eligibility | All students | Only students classified as “at-risk" |
| Program Objectives | To provide an alternative program option for students to reinforce employability skills and basic educational competencies; to help students learn about the world of work while in a program where they can earn money as well as academic credit  |
| Coordinator | A secondary level teacher or school guidance counselor possessing a Coordinator of WBL Programs for Career Awareness extension 8981 or a CTE teacher possessing a Coordinator of WBL Programs for Career Development extension 8982 |
| Supporting In-School Instruction | At least one period per week of related classroom instruction designed to support the on-the-job experience |
| Elective Academic Credit  | 300 hours of paid or unpaid work experience (required for one unit of elective credit) and the equivalent of one class period per week of related general instruction (maximum of two units of work experience credit permissible) |
| Memo of Agreement and Training Plan Required for Each Student | Legal forms that must be signed by coordinator, employer, student, and parent/guardian |
| Type of Employment | Heterogeneous jobs in progressive learning experiences under a written training agreement |
| Safeguards | Employment must not interfere with schooling, health, and well-being of student; employer agrees to provide appropriate health and safety training and to accept and treat students without regard to race, color, national origin, sex or handicap |
| USDOL and NYSDOL Regulations | Students must be paid at least the prevailing minimum wage and employed in compliance with all federal and state laws regarding the employment of minors |
| Federal and State Prohibitive Occupations | Students may not be employed in any of the federal or state prohibitive occupations for minors |
| Workers’ Compensation Insurance | Information on Worker’s Compensation insurance is found in Section I |
| Program Registration with NYSED | GEWEP – must be registered and approved every five yearsWECEP – must be registered and approved every two years  |

# Section III: Career Development and Application

## ****Overview****

Career development and application encompasses two critical components: career and technical education instruction in school and worksite career applications.

The school site activities integrate academic and career specific technical skills learned in the classroom with skills to prepare students for transitioning from school to career. Emphasis is on academic and technical skill building, understanding the concept of transferable skills, learning to work as a team member, establishing relationships, work ethics, and relating personal interests and abilities to career opportunities.

The worksite career applications are competency-based educational experiences that are tied to the classroom by curriculum that coordinates and integrates school instruction with work experiences. These structured experiences provide students with an opportunity to apply the skills learned in the classroom in actual work environments and prepare students to transition to a two-year or four-year college, a registered apprenticeship program, or an employment placement in a chosen career path.

## ****National Career Clusters Framework****

Advance CTE, an organization representing state directors of CTE, has developed and defined the National Career Clusters Framework. This framework provides a structure for organizing and delivering quality CTE programs of study. A CTE program of study is designed to provide students with exposure to a range of careers within their chosen career cluster. The student’s academic and CTE education becomes more focused and occupationally specific over time with exposure to work-based learning (WBL) experiences.

There are 16 career clusters in the National Career Clusters Framework, representing more than 79 career pathways to help students navigate their way to greater success in college and career. All CTE programs fall under one of the 16 national career cluster areas. For more information on the National Career Clusters Framework and the 79 Career Pathways see the Advance CTE website <https://careertech.org/>.

### 16 Career Clusters

* [**Agriculture, Food & Natural Resources**](https://careertech.org/agriculture)
* [**Architecture & Construction**](https://careertech.org/architecture-construction)
* [**Arts, A/V Technology & Communications**](https://careertech.org/arts)
* [**Business Management & Administration**](https://careertech.org/business)
* [**Education & Training**](https://careertech.org/education-training)
* [**Finance**](https://careertech.org/finance)
* [**Government & Public Administration**](https://careertech.org/government)
* [**Health Science**](https://careertech.org/health-science)
* [**Hospitality & Tourism**](https://careertech.org/hospitality-tourism)
* [**Human Services**](https://careertech.org/human-services)
* [**Information Technology**](https://careertech.org/information-technology)
* [**Law, Public Safety, Corrections & Security**](https://careertech.org/law)
* [**Manufacturing**](https://careertech.org/manufacturing)
* [**Marketing**](https://careertech.org/marketing)
* [**Science, Technology, Engineering & Mathematics**](https://careertech.org/STEM)
* [**Transportation, Distribution & Logistics**](https://careertech.org/transportation)

# Cooperative Career & Technical Education Work Experience Program (CO-OP) (Paid and Unpaid)

## Overview

Educators have long recognized that many students learn better when classroom instruction is supported with real-life hands-on experiences. Partnerships of business and education support the integration of academics with a focus on 21st century employability skills in CTE programming.

A Cooperative Career & Technical Education Work Experience Program (CO-OP) provides an important link between the classroom and the workplace for students age 16 and older. It enhances and adds relevance to classroom learning. High school students often find traditional learning abstract and challenging. They learn better when they can apply what they are learning, can see the theory in operation, and have an opportunity to practice what they are learning in an actual work setting. The CO-OP is essentially a partnership that links school, community, and business/industry to provide a real-world environment in which students have the opportunity to apply, and thereby augment, the knowledge and skills obtained in the classroom.

The work experience (paid or unpaid) component of CO-OP is related to the student’s CTE program of study, with the primary goal to develop career relevancy and competence. These work experiences can also motivate at-risk students to remain in school and improve their academic achievement. CO-OP helps a student develop employability skills, including initiative, interpersonal relations, and the attitudes and behaviors necessary for success in the workplace and community.

## ****Program Description****

All CO-OP experiences have the common objective of providing opportunities for students to develop and demonstrate supervised technical and employability skills at a worksite. These experiences are supported by training plans developed cooperatively by the employer, certified work-based learning (WBL) coordinator, instructor, and student. There is ongoing communication between the job mentors and the WBL coordinator concerning the student’s performance and needs.

A school district or BOCES may organize its CO-OP program around a specific CTE content area or combine several cluster areas into one “diversified” program. Each CO-OP program needs to have a coordinator who holds the Coordinator of WBL Programs for Career Development extension #8982. The WBL coordinator works collaboratively with the corresponding CTE instructor to deliver the curricular components of the CO-OP program.

## ****Benefits of CO-OP****

### For students

Provides a real-world learning environment to develop interests and abilities

Develops an understanding of employment opportunities and responsibilities through direct worksite experiences

Promotes the development of positive work habits and attitudes

Provides a real-world setting for developing marketable skills

Provides opportunities to apply classroom learning (both academic and CTE)

Provides interaction with other employees, which leads to better understanding of the human factors in employment

Provides an opportunity to participate in, and profit from, two types of learning environments—school-based and work-based

Increases motivation to remain in school, graduate, and pursue postsecondary education/training (lifelong learners)

Provides financial rewards in paid CO-OP while career focused skills are being developed

### For schools

Brings employers and schools together in a training effort to develop strong CTE programs

Enhances the ability to meet the needs of a diverse student population

Makes education more relevant and valuable for students

Promotes school/faculty interaction with the business community

Increases relevant school-based learning by helping students clarify their career goals and providing a practical means of reaching them

Bridges the gap between school and the world of work

### For employers

Fosters involvement in the CTE curriculum development process

Provides an opportunity to experiment with new programs, projects, and/or activities with student assistance and input

Improves employee retention

Provides a pool of potential future employees

Can reduce training/recruiting costs

Provides a community service

### For the community

Provides an effective way of helping young people become productive citizens

Increases the economic health of the region and state as students help employers meet their need for skilled workers

Promotes respect and tolerance between various groups in the community

Provides a method of introducing high school students to local employment opportunities

Promotes closer cooperation and understanding between community and schools

Encourages students to remain in the local community after graduation, thus promoting a more stable workforce

## Program Registration

All CO-OP programs must be registered and approved by the New York State Education Department. A program registration form is in Section VI. Initial program registration is valid for five years and must be renewed every five years thereafter. The registration form can be found at <http://www.p12.nysed.gov/cte/wbl/home.html>

# Requirements for an Approved Cooperative CTE Work Experience Program (CO-OP)

The local school district/BOCES Board of Education has approved the inclusion of Cooperative CTE Work Experience Program as an offering.

The application has been completed and approval from NYSED secured for the registered CO-OP program.

The related CTE coursework/program of study has been approved by the local school board or by NYSED through the CTE program approval process.

The employer understands that the student placement is governed by NYSED, NYSWCB, NYSDOL, and USDOL labor laws and regulations.

A written memorandum of agreement is in effect between the cooperating business and the education agency.

Students complete an application indicating their understanding of and agreement to all rules and regulations as set forth by the program

Students receive instruction embedded within their CTE curriculum relating to the knowledge, technical skills, and employability skills.

A training plan is developed and used for each participating student.

Students are given written notification that this program may be unpaid and they are not due any wages per NYSDOL regulations.

Health and safety instruction/training appropriate for the job is provided by the school before employment; employer specific training is provided by the employer on the worksite.

All participating students are meeting, or have met, academic requirements of their CTE programs and academic subjects.

The program is conducted by a certified CTE teacher who possesses a Coordinator of WBL Programs for Career Development extension #8982.

Specific information relating to wage and hour restrictions as well as the prohibitive occupations exceptions for students participating in the CO-OP can be found at <https://www.labor.ny.gov/workerprotection/laborstandards/workprot/minors.shtm>

Scheduling and Transportation Considerations

Scheduling and transportation arrangements depend on the school and employment situation and should serve the interests of the student and CTE program needs. Scheduling should be considered early in the planning stages of the school’s master schedule to help ensure that the academic and related CTE subjects can be included without conflicts. The student must also have appropriate and safe transportation to participate in CO-OP.

Quality programs depend on the built-in flexibility of the school and BOCES schedules. This includes the willingness of the school to adjust student’s schedule and the employer to adjust the hours when the business can utilize the student’s services. Other considerations include the student’s ability to get to and from the worksite and the availability of a qualified, certified WBL coordinator.

General Scheduling and Release Time

For the student

The student’s schedule may provide for either late arrival or early dismissal.

The experience may take place before, during, or after CTE class time.

The district or school must schedule the required academic courses into the student’s course load.

For the coordinator

The coordinator must visit each worksite prior to placing a student.

The coordinator’s overall schedule should allow time to visit each worksite at least two times per semester.

The coordinator should consider travel time to training sites when developing the schedule.

The coordinator needs release time to participate in local, regional, and state meetings and relevant professional development opportunities.

Summer Scheduling

The nature of certain kinds of employment or programs may make it necessary to schedule CO-OP experiences during the summer months. Students must be supervised by a certified Coordinator of WBL Programs for Career Development extension #8982 during the summer months when training at school-approved worksites as part of CO-OP.

# ****Career and Technical Student Organizations (CTSOs)****

Along with work-based learning and career exploration, Career and Technical Student Organizations (CTSOs) can be effective ways to enrich classroom learning. CTSOs serve over 25,000 teens and young adults in New York State. Within the context of CTE programs, CTSOs provide students interested in a specific career area with a range of individual, cooperative, and competitive experiences and activities. The US Department of Education has recognized the CTSOs as co-curricular in a policy statement signed by the Secretary of Education. Legislative support for these integral activities is included in current CTE legislation.

CTSOs enhance curricular content and encourage students’ self-development through various activities. The organizations provide quality education experiences in leadership, teamwork, citizenship, community service, and character development which prepare students for college and careers. Development of leadership skills is an integral part of CTE in New York State.

The following CTSOs are offered to New York State students:

Health Occupations Students of America (HOSA)

<http://www.newyorkhosa.org/>

SkillsUSA

<http://www.nysskillsusa.org/>

Family, Career & Community Leaders of America (FCCLA)

<http://www.nysfccla.org/index.html>

New York State Association of FFA

<http://www.nysffa.org/>

Technology Students Association (TSA)

<http://www.tsaweb.org/>

Future Business Leaders of America (FBLA)

<http://www.nysfbla.org/>

Association of Marketing & Management Students (DECA)

<http://www.deca.org/>

# Section IV: Related Classroom Curriculum and Instruction

## Career Planning

A career plan is an important mechanism to add relevance and meaning to learning experiences across all subject areas for all students, including those with disabilities. Making connections between academics and career interests can increase a student’s likelihood of staying in school and obtaining the necessary knowledge and skills to become a successful adult. Students learn how and why the academics relate to their career choices.

The New York State Career Plan is a record of a student’s knowledge and skill attainment. It documents a history of achievement that students build from elementary school through high school.

The Career Plan is a requirement for students earning the CDOS Commencement Credential. The career pathway model used to create the plan aligns with the CDOS learning standards and the students to make informed decisions for their career goals. Career planning is an integral component of transition planning and services for students with disabilities.

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities receive supports and services to prepare them for post-school living, learning, and working. In New York, transition planning and services for these post-school roles must be documented in the IEP beginning with the school year in which the student turns age 15.

Whether students are concentrating on CTE or Advanced Placement courses, if they are connecting academic performance to short- and long-term career goals, the learning becomes relevant. The Career Plan helps students relate their schooling to their career interests, skills, and abilities.

Career planning is a vital process for students and involves educators, school counselors, parents/guardians, mentors, and current or potential employers in helping to make the connections between academic knowledge, technical knowledge and skills, and the chosen career pathway, and career options.

New York State Department of Labor’s CareerZone system guides students and educators through the elements of career planning, including assessing interests, work values, and skills and connecting these results to relevant occupations to explore. CareerZone has career videos, job postings, and resume prep tools. CareerZone can be integrated into classroom activities and used to incorporate career planning into students' post-secondary goals.

The NYS Career Plan can be found on the NYSED website <http://www.p12.nysed.gov/cte/careerplan> and on the Portfolio Module of the NYS Department of Labor’s CareerZone [www.careerzone.ny.gov](http://www.careerzone.ny.gov/).

## Related Classroom Instruction

All Cooperative CTE Work Experience Program (CO-OP), Career Exploration Internship Program (CEIP), General Education Work Experience Program (GEWEP), and Work Experience & Career Exploration Program (WECEP) experiences must be organized to include related general instruction. Students enrolled in these state-approved, registered WBL programs are required to receive the related instruction and specific skills training, where appropriate, before and during the experience. Related instruction is typically included in a student’s general education or CTE coursework/program of study. It could also be delivered as an independent course or courses. The instruction may precede employment, take place concurrently, or be a combination of both. The WBL coordinator works with the classroom teacher, CTE teacher, special education teacher, and business partner to ensure that the technical knowledge and skills, employability skills, appropriate health and safety training, and mentoring are delivered in a collaborative process.

One unit of related general instruction is required for students enrolled in a five-unit CTE diversified CO-OP sequence. The other three registered programs have various requirements, which are found in Section I.

## Related General Instruction

The following is a list of suggested instructional topics to be used before and during the worksite placement. These general instruction topics can be used with all career awareness and exploration WBL experiences.

### Career Planning

* Self-assessment of interests and abilities
* Foundational academic and CTE courses
* Career awareness and exploration
* Revise career plan as needed

### Pre-Employment Activities

* Job application procedures
* Resume and cover letter
* Interviewing skills
* Worker health and safety training
* Personal financial literacy
* Employability Skills

### Successful Employability Factors

* Work ethics and communication skills
* Critical thinking and problem-solving skills
* Responsibilities as an employee
* Performance evaluations
* Post-secondary education and training needed for advancement

## Instruction Related to Training Site

Students enrolled in state-approved registered WBL programs are required to receive related general instruction and, in some cases, skill specific instruction before and during the worksite placement experience. The following is a recommended list of instructional topics for use while the student is participating in one of the registered WBL programs.

### Prior to placement at a worksite

* Required paperwork – MOA, student training plan, working papers, emergency medical form, student agreement form, student hours sheet, employer evaluation form
* Choosing the correct placement
* Safety training as it relates to placement

### Knowledge and technical skills required for worksite placement

* Academic and content specific technical skills
* Orientation provided by business partner
* Clearly defined job description

### Child labor laws

* Prohibitive occupations restrictions
* Wages for minors
* Allowable hours for students enrolled in school

### Responsibilities while at the worksite

* Limitations for students
* Adhere to all company policies and dress code
* Contact business and school in the event of an absence
* Personal protective equipment (PPE) needed for the job
* Completing time sheets with supervisor’s signature
* Performing only tasks student has been trained to perform

### Employer evaluation

* Performance appraisal
* Employer expectations
* Benefits of the employer evaluation

# Section V: Department of Labor Regulations

## ****Regulations Regarding the Employment of Minors****

**The Fair Labor Standards Act provides** guidance on the child labor laws to ensure that youth who work do so safely. The work must be safe and not jeopardize their health, well-being, or educational opportunities. These provisions also provide limited exemptions <https://www.dol.gov/whd/childlabor.htm>**.** The US Department of Labor provides further support through information posted on its website relating to the employment of minors <https://www.youthrules.gov/index.htm>.

## ****US Department of Labor – Prohibitive Hazardous Occupations****

### ****Hazardous Occupations****

The minimum age is 18 for employment in non-agricultural occupations declared [hazardous](http://www.dol.gov/dol/allcfr/ESA/Title_29/Part_570/29CFR570.120.htm) by the Secretary of Labor. The rules prohibiting working in hazardous occupations (HO) apply either on an industry basis, or on an occupational basis no matter what industry the job is in. Parents employing their own children are subject to the same rules. Some of these hazardous occupations have definitive exemptions that apply only to students who are enrolled in or have completed an approved CTE program within the same career pathway as the work; those occupations are marked with an \* below. For further information, see US Wage and Hour Division <http://www.dol.gov/whd/regs/compliance/whdfs43.htm>

The rules prohibit work in or with the following:

|  |  |
| --- | --- |
| HO #1 | Manufacturing and storing of explosives. |
| HO #3 | Coal mining. |
| HO #2   | Driving a motor vehicle and being an outside helper on a motor vehicle. |
| HO #4 | Logging and sawmilling. |
| HO #5 | Power-driven woodworking machines.\* |
| HO #6 | Exposure to radioactive substances. |
| HO #7 | Power-driven hoisting apparatus. |
| HO #8 | Power-driven metal-forming, punching, and shearing machines.\*  |
| HO #9 | Mining, other than coal mining. |
| HO #10 | Meat packing or processing (including the use of power-driven meat slicing machines).\* |
| HO #11 | Power-driven bakery machines. |
| HO #12 | Power-driven paper-product machines.\* |
| HO #13 | Manufacturing brick, tile, and related products. |
| HO #14 | Power-driven circular saws, band saws, and guillotine shears.\* |
| HO #15 | Wrecking, demolition, and shipbreaking operations. |
| HO #16 | Roofing operations.\* |
| HO #17 | Excavation operations.\* |

## New York State Department of Labor

The NYS Department of Labor follows the USDOL regulations and provides more guidance regarding the employment of minors <https://www.labor.ny.gov/workerprotection/laborstandards/workprot/minors.shtm>. When working with students, always follow the more stringent of the two (NYSDOL or USDOL) guidelines for placing them into the workplace to protect the safety of the student.

DOL Fact Sheet P725: Wage Requirements for Interns in For-Profit Businesse**s**

<https://www.labor.ny.gov/formsdocs/factsheets/pdfs/p725.pdf>

**DOL Fact Sheet P726: Wage Requirements for Interns in Not-For- Profit Businesses**

<https://www.labor.ny.gov/formsdocs/factsheets/pdfs/p726.pdf>

**Student Trainees**

<http://webapps.dol.gov/elaws/whd/flsa/docs/trainees.asp>

# Section VI: Sample Forms

The following sample forms are available at <http://www.p12.nysed.gov/cte/wbl/formLinks.html>

## Sample Work Based Learning Registration Form

## Sample Student MOA

## Sample NYS Appearance Enhancement

## Sample MOA Extended Classroom

## Sample Student Agreement

## Sample Student Training Plan

## Sample Emergency Medical Treatment Authorization

## Sample Student Evaluation

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# Section VII: Resources, Glossary, and FAQ’s

## Career Resources

CareerZone: A comprehensive career exploration and planning system developed by the New York State Department of Labor especially for youth. CareerZone is driven by information from O\*NET and tailored for New York State. CareerZone provides access to more than 800 occupations, 450 career videos, current job postings, resume builder, budgeting tool, and a New York State Career Plan Portfolio where middle and high school age youth can save their career exploration information. Visit CareerZone at www.careerzone.ny.gov

JobZone: New York State Department of Labor’s occupation exploration and management tool for adults with information driven by O\*NET and tailored for New York State. JobZone contains local information based on where you live ranging from job fairs to contact information for the nearest One-Stop Career Center. Visit JobZone at www.jobzone.ny.gov

O\*NET: The Occupational Information Network (O\*NET) serves as the nation’s primary source of occupational information. O\*NET is a skill-based relational computer database containing a wide variety of job descriptors pulled from many occupational domains, and providing information at multiple levels of specificity. These domains include knowledge, skills, abilities, generalized work activities, work context, organizational context, labor market statistics, work styles, interests, education, training, experience, and tasks. Data on more than 800 occupational categories common in the U.S. economy are included in O\*NET. More information about O\*NET, as well as free access to the database, can be found at <http://www.onetonline.org/>

NYSDOL Youth Portal: A web page created by the New York State Department of Labor’s Youth Office to link youth to resources that can help them find their way to the future and prepare for careers. The portal is customized for youth ages 14-17 and youth ages 18-24. Information on how to obtain working papers, build responsible online profiles to attract businesses, and prepare for job interviews is provided. Visit the Youth Portal at [www.labor.ny.gov/youth](http://www.labor.ny.gov/youth)

# Glossary of Terms for Serving Students with Disabilities

Committee on Special Education (CSE): A multidisciplinary team established in accordance with the provisions of section 4402 of the Education Law. The CSE, which includes specific membership as required by Education Law, is responsible for evaluating and identifying students with disabilities, developing individualized education programs (IEPs), and recommending special education programs and services to meet the educational needs of students with disabilities ages 5-21.

Coordinated set of activities**:** Activities needed to facilitate the student’s movement from school to post-school activities, including instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation. (section 200.4(d)(2)(ix)(d) of the Regulations of the Commissioner of Education)

Free appropriate public education (FAPE): Special education and related services that (a) are provided at public expense, under public supervision and direction, and without charge; (b) meet the standards of the state education agency, including the requirements of the Code of Federal Regulations; (c) include an appropriate preschool, elementary school, or secondary school education in the State involved; and (d) are provided in conformity with an individualized education program (IEP) that meets the requirements of sections 300.320 through 300.324. (34 CFR section 300.17)

Individualized education program (IEP): A written statement, developed, reviewed and revised in accordance with section 200.4 of the Regulations of the Commissioner of Education, which includes the components specified in section 200.4(d)(2) of the Regulations to be provided to meet the unique educational needs of a student with a disability. (section 200.1(y) of the Regulations of the Commissioner of Education)

Related services: Developmental, corrective, and other supportive services that are required to assist a student with a disability and includes speech-language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation and mobility services, medical services as defined in this section, parent counseling and training, school health services, school nurse services, school social work, assistive technology services, appropriate access to recreation, including therapeutic recreation, other appropriate developmental or corrective support services, and other appropriate support services and includes the early identification and assessment of disabling conditions in students. (section 200.1(qq) of the Regulations of the Commissioner of Education)

Transition services: 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, post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must be based on the student’s strengths, preferences and interests, and shall include needed activities in the following areas: (1) instruction; (2) related services; (3) community experiences, (4) the development of employment and other post-school adult living objectives; and (5) when appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. (section 200.1(fff) of the Regulations of the Commissioner of Education)

Work adjustment**:** The more closely a person’s abilities and limitations correspond with job requirements of the role and organization, the more likely it is that they will perform the job well and be perceived as satisfactory by the employer. This requires learning greater flexibility and active and reactive adjustment by the student.

Work hardening**:** Work hardening uses real or simulated work tasks and conditioning based on an individual’s measured tolerances. The goal is to improve the biomechanical, neuromuscular, cardiovascular and psychosocial functioning of the student worker. This is education that stresses body mechanics, work pacing, and safety-injury prevention; promoting worker responsibility and self-management. Work hardening is best provided by the special education teacher in conjunction with an occupational therapist.

# Frequently Asked Questions

**Question:** Where can I find information regarding student working papers?

**Answer:** Information on working papers for students can be found at <http://www.p12.nysed.gov/sss/pps/workingpapers/socialsecuritynumbers.html>

**Question:** I am placing students in unpaid work. Do they need to be covered by Workers’ Compensation?

**Answer:** Students must not be placed in a workplace that does not carry Workers’ Compensation insurance; see Section I for further information.

**Question:** I am an educator placing students in jobs. How important is it to visit the worksite and meet with the employer? Or can I do everything by phone?

**Answer:** It is essential to visit each worksite prior to placing a student there, as well as during the placement period. The number of visits required will depend on which WBL experience or program the student is participating in. These visits will ensure that the employer adheres to all the safety and health regulations as set forth by the Department of Labor. After completing the initial work site visit, you may stay in touch with the employer by phone in between your unannounced required site visits.

**Question:** What role does work-based learning play in a CTE approved program of study? Can a school have an approved CTE program without including WBL experiences?

**Answer:** Work-based learning experiences give students the opportunity to see how their classroom learning is connected to real work situations. All approved CTE programs must provide the opportunity for students to participate in work based learning. WBL experiences are an extension of the classroom learning and enhance the knowledge and technical skills the student is mastering in the CTE program of study.

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