

NEW YORK STATE WORK BASED LEARNING MANUAL

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Section I: Introduction to Work Based Learning

Purpose of Work Based Learning

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 inadequate academic skills and few real-world workplace skills, thus limiting their understanding of how they fit into the adult work world. Secondary level work based learning 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. The work based learning experiences help prepare students for college and careers.

Work based learning 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, work based learning opportunities address students' diverse learning styles.

Work based learning provides the opportunity for employers to reinforce academic skills and for schools to emphasize career applications through classroom instruction. Students gain work and an understanding of the range of postsecondary options available to them, including college, technical training, and entry-level skilled employment. 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)

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.

Meeting the Needs of All Students Through Work Based Learning

Many students are better able to learn and retain academic and technical skills when given the opportunity to participate in the real-world, hands-on experiences provided through work based learning. The wide range of learning opportunities to become ready for work and careers is at the core of work based learning programs. This structure of classes, technical education, career development, character development, and work experiences lends itself to individualized career plans for all participating students, including those with disabilities.

All students, including those with disabilities, must be provided access to and can benefit from work based learning. 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.

Career planning and participation in CTE and work based learning 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 work based learning programs must be documented in the student's IEP.

Under the guidance of a certified work based learning coordinator and special education teachers, the work based learning program provides a focused and meaningful opportunity grounded in the real world of work for students with disabilities. The work based learning coordinator should be cognizant of this responsibility and view himself or herself as providing work based learning opportunities for all students as well as facilitating educational collaboration between student, family, school, and community partners.

The special education staff, CTE teachers, family, student, and WBL coordinator should collaborate to create a coherent program for the student to progress. Training plans, Memorandum of Agreement, IEP development, and situational assessments, along with employer based training and evaluation should be a coordinated effort by the special education staff, work based learning coordinator, and employer.

To obtain additional information regarding transition planning and services for students with disabilities, including the development and implementation of career planning and work based learning opportunities for students with disabilities; contact the transition specialists of the Regional Special Education Technical Assistance Centers (RSE-TASC)
<http://www.p12.nysed.gov/specialed/techassist/rsetasc/tslist.htm>.

Overview of Work Based Learning Programs

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Work Based Learning in the Classroom and Workplace

Work based learning takes place at both the workplace and classroom, making lifelong career development easier and more natural by connecting learning in school to the application of that learning in the workplace. Workplace learning occurs in a business or community organization, which becomes essentially a micro-classroom, as the emphasis is on learning rather than productivity. All School District or BOCES sponsored work based learning experiences, paid or non-paid, may take place either during school hours or beyond (after school, evenings, weekends, holidays, school breaks and summer). The concurrent classroom learning focuses on the academic and technical skills for career awareness and development and successful employment. This enables the transfer of knowledge and coordination of academic learning with the worksite

experience, and it helps students see the workplace as a “subject of inquiry, not just the location for learning”. (Bailey, Hughes, and Moore, 2004).

All Students who participate in paid or non-paid work based learning experiences **must** be covered under the Employers’ Workers’ Compensation Insurance as stated in the New York State Workers’ Compensation Board Employers’ Handbook under Student Interns on page 42 <http://www.web.ny.gov/content/main/Employers/EmployerHandbook.pdf>.

Work Based Learning Coordinator

All registered work based learning programs must be under the supervision of a NYS certified work based learning coordinator. It is highly recommended that all work based learning activities that place students out into the business community, whether registered or not, be under the supervision of a NYS certified work based learning coordinator for the safety and protection of the student and employer. The work based learning coordinator assures that the student is well supervised while on the work site and properly trained in workplace safety according to the Department of Labor regulations. The coordinator also assures that the employer is complying with the Laws Governing the Employment of Minors document from the NYS Department of Labor. This document defines the educational aspects of student placements. For students with disabilities, the work based learning coordinator should also collaborate with special education teachers to assure that the expectations of the worksite and the needs/goals of the students are considered.

Benefits of Work Based Learning

Benefits for Students

1. Provides opportunities to apply classroom learning to workplace experiences
2. Establishes clear connections between education and work site career applications
3. Creates opportunities for exploration of possible careers
4. Increases motivation to stay in school by making education more relevant
5. Improves awareness of postsecondary opportunities
6. Increases technical skills through their application in authentic tasks
7. Promotes the practice of positive work habits
8. Increases understanding of workplace expectations and skills needed
9. Enhances general workplace competencies, such as communication, teamwork, and project planning
10. Allows observation of work ethics of workplace professionals
11. Establishes professional contacts for future employment and mentoring

Benefit for Employers

1. Encourages involvement in the curriculum development process
2. Establishes a connection between industry professionals and education providers
3. Develops a good relationship between work site mentors and students
4. Provides potential skilled and motivated employees
5. Offers an opportunity to provide community service

Benefit for Schools

1. Expands curriculum and learning facilities
2. Provides access to new and emerging techniques and technology
3. Makes education more relevant and valuable for students
4. Enhances the ability to meet the needs of diverse students
5. Provides opportunities for individualized instruction
6. Enhances student retention
7. Promotes faculty interactions with the community
8. Contributes to staff development

Benefit for Community

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

Components of Registered Work Based Learning Programs

All School District or BOCES sponsored work based learning experiences, paid or non-paid, may take place either during school hours or beyond (after school, evenings, weekends, holidays, school breaks and summer). New York State Education Department registered work based learning programs (paid and unpaid) - Career Exploration Internship Program (CEIP), General Education Work Experience Program (GEWEP), Work Experience & Career Exploration Program (WECEP), and Career & Technical Education Cooperative Work Experience Program (CO-OP) require several essential components. These components are:

1. A certified teacher or guidance counselor to serve as WBL coordinator with the proper work based learning career development extension
2. Approval of the registration by the New York State Education Department
3. An appropriate work site placement
4. Supervised on-the-job training
5. Related in-school instruction
6. The coordination (and integration) of in-school and work site components
7. A memorandum of agreement for the extended classroom (also called a training agreement)
8. A training plan
9. Student evaluation
10. An advisory committee
11. A copy of student working papers
12. All Students who participate in paid or non-paid work based learning experiences **must** be covered under the Employers' Workers' Compensation Insurance as stated in the New York State Workers' Compensation Board Employers' Handbook under Student Interns on page 42 <http://www.wcb.ny.gov/content/main/Employers/EmployerHandbook.pdf>.

The programs are further defined in the sections on application and comparison of programs.

Other Work Based Learning Program Components

All School District or BOCES sponsored work based learning experiences, paid or non-paid, may take place either during school hours or beyond (after school, evenings, weekends, holidays, school breaks and summer). All Students who participate in paid or non-paid work based learning experiences **must** be covered under the Employers' Workers' Compensation Insurance as stated in the New York State Workers' Compensation Board Employers' Handbook under Student Interns on page 42 <http://www.wcb.ny.gov/content/main/Employers/EmployerHandbook.pdf>.

It is highly recommended that all other non-registered work based learning programs include the following components:

1. A certified teacher or guidance counselor with the proper work based learning career development extension
2. An appropriate work site placement
3. Supervised on-the-job training
4. Related in-school instruction
5. The coordination of in-school and work site components
6. A training plan
7. Student evaluation
8. An advisory committee
9. A copy of student working papers for work site placement
10. A memorandum of agreement

Clinical Experiences

Supervised clinical experiences are a required component of all Health Occupation and Cosmetology Occupation 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 an actual work setting after having instruction and practice in a supervised skills laboratory. These 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 Department of State licensing regulations, students may perform services on clients under the supervision of a NYS certified cosmetology or barber instructor who holds a current NYS license in the respective areas of appearance enhancement or barbering. Cosmetology 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 barber instructor.

New Vision Programs

New Vision 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 postsecondary education. Participation in these programs allows students to confirm or re-evaluate their interest in possible career areas. New Vision 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 Vision programs include, but are not limited to: health, criminal justice, law and government, retail management, theater, biological sciences, education, communications, environmental sciences, business, and engineering.

New Vision programs were created through the cooperative effort of schools and industry to offer pre-professional elective programs that enhance career awareness and exploration as well as work based learning. The programs are held at business/industry sites where learning occurs in a contextualized manner - students work and learn side by side with industry professionals.

New Vision 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 Vision curricula include integration of senior English and Social Studies, students can meet their requirements for graduation through participation in the program. Typically, a New Vision program grants four units of credit: one credit for senior English, one credit for senior Social Studies, and two career and technical education credits. Some New Vision programs offer college level English and social studies, which allows students to fulfill graduation requirements while simultaneously earning college credits.

Other Career Awareness Options

All School District or BOCES sponsored work based learning experiences, paid or non-paid, may take place either during school hours or beyond (after school, evenings, weekends, holidays, school breaks and summer). All Students who participate in paid or non-paid work based learning experiences **must** be covered under the Employers' Workers' Compensation Insurance as stated in the New York State Workers' Compensation Board Employers' Handbook under Student Interns on page 42 <http://www.wcb.ny.gov/content/main/Employers/EmployerHandbook.pdf>.

Job Shadowing

Job shadowing is a career exploration activity for late middle school or early high school. The student follows an employee at a workplace for 1-8 hours to learn about an occupation or career pathway of interest. No credit is granted to the student.

Community Service/Volunteering/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 the knowledge and technical skills learned in the classroom.

Service Learning

Service Learning is students learning and developing through integrated classroom and service activities. Students utilize the skills and knowledge they are acquiring in their classes to make a positive difference in their schools or communities. Service learning provides real life application of academic knowledge and skills to real life community or school needs.

Service Learning must be carefully differentiated from volunteerism and/or community service. 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.

Senior Project

The senior project and career research paper are designed for students to research a topic or career interest in a specific career pathway. They serve as to guide the student in learning about the college preparation and skills training needed to be successful in that pathway. No additional credit is awarded for participation in this experience; the credit exists within the related course.

School Based Enterprise

A school based business enterprise exists within the school to provide services for students and/or staff. 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 store and a credit union.

Career Fair

A Career Fair is designed to expose students to multiple career pathways and help them match their interests and abilities to potential career options.

Career Focused Field Trips

Students take tours of local businesses to learn about career opportunities and pathways within career clusters.

Entrepreneurship

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

Community Based Work Programs (for students with disabilities)

Students with disabilities are required to have the opportunity to participate, as appropriate, in all registered and non-registered work-based learning programs. Community Based Work Programs, designed specifically for students with disabilities, provide additional opportunities for students with disabilities, ages 14 and older, to participate in work-based learning programs. These work experiences, which can be paid or unpaid, help students to identify their career interests, assess their employability skills and training needs, and develop the skills and attitudes necessary for eventual paid employment. School credit may be awarded for these experiences.. (See Section II for more information.) It is recommended that these experiences be supervised by a WBL coordinator who holds the #8981 or #8982 extension.

Application of New York State Labor Laws in Registered WBL Programs

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The New York State Registered WBL Programs follow US Department of Labor regulations. The following criteria serve to guide school districts in choosing the registered WBL program that accommodates their students' work based learning experiences.

Career Exploration Internship Program (CEIP)

Age 14 and older

Unpaid, on-site, hands-on

Exploration rather than skills development

Productive work is prohibited

Supported by related classroom instruction

School credit may be earned

- 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
- Employer's Workers' Compensation covers students when performing manual labor

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

Age 16 and older

Paid and non-paid, school-supervised work experience

Development of career specific skills

Productive work is allowed

Supported by related school instruction

School credit may be earned

- 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
- Employer's Workers' Compensation 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 since the WBL experience is included in the CTE credits

General Education Work Experience Program (GEWEP)

Age 16 and older

Paid, supervised work experience

Productive work is allowed

Supported by at least one period of related classroom instruction

School credit may be earned

- Minimum wage applies
- Employment certificate (working papers) required
- Prohibited occupations apply; no student-learner exception is allowed
- Must be covered by employer's Workers' Compensation
- Certificate of insurance from school to cover liability

Work Experience & Career Exploration Program (WECEP)

Ages 14 and 15 at risk population

Paid, supervised work experience

Productive work is allowed

Supported by related classroom instruction similar to GEWEP

School credit may be earned

- Minimum wage applies
- 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
- Must be covered by employer's Workers' Compensation
- Certificate of insurance from school to cover liability

See Section VI: Sample Forms for documents containing the Department of Labor (DOL) regulations in regard to students participating in work based learning experiences.

Comparison of Work Based Learning Programs

Registered State-Approved Programs

Registered State-Approved Programs	Coordinator's Extension*	Student Age	Paid/Un-Paid	Diploma Credit Permissible/ Worksite Hours	Related Classroom Instruction	Experience Must Relate to Career Interests	Training Must Develop Career Skills
CEIP Career Exploration Internship Program***	#8982	14+ And in high school	Unpaid **	.5 / 54 hrs. 1 / 108 hrs.	27 hours 54 hours (see Section II)	Yes	No (focus is career exploration)
GEWEP General Education Work Experience Program	#8981 or #8982	16+	Paid **	.5 / 150 hrs. 1 / 300 hrs. 1.5 / 450 hrs. 2 / 600 hrs.	At least one period per week (see Section 4)	No	Yes
WECEP Work Experience and Career Exploration Program (for at-risk students)	#8981 or #8982	14-15	Paid **	.5 / 150 hrs. 1 / 300 hrs.	At least one period per week (see Section 4)	No	Yes
CO-OP Career and Technical Education Cooperative Work Experience Program** ***	#8982	16+	Paid & Unpaid	.5 / 150 hrs. 1 / 300 hrs. 1.5 / 450 hrs. 2 / 600 hrs.	Five periods per week (see Section 5)	Yes	Yes

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

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

** Students must also be covered under the employer's Workers' Compensation Insurance.

*** Credit earned in these programs can be applied towards a 5-unit career and technical education (CTE) sequence.

Other Work Based Learning Options

Other Work-Based Learning Options	Supervising Agency	Coordinator's Extension	Age of Students	Paid/Un-Paid	Diploma Credit Allowable	Related WBL Classroom Instruction	Experience Must Relate to Career Interests	Training Must Develop Job Skills
Community-Based Work Programs (for students with disabilities)	NYSED	⊙	14+	Unpaid or Paid	Yes	Optional	No	No
Job Shadowing (1 – 8 hours of observation at a work site)	Local School	◆	14+	Unpaid	No	N.A.	No	No
Community Service/Volunteering	Local School	◆	14+	Unpaid	No	Optional	No	No
Service Learning	Local School	◆	14+	Unpaid	Yes	Yes	No	No
Senior Project	Local School	◆	16+	Unpaid	Yes	Yes	No	No
School Based Enterprise	Local School	◆	14+	Unpaid	Yes but typically included within a course)	Yes	No	No

⊙ Extension 8981 or 8982 is recommended

◆ Optional

Certification Requirements for Work Based Learning Coordinators

A state approved work based learning program should be a rigorous and relevant learning experience for the student. The WBL experience typically relates to the student's future career goals, when appropriate, and the development of workplace skills (e.g., punctuality, working as a team member) and technical skills (e.g., how to perform specific tasks). WBL programs allow the student to apply the theory, knowledge, and practical skills learned in a career and technical education course/program and/or an academic course. 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>

The four state-approved registered programs (CEIP, CO-OP, WECEP, and GEWEP) must be coordinated by an educator who has obtained the proper extension to his/her teacher or school guidance counselor certification. 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 college pre-service courses required for an extension as a WBL coordinator are offered by several approved postsecondary institutions:

SUNY Oswego

https://docs.google.com/a/oswego.edu/document/d/1Ra8nr2WHBvcNPibqBokmIRHb6uVET1h_XCjIXG3AQsg/edit

SUNY Buffalo State <http://www.buffalostate.edu/continuingstudies/registration.xml>

New York City College of Technology

http://www.citytech.cuny.edu/catalog/docs/catalog11_13.pdf#page=118

EDU 4580 Coordination of Diversified Work Based Learning I: Cooperative Organization

EDU 4590 Coordination of Diversified Work Based Learning II: Cooperative Operations

Overview of New York State Commissioners Regulations for Work Based Learning Extensions (effective 2004)

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

New York State Registered Work Based Learning Programs - Organizational Chart

Work-Based Learning Programs for Career Awareness Certification #8981	Work-Based Learning Programs for Career Development Certification #8982
WECEP Work Experience & Career Exploration Program <ul style="list-style-type: none"> • Career awareness, exploration • Paid • Program for local educational agencies • Non-hazardous training • 14 and 15 year olds • Elective credit 	CO-OP Cooperative Career & Technical Education Work Experience Program <ul style="list-style-type: none"> • Career development, skill specific • Paid or non-paid • Program for local educational agencies and BOCES CTE Centers • Certain hazardous occupations • 16+ year olds • Credit can be awarded if student is not receiving credit for a CTE program of study
GEWEP General Education Work Experience Program <ul style="list-style-type: none"> • Career awareness, exploration • Paid • Program for local educational agencies • Non-hazardous training • 16+ year olds • Elective credit 	CEIP Career Exploration Internship Program <ul style="list-style-type: none"> • Career awareness, exploration • Non-paid • Program for local educational agencies and BOCES CTE Centers • Non-hazardous training • 14+ year olds • Elective credit

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 Common Core State Standards (CCSS).

The Learning Standards for Career Development and Occupational Studies (CDOS) include key ideas, performance indicators describing expectations for students, and sample tasks suggesting evidence of progress toward the standards.

[Learning Standards](#)  (129 KB)

[Student Work Part 1](#)  (483 KB)

[Student Work Part 2](#)  (902 KB)

Career Development and Occupational Studies (CDOS) Resource Guide

The Career Development and Occupational Studies (CDOS) Resource Guide with Core Curriculum 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 Common Core Learning Standards

On January 10, 2011, the Board of Regents approved the recommended additions to the Common Core Learning Standards for English Language Arts & Literacy and Common Core Learning Standards for Mathematics. The documents can be accessed in the following link:

http://www.p12.nysed.gov/ciai/common_core_standards/

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
- Copy of Employment Certificates (working papers): 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 Certifying 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](#) and [AT-22](#)) 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

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Career Awareness and Exploration

Most individuals experience two phases of career selection and preparation: (1) career awareness and exploration and (2) career development and application. For more information see: [Section III: Career Development](#). 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 activities and when activities may be appropriate for students.

Overview of Career Awareness and Exploration

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 individual 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 of a career they are interested in. Activities may include:

- Career fairs
- Career focused field trips
- Classroom guest speakers
- Career interviews
- Career guidance
- Career counseling services
- Career research papers/projects
- Career focused senior projects
- Use of career information delivery systems
- Job shadowing
- Workplace readiness courses
- School-based enterprises
- Service learning/community service
- New Visions programs
- Career Exploration Internship Program (CEIP) - not including hazardous occupations
- General Education Work Experience Program (GEWEP)
- Work Experience and Career Exploration Program (WECEP)
- Community-Based Work Experiences for students with disabilities

Career awareness/exploration programs 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 NYS and US Departments of Labor. <http://www.dol.gov/dol/topic/youthlabor/hazardousjobs.htm>

Online resources:

Career Zone www.nycareerzone.gov Career information delivery system developed and maintained by the New York State Department of Labor in partnership with the State Education Department to support career exploration and planning activities.

Career Exploration Internship Program (CEIP)

Overview

The Career Exploration Internship Program (CEIP) assists students in understanding the linkages among school, work, and postsecondary education. CEIP allows students to learn about a variety of career options through a non-paid worksite experience in a career area of interest. This program can be extremely beneficial to students by helping them clarify career interests and decide upon a program major in postsecondary education.

CEIP is a partnership between education institutions and business and industry to provide students, as early as age 14, the opportunity to learn firsthand about the skills and education requirements necessary for career areas in which they have an interest. This experience allows students to play an integral part in designing their high school program and in choosing courses that will help them to reach their college and career objectives. Through this partnership, educators and employers engage in providing students with meaningful learning experiences and share the critical task of helping students develop self-direction and decision-making skills.

Program Objectives

The Career Exploration Internship Program provides an experiential-based learning environment designed to assist students with understanding the connection among school, work, and postsecondary education. The three major objectives of the program are:

1. Provide students with real-world out-of-school experiences 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 and appreciation of the knowledge, skills, job outlook, and education requirements for various occupations
3. Introduce students to adult role models who can help demonstrate and reinforce appropriate behaviors, such as a positive attitude, integrity, strong work ethic, teamwork, timeliness, good study habits, etc. Demonstrations of these attributes in the work setting can be especially effective.

Program Characteristics

Some of the defining characteristics of the Career Exploration Internship Program are:

A close relationship between a student's classroom instruction and worksite experience – CEIP provides a hands-on, realistic way to explore career options and determine the knowledge, education, and skill development that needs to be obtained through future academic study, CTE, and postsecondary education.

Non-traditional scheduling that demonstrates a willingness to make systemic change – CEIP is flexible and can be delivered through a variety of scheduling options (during school day, after school, weekends, or summer).

Joint business-educator-student development of the program – In a collaborative effort, the work based learning (WBL) coordinator, business/industry mentor, and student, along with the parent/guardian, work closely together to develop the complete CEIP experience. They create the training plan that defines the general career area of interest which the student will explore. The coordinator and mentor then refine the training plan to outline work-stations (three or four different aspects of the career area) that the student will rotate through during the non-paid internship program. The number of work-stations is dependent upon the number of hours needed to complete the internship and the credit being earned.

Required In-School Component of CEIP

Students need to complete 27 or 54 hours of supporting in-school instruction, depending upon the amount of credit being earned. This instruction may be delivered in a variety of ways, depending upon the local school structure/needs (e.g., classroom setting, seminar setting, one on one instruction, independent study). It typically facilitates student accessibility and program coordination if students and coordinators are scheduled for CEIP at the end of the school day (e.g., 7th, 8th, 9th period).

The following content outline is a general guide for the WBL coordinator in developing local curriculum for the in-school instructional component; the coordinator may adjust the outline depending upon local needs:

- Workplace safety and health training
 - NYSDOL Labor Laws <http://www.labor.ny.gov/youth/14-to-17.page?>
 - Workers rights, sexual harassment, bullying in the workplace, and diversity training
- CTE content specific safety and health training following OSHA regulations
- Orientation to the CEIP program
- Career awareness and research
 - Interest inventory
 - Career pathway options
 - Salary range
 - Post secondary training needs
 - All aspects of the industry

- Qualities of successful employment
 1. Time management skills
 2. Teamwork
 3. Work ethics
 4. Dress code requirements and personal grooming
 5. Health and safety in the workplace
 6. Bullying and sexual harassment in the workplace
 7. Diversity awareness – working in a multicultural society
 8. Conflict resolution skills
- Job seeking skills
 - Resume, cover letter, follow-up letter
 - Interviewing skills
- Keeping a daily journal
- Evaluations and job performance reviews

The average CEIP class load for coordinators in New York is 15 students per section.

Graduation Credit for CEIP

A maximum of one unit of CEIP credit can be used towards a CTE sequence and/or graduation requirements. Credit towards graduation requirements can be awarded as follows:

One Unit of Credit – 108 hours of worksite experience and 54 hours of supporting in-school instruction

One-Half Unit of Credit – 54 hours of worksite experience and 27 hours of supporting in-school instruction

Finding Internship Placements

Building and maintaining internship sites for students in CEIP is a labor intensive and ongoing process. The WBL coordinator is one of the main public relations representatives for the school and CEIP program. Maintaining good relationships with the local community is essential if the program is to flourish. If businesses have a positive experience with a student, they are more likely to work with additional CEIP students in the future. Cultivating and maintaining business/industry mentors is an ongoing process.

Some sources of placements for students follow.

- Parents/guardians of students involved in CEIP can be good resources for business connections. They often are familiar with potential mentors through their personal, professional, industry, or other connections.
- The Rotary Club, Kiwanis Club, Junior League, Chamber of Commerce, and other community organizations often invite guest speakers to their monthly meetings. The coordinator can make connections by providing information about CEIP at such meetings.
- The parent-teachers association, school advisory council, and school board often have contacts in the community who can help open doors for CEIP opportunities.

- Many large organizations, such as hospitals and not-for-profit institutions, have historically provided volunteer opportunities and learning experiences for students.
- Local community and business publications such as journals, newspapers, and newsletters have contact information for corporate leaders and business professionals in the area.
- Cold canvassing of local businesses can lead to CEIP placement opportunities. Lists can be assembled from the Chamber of Commerce, telephone directory, business/trade publications, and Internet listings.
- Local volunteer agencies such as the Red Cross, Salvation Army, and other community programs often offer opportunities for internship experiences.
- Websites of local employers, college placement offices, classified ads and social media sources such as LinkedIn are other potential sources.

Program Operational Guidelines

The following program operational guidelines were collaboratively developed by the New York State Education Department, New York State Department of Labor, and United States Department of Labor:

1. The Career Exploration Internship Program is open to students, including those with disabilities, age 14 and over who are in grades 9-12. Working papers are required.
2. **For the One Unit of Credit Program** (108 hours of worksite/internship experience and 54 hours of classroom instruction) – the student intern must rotate through a minimum of three different work stations, spending up to 36 hours at each station, according to a specific training plan (to be developed individually for each student intern by the WBL coordinator, the employer, and the student intern).
For the One-Half Unit of Credit Program (54 hours of worksite/internship experience and 27 hours of classroom instruction) – the student must rotate through a minimum of two different work-stations, spending up to 27 hours at each work station, according to a specific training plan (to be developed by the WBL coordinator, employer, and student intern).
3. Although the student intern is encouraged to engage in "hands-on" learning, productive work on the part of the intern is prohibited. A CEIP student cannot serve as "free labor" for an employer; the student's role is to explore, watch, and learn about the career.
4. The school and sponsoring employer must ensure that the program complies with the *Criteria Points* used by the US Department of Labor to govern the placement of minors in non-paid training environments within a business/industry setting (refer to Section VI the Memorandum of Agreement).
5. Interns may not be placed in any of the prohibitive occupations outlined by the NYS Department of Labor and US Department of Labor.
6. 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.
7. Where appropriate, the intern may split time between two or more employers.
8. All internship programs must be registered with and approved by the NYS Education Department. A registration application is provided in Section VI – Sample Forms.

9. A memorandum of agreement (MOA), training plan, and time log must be developed for each student intern (see Section VI). The student intern must keep a daily journal of on-site internship activities. The journal should be reviewed regularly by the WBL coordinator. Please refer to Section 1 for information about records retention requirements.
10. The Certificate of Insurance is provided to cover liability by the school district, including if a student is participating in a summer internship. Employer's Workers' Compensation Insurance covers the students when performing manual labor.
11. The program must be coordinated by a teacher certified in a CTE discipline who holds an extension as a Coordinator of Work-based Learning Programs for Career Development, #8982.
12. The time spent in the on-the-job portion of the internship must follow all NYS Department of Labor hour regulations governing the paid employment of minors. Student interns may not be simultaneously employed by the business/agency sponsoring the internship.
13. The student intern may not be simultaneously enrolled in a paid Cooperative Career and Technical Education Work Experience Program (CO-OP), General Education Work Experience Program (GEWEP), or Work Experience and Career Exploration Program (WECEP) while participating in CEIP.
14. The WBL coordinator must conduct two worksite visits to monitor the intern during each 54 hour segment of the on-the-job portion of the program.

Considerations and Reminders for WBL Coordinators

- Make sure the student knows where the business is and how to get there.
- Never let a student work illegal hours.
- Always make sure forms are signed and dated by all parties.
- Never let a student report to a training site without first having approved the site for safety, quality training, and appropriate supervision.
- Never let a student ride with you in your car.
- Remember the prohibitive occupation list.
- Remind students of their responsibilities to the employer/internship site and school.
- Never let students go too long before checking progress and doing follow up with the mentor.
- Don't let employers use, abuse, or take advantage of students.
- Remind employers and students of confidentiality.
- Make sure students understand that the business gets no monetary compensation for participating in this program and that they do not get paid.
- Remind students to treat the internship like a job and be responsible.
- Provide students with career counseling, assessment, career planning, and resume work.
- All WBL experiences should be documented and records maintained for data purposes.

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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. These programs must be registered with the New York State Education Department (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. It is a federally sponsored program established under Title 29, Chapter V, Part 570 of the Code of Federal Regulations. These programs must also be registered with the NYSED Career and Technical Education Team and be re-registered every two years.

WECEP allows eligible 14- and 15-year old students to work up to 23 hours a week when school is in session, rather than 18 hours, the weekly limit for students in that age group and not in a work experience. Coordinators need to monitor the work load of students to ensure the experience does not interfere with school. In addition to learning skills specific to the careers they explore, WECEP participants typically exhibit improved school attendance, higher grade point averages, increased self confidence, and a greater sense of responsibility. At-risk youth participating in a WECEP experience are more likely to remain in school and graduate.

Both GEWEP and WECEP are collaborative school and business partnerships designed to provide a paid 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, 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.

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 and 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.

The local school district must be willing to provide the necessary support, counseling, and instruction through a certified New York State teacher or guidance counselor who holds an #8981 extension for Coordinator of Work Based Learning Programs for Career Awareness. Depending upon the number of students and employers involved, one or more part-time or full-time WBL coordinators may be needed. The amount of time a coordinator spends supervising the program and monitoring student worksites varies and typically depends upon the geographic area the school includes and the needs and experiences of the students and employers.

The coordinator's job includes helping students attain educational and career objectives in line with their abilities and ensuring that employers move the student through a variety of progressive learning tasks during the GEWEP/WECEP experience. The coordinator must spend considerable time in canvassing potential employment sites, meeting with potential employers, interviewing students, developing memorandums of agreement and training plans, visiting students on the job, advising/counseling students, and evaluating them.

The coordinator must be knowledgeable about New York State and federal labor laws, wage and hour regulations, Workers' Compensation Insurance, employment fringe benefits, and the regulations and responsibilities of the local school district. The information provided in the following section gives a general overview of several of these areas. In-depth information can be obtained in the latest issues of *Laws Governing the Employment of Minors in New York State* and other publications available from New York State Department of Labor (NYSDOL) regional offices.

<http://www.labor.ny.gov>

<http://www.labor.ny.gov/workerprotection/laborstandards/workprot/minors.shtm>

Workers' Compensation Insurance

All Students who participate in paid or non-paid work based learning experiences **must** be covered under the Employers' Workers' Compensation Insurance as stated in the New York State Workers' Compensation Board Employers' Handbook under Student Interns on page 42

<http://www.wcb.ny.gov/content/main/Employers/EmployerHandbook.pdf>.

Minimum Wage Laws and Prohibitive Occupations

The New York State Minimum Wage Law provides that all employees in the state, with certain specified-exceptions, must be paid the current minimum wage. Therefore, students participating in GEWEP and WECEP **must** be paid the prevailing minimum wage.

All employers must follow the guidelines in regard to prohibitive occupations as set forth by the US Department of Labor

<http://www.labor.ny.gov/workerprotection/laborstandards/workprot/fedproc.shtm>

Legal Forms

The following documents are required for GEWEP and WECEP:

Employment Certificate (Working Papers) – verifies that a student under age 18 is eligible for employment. The student, employer, and school must complete the form. A physician must sign that a physical examination was performed within the preceding six months. Employment certificates are obtained at the high school – typically the main office, health office, or guidance office.

Memorandum of Agreement – outlines the responsibilities of the student, employer, parent/guardian, and school/coordinator, all of whom must sign to confirm their support of the agreement. See: Section VI: Sample Forms

Training Plan – identifies the general and specific job tasks the student will perform on the job, the desired learning outcomes of the experience, and the time frame the student will spend at each task. The training plan should be designed to ensure that the student will have a progressive learning experience. See: Section VI: Sample Forms

Time Log/Record of Attendance – provides an official record of the weekly and cumulative hours the student has worked during the experience. It must be maintained for each student.

Developing and Implementing GEWEP and WECEP

While GEWEP and WECEP have a great deal in common, there are significant differences in age requirements, eligible criteria, and permitted working hours stipulated by the New York State Department of Labor. The Summary Chart of Program Guidelines that follows the next section provides an overview of requirements for GEWEP (for students 16-21 years of age) and WECEP (for at-risk students 14-15 years of age).

Additional information that will assist in developing and implementing either program in a school district is outlined below.

Related Classroom Instruction

A minimum of at least one class period per week of related in-school instruction must be provided to each student participating in GEWEP and WECEP. An additional unit of credit may be awarded for the completion of a one year course of daily related classroom instruction. To utilize this option, the principal must approve a locally developed 108-hour in-school course designed to support the 300 hours of on-the-job work experience.

The following are suggested topics for developing weekly or daily instructional curriculum. Coordinators should enhance and enrich the following outline according to local needs and conditions.

a. Securing a Job

- Job/career searching skills/techniques (e.g., online job engines, social media want ads, employment agencies, contacts)
- Letter of application/cover letter
- Resume and references
- Interview techniques
- Employment certificate (working papers)
- Proper clothing, grooming and etiquette
- Personal image (e.g., attitude, courteousness, language)

b. Developing Good Human Relations Skills

- Employer-employee relations
- Ethics and how they apply to work situations
- Integrity, loyalty
- Getting along with other employees (e.g., being a team player, teamwork, avoiding gossip)
- Diversity awareness – working in a multicultural society

c. Developing Academic, Technical, and Employability Skills

- Core subject area competencies (e.g., English, math)
- Specific technical skills
- Self-advocacy
- Communications (e.g., public speaking, writing, listening, reading)
- Problem solving
- Decision making

d. Understanding the Laws Relating to Employment

- Minimum wage
- Withholding taxes
- Other deductions (FICA/Social Security, union dues, medical/health insurance, 401K plans)
- Work hour restrictions for minors
- Employee rights

e. The World of Work

- Purpose/objective(s) of business
- Small businesses, franchises, large corporations
- Typical organization structures
- Typical business functions

f. Understanding Health and Safety

- Common sense precautions
- Sexual harassment and bullying
- Specific job precautions and safety (will vary by occupation)
- Hazardous/prohibitive occupations for minors
- Workers' Compensation Insurance
- Disability benefits
- OSHA – Occupational Safety and Health Administration regulations

g. Opportunities for Advancement

- Continued preparation in high school
- Postsecondary education
- On-the-job training in business, industry, the military and Apprenticeships
- How to earn a promotion

h. Personal Financial Literacy

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

Records and Reports

Records and reports should be designed and generated by the WBL coordinator to meet New York State Education Department regulations as well the school's local objectives for the program.

Required and suggested records and reports include:

For the WBL Coordinator for GEWEP/WECEP:

Placement

- Updated list of potential job opportunities in the community
- Record of local employers' part-time employment needs and requests
- Record of pupil placements
- Sample letters of application/cover letters and resumes (for student use)

Student Employment (Required Records)

- Name/address/telephone number of employer
- Pay rate and daily/weekly hours worked log
- Copy of employment certificate (working papers)
- Copy of signed memorandum of agreement and training plan

- Summary of visitation discussions between coordinator and employer concerning student performance, improvement needs, etc.
- Copy of coordinator evaluations of the student
- Employer's evaluations/ratings of the student

Program History

- Annual record of job placements for each school program year
- Annual record of enrollments
- Annual program cumulative record of total student hours worked and earnings
- Information about typical changes in student attitudes and behavior
- Student and employer suggestions
- Graduate follow-up studies

For the Employer (Required Records):

- Copy of signed memorandum of agreement and training plan
- Summary of visitation discussions between coordinator and employer concerning student performance, improvement needs, etc.
- Copy of coordinator work experience evaluations for the student

For the Student:

- Copy of signed memorandum of agreement and training plan
- Pay and hours worked log
- Summary of visitation discussions between coordinator and employer concerning student performance, improvement needs, etc.
- Copy of coordinator work experience evaluations for the student
- Employer's evaluation or rating of the student
- Daily journal of on-the-job experiences for coordinator's weekly review
- Portfolio of all materials completed throughout the school year

For the Parent/Guardian:

- Copy of signed memorandum of agreement and training plan
- Telephone number for contact with the coordinator as needed

For the New York State Education Department (NYSED):

- Complete the BEDS (Basic Educational Data System) forms in the fall indicating the number of GEWEP and/or WECEP sections and student enrollment for each section (required report)
- Ensure that GEWEP and/or WECEP is properly registered

Refer to Section I for information about records retention requirements.

Suggested Student Eligibility Criteria for Participating in WECEP

The Work Experience and Career Exploration Program (WECEP) is specifically for “at-risk” students 14 or 15 years of age. Students shall be eligible if local school administrators identify them as being at-risk and able to benefit from the program. Suggested criteria (not all need to be applicable) for identifying students as able to benefit are:

- at or below the 25th percentile on standardized tests
- two or more years below grade level in basic skills and not relating to class work
- grade point average 1.5 or less (A=4.0)
- truancy problem, serious and continuous disciplinary problems, or limited performance during the school day
- poorly motivated, disenchanted, or alienated, with negative attitudes toward school or society
- potential drop-out
- in need of income to help support the family
- referred by a committee with representation from: principal, counselor, social worker, psychologist, school nurse, and appropriate faculty

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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	An appropriately certified secondary level teacher or school guidance counselor possessing an extension as a Coordinator of Work Based Learning Programs for Career Awareness	
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 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	
US and NYS Department of Labor 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	Students must be covered by the employer's Workers' Compensation Insurance	
Program Registration with NYSED	GEWEP – must be registered and approved every five years WECEP – must be registered and approved every two years	

Community-Based Work Programs (for students with disabilities)

Research indicates that students with disabilities that engage in career planning and exploration and participate in community-based work based learning 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 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 work based learning programs, the U.S. Departments of Labor and 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. NYS Department of Labor and Workers' Compensation also have guidelines schools must follow when implementing work experiences and internships.

In general, community-based work programs should be designed as a continuum of learning and permit students to engage in:

- Vocational exploration – 5 hours per job experience
- Vocational assessment – 90 hours per job experience
- Vocational training – 120 hours per job experience

The IEP, for students with disabilities ages 15 and older, must identify the students post school goals and the coordinated set of transition activities designed to assist the student in attaining those goals. The coordinated set of activities, many of which can be provided in community-based work experiences, include, instruction, related services, community experiences, employment and other post school living objectives, and if appropriate activities of daily living and functional vocational assessment. To fully participate in community-based work programs, students may require services and accommodations, which would be specified in their IEP. Examples of such services 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. Beginning with the 2013-14 school year, students taking the New York State Alternate Assessment (NYSAA) and exiting school after attending at least 12 years, excluding kindergarten, will be eligible to obtain a Skills and Achievement Commencement Credential. This credential documents the student's achievement of the CDOS learning standards and includes documentation of any career exploration and training and work based learning programs in which the student participated.

For further information about work based learning programs, including guidelines for developing such programs and addressing the needs of students with disabilities, refer to www.ncset.org.

The essential components of work based learning programs (identified in: Section I: Introduction to Work Based Learning) provide parameters that will be useful when establishing community-based work programs. Progress should be monitored and reported, and modifications to the program and services made as needed.

Teacher Certification and Job Coach Training

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 See: Section I: Introduction to Work Based Learning.

Teaching assistants often fulfill the role of job coach, provide ongoing on-site coaching for students that 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 Work Based Learning Coordinators and Special Education Staff

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

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Section III: Career Development

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Career Development and Application

Overview

Career development and application contains two critical components: classroom instruction in school and worksite career applications.

The school site activities integrate academic and occupational 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, ethics and honesty, 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 a career. Experiences may include:

- Community-based work programs
- Entrepreneurship projects
- Career Pathway programs
- Career and Technical Student Organization (CTSOs) projects/competitions*
- CO-OP (paid and unpaid)
- Mentorship programs
- Health Occupations clinical experiences
- CTE internships

Career and Technical Student Organizations (CTSO's)

Career and Technical Student Organizations (CTSO's) serve over 25,000 young adults in New York State. Within the context of the career and technical education programs, student leadership organizations 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 Career and Technical Student Organizations as co-curricular in the policy statement signed by the Secretary of Education. Legislative support for these integral co-curricular activities is included in current CTE legislation.

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

The following CTSO's are offered to New York State students:

Health Occupations Students of America (HOSA)

www.newyorkHOSA.org

SkillsUSA

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

Family, Career & Community Leaders of America

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

New York State Association of FFA

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

Technology Students Association (TSA)

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

Future Business Leaders of America (FBLA)

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

Association of Marketing & Management Students (DECA)

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

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

Overview CTE CO-OP

Educators have long recognized that many students learn better when classroom instruction is supported with real-life hands-on experiences. In the era of integration of academics and a focus on 21st century employability skills in career and technical education (CTE), these experiences are essential.

A Career and Technical Education Cooperative 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 learning on an abstract level challenging and learn more readily when they see the theory in operation and have an opportunity to practice what they are learning. The CO-OP is essentially a partnership that links school, community, and business/industry to provide a real-world environment in which students are given the opportunity to apply, and thereby enhance, 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 21st century skills, including initiative, human relations, and the attitudes and behaviors necessary for success in the workplace and community.

Program Descriptions

All Career and Technical Education Cooperative Work Experience Programs (CO-OP) have the common objective of providing opportunities for students to develop and demonstrate job skills at a supervised worksite 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 students' 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 Work Based Learning 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.

Career and Technical Education Career Cluster Area Programs

CDOS Standard 3b Career Clusters	CTE Content Areas with Program Examples
Business/Information Systems	Business/Marketing Education Accounting/Finance Marketing and Business Logistics Entrepreneurship E-Commerce/Web Design Administrative Support International Business CICSO Networking Computer Applications
Health Services	Health Occupations Education Licensed Practical Nurse Emergency Medical Services Medical Laboratory Assistant Medical Assistant Nurse Assistant Dental Assistant Dental Laboratory Technology Vision Technology Pharmacy Assisting
Engineering/Technologies	Technology Education Individual courses selected from foundational, systems and elective areas for a sequence Trade/Technical Education Building Maintenance Electronics/Electricity Welding Aviation Construction Automotive Repair Computer Aided Design/Manufacturing Computer Repair/Networking Outdoor Power Equipment HVAC-R
Human and Public Services	Family and Consumer Sciences Early Childhood Education Hospitality & Tourism Human Development Culinary Arts Fashion Design/Merchandising Food and Nutrition Trade/Technical Education Criminal Justice/Law Enforcement Firefighter/Fire Science Cosmetology Occupations/Barbering

Natural and Agricultural Science	Agricultural Education Agricultural Mechanics Horticulture Conservation Animal Science Natural Resources and Ecology
Arts and Humanities (does not include the performing arts or fine arts)	New/emerging content areas: Media Communications/Production Commercial Art Stage/Lighting Design Graphic Design Advertising Design

Benefits of CTE Cooperative Work Experience Program (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 real life 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 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 in the community
- Increases the economic health of the region and state as students help employers meet the 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. Any questions about the CO-OP registration/approval process can be directed to the New York State Education Department, Career and Technical Education Team, 89 Washington Ave., Room 315EB, Albany, NY 12234, 518-486-1547.

Requirements for an SED-Approved Career and Technical Education Cooperative Work Experience Program (CO-OP)

- The local Board of Education has approved the inclusion of Career and Technical Education Cooperative Work Experience as a program offering.
- Complete the application and secure NYSED approval of the registered CO-OP program.
- The related CTE program is an approved program by NYSED,
- 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 WBL program
- Students receive instruction embedded within their CTE curriculum relating to the technical and 21st century 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, and 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 extension #8982 as a Coordinator of Work Based Learning Programs for Career Development.
- Specific information relating to NYSED, NYSDOL, NYSWCB regulations, 21st century employability skills, WBL forms, training plans and additional program information may be found at www.nysweca.org.

Scheduling and Transportation Considerations

Scheduling and transportation arrangements depend on the school and employment situation, and should serve the interests and CTE program needs of the student. Scheduling should be considered in the early planning stages of the school's master schedule to help ensure that the academic and related career/technical subjects may be included without conflicts. The students 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 and employer to adjust student's schedules, the hours when employers can utilize student services, 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's overall schedule should allow him/her time to visit each work site at least three times per semester or placement period.
- 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 WPL coordinator with extension #8982 during the summer months for students who are training at school-approved worksites as part of their CO-OP program.

Section IV: Curriculum

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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 to high school. The career development model used to create the career plan aligns with the CDOS learning standards. Career planning is an integral component of transition planning and services for students with disabilities.

Whether the student is concentrating on CTE or Advanced Placement courses, tying academic performance to short- and long-term career goals can help students relate their schooling to their career interests, skills, and abilities. In order to create a connection between academics and the work world, career planning is a vital process for students, educators, school counselors, parents/guardians, mentors and current or potential employers. Throughout the career planning process, students are learning about themselves and career options, with the overall goal of tying these two ideas together.

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.

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

The 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.

Related Classroom Instruction

All Career & Technical Education Cooperative Work Experience Programs (CO-OP), Career Exploration Internship Program (CEIP), General Education Work Experience Program (GEWEP), and Work Experience & Career Exploration Program (WECEP) must be organized to include related general instruction. Students enrolled in these state-approved, registered work based learning programs are required to receive the related instruction before and during the learning experience. Related instruction is typically part of a student's CTE program of concentration (e.g., business education, technology education, health occupations), but it could also be an independent course or courses. The instruction may precede employment, take place concurrently, or be a combination of both. The work based learning coordinator works with the classroom 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 programs have various requirements.

Following is a list of suggested instructional topics to be used before and during the students' training experience.

Related General Instruction

Curriculum Modules	Content	Activity
I. Career Planning- Phase 1 (10 weeks)	Self-Assessment	1. Holland Interest Inventory 2. People/data/things 3. Personality 4. Abilities/skills/aptitudes 5. Values 6. Working environment 7. Multiple intelligences 8. Learning styles 9. Career/industry preferences
	Foundation Courses	10. Theory – academic courses 11. Application - career and technical education
	Career Exploration	12. Shadowing 13. Informational interview 14. Guest speakers, etc.
	Career Plan and Portfolio	15. Developing a career plan 16. Creating and maintaining a career portfolio
II. Pre-Employment Skills (10 weeks)	Preparing for the Interview	17. Cold canvassing for a job 18. Reading a map (e.g., business location) 19. Documents needed for employment. 20. Calling for the interview 21. Leaving a message in a voice mailbox
	Applying for the Job	22. Resume and cover letter 23. Introducing oneself 24. Dressing appropriately 25. Job application 26. Employment testing 27. Interview questions

Curriculum Modules	Content	Activity
	Follow-up	28. Thank-you letter 29. Follow-up telephone call 30. Evaluating the job offer
III. Job Success Skills (10 weeks)	Transferable Skills	31. First day on the job 32. Requesting assistance 33. How to request an absence 34. That's not my job 35. Handling errors/mistakes you make 36. Being blamed for something you did not do 37. Office politics and gossip 38. How to resign from your job properly 39. How to handle being fired
	You and Your Job	40. Your rights as an employee, including reasonable accommodations for a disability 41. Developing a work ethic 42. Your first three months on the job 43. Sexual harassment and bullying on the job 44. Diversity awareness – working in a multicultural society 45. Compliance with the Health Insurance Portability and Accountability Act (HIPPA) Regulations
	Becoming a Professional	46. Developing good communication skills 47. Developing good listening skills 48. Developing critical thinking skills 49. Developing problem-solving skills 50. Developing your presentation skills
	General Related Health and Safety	51. Identifying occupational hazards 52. The Child Labor Laws 53. The Prohibitive Occupations 54. Slips and falls 55. Hazardous materials and chemicals 56. Threats – terrorists, criminal acts 57. Violence in the workplace 58. Workers' Compensation Insurance
	Employment Relationships	59. What employers expect 60. Why attitude matters 61. Getting along with your boss and co-workers 62. How to handle office politics
	Performance Evaluations	63. What to expect 64. How to ask for a raise 65. Upward mobility and career ladders
	Unions	66. Who must join 67. Benefits of unions
	Financial Literacy	67. Payroll and taxes: your paycheck 68. Deductions 69. Fringe benefits (e.g., health insurance) 70. Savings/investments 71. Checking accounts 72. Credit cards 73. Completing income tax form 1040EZ
	Entrepreneurship	74. How to start a business 75. How to market your business 76. How to create a business plan

Curriculum Modules	Content	Activity
IV. Career Planning – Phase 2 (10 weeks)	Transitional/Employability Skills	77. Validation of necessary skills – The Training Plan 78. Keeping skills up-to-date (ongoing training/learning)
	Strategies for Changing Jobs/Careers	79. Identifying employers 80. Using the Internet to research employers and career opportunities 81. Reading and responding to the Help Wanted Ads 82. Utilizing the services of the Department of Labor One Stop Centers 83. Choosing an industry 84. Skills for the 21 st century 85. How to survive the telephone or video conference interview
	Postsecondary Training	86. Choosing an appropriate path (e.g., trade school, apprenticeship, two-year college, four-year college/university) 87. Developing your career plan for the next 10 years
	Career Plan/Portfolio	88. Continual updating of the career plan and portfolio

Students enrolled in state-approved work based learning programs are to receive general related instruction before and during the learning experience. Attached is a list of instructional topics for use while the student is at the training site.

Instruction Related to Training Site

Curriculum/Topic	Content	Activity
I. Prior to Placement at a Work Site	Essential Documents	1. Student enrollment application 2. Working papers 3. Parent Permission Form 4. Risk management documents 4.1. Insurance 4.2. Transportation 4.3. Emergency contact 4.4. Health
	Training Plan	5. Training plan 6. Memorandum of agreement with employer
	Child Labor Laws	7. Hours and days of work. 8. Prohibitive occupations
	Safety	9. Specific training related to occupation validation statement
II. First 10 Weeks of Placement	Basic Workplace Orientation	10. Who do you work for? 11. Job description: 1.1. What basic skills will you use at the workplace? 1.2. What machines will you operate?

Curriculum/Topic	Content	Activity
	Hours of Employment	12. Record of hours
	Performance Appraisal	13. First evaluation
III. Second 10 Weeks of Training	Workplace Journal	14. Journalizing experiences.
	Performance Appraisal	15. Second evaluation
		16. Record of hours
IV. Third 10 Weeks of Training	All Aspects of Industry	17. Corporate organizational chart. 18. Career ladder 19. Profit or non-profit corporation. 20. How does this company make a profit? 21. Products and services 22. Marketing and advertising 23. Floor plan 24. Competitors 25. Famous person/founder 26. History of corporation 27. Quality 28. Professional associations
	Performance Appraisal	29. Third evaluation
		30. Record of hours
		31. Letter of recommendation.
V. Fourth 10 Weeks of Training.	Advanced Working Relations	32. State of the industry 33. Job outlook 34. Identifying similar employers for future employment. 35. Supervising others 36. Career portfolio 37. Record of total training hours
	Performance Appraisal	38. Final evaluation.

Section V: Department of Labor Regulations

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Workers' Compensation Coverage

For Student Interns

Student interns are individuals who are providing services to gain work experience.

An unpaid student intern providing services to a for-profit business, a nonprofit, or government entity is generally considered to be an employee and should be covered under that organization's Workers' Compensation Insurance Policy. Workers' Compensation Law judges have ruled that the training received by student interns constitutes compensation (even though the student interns may not be receiving actual "cash payments" for their efforts).

A paid student intern providing services to a for-profit business, a nonprofit (other than a nonprofit that is covered under Section 501(c)(3) of the IRS tax code), or a government entity should be covered under that organization's Workers' Compensation Insurance Policy.

Exception: Please note that student interns (paid or unpaid) providing non-manual services to a religious, charitable or educational institution (covered under Section 501(c)(3) of the IRS tax code) are exempt from mandatory coverage (but can also be covered voluntarily). [Manual labor includes but is not limited to such tasks as filing; carrying materials such as pamphlets, binders, or books; cleaning such as dusting or vacuuming; playing musical instruments; moving furniture; shoveling snow; mowing lawns; and construction of any sort.]

<http://www.wcb.state.ny.us/content/main/onthejob/CoverageSituations/studentInterns.jsp>

Volunteers

Unpaid and uncompensated volunteers doing charitable work for a nonprofit organization are not considered employees and do not have to be covered by a Workers' Compensation policy. Please note that compensation includes stipends, room and board, and other "perks" that have monetary value. (Stipends used solely to offset expenses incurred while performing activities for the nonprofit are not counted as stipends.)

NOTE 1: For purposes of Workers' Compensation coverage, for-profit business entities cannot have "volunteers" doing work for the business. These individuals are employees and must be covered.

NOTE 2: Volunteer firefighters and volunteer ambulance workers are provided benefits for death or injuries suffered in the line of duty under the Volunteer Firefighters' Benefit Law and Volunteer Ambulance Workers' Benefit Law.

<http://www.wcb.state.ny.us/content/main/onthejob/CoverageSituations/volunteers.jsp>

US Department of Labor – Definition of Student Learner

US DEPT OF LABOR Part III WAGE AND HOUR DIVISION –Employment of Student Learners, Apprentices, Learners, Messenger, and Student Workers, final rule issued Tuesday, December 9, 1997, defines student learners.

Student learner means a student who is at least 16 years of age, or at least 18 years of age if employed in an occupation which the secretary has declared to be particularly hazardous, who is receiving instruction in an accredited school, college, or university, and who is employed by an establishment on a part-time basis, pursuant to a bonafide vocational training program.

US Department of Labor - Hazardous Occupations (from the Internet)

Hazardous Occupations

The minimum age is 18 for employment in non-agricultural occupations declared hazardous 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. In addition, limited apprentice/student-learner exemptions apply to those occupations marked with an *. For more information these exemptions, see <http://www.dol.gov/whd/regs/compliance/whdfs43.pdf>

These 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.

For more information regarding child labor laws see
<http://www.dol.gov/whd/childlabor.htm>

DOL Fact Sheet P725: Wage Requirements for Interns in For-Profit Businesses

<http://www.labor.ny.gov/formsdocs/wp/P725.pdf>

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

<http://www.labor.ny.gov/formsdocs/wp/P726.pdf>

DOL Fact Sheet P727: Rules For Government Volunteers, Students, Trainees and Interns

http://www.labor.ny.gov/formsdocs/wp/P727%20Volunteers%20Students%20Trainees%20and%200Interns_4-11.pdf

Section VI: Sample Forms

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

Sample WBL 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

Section VII: Glossary and FAQ's

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WBL Glossary of Terms

CareerZone: A comprehensive career exploration and planning system developed by the New York State Department of Labor's 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, a 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

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 for students with disabilities ages 5-21.

Community-Based Work Programs: These are instructional experiences helping students to identify their career interests, assess their employment skills and training needs, and develop the skills and attitudes necessary to enter the workforce. Community based work programs may include many types of school sponsored experiences ranging from a brief job shadowing to senior projects, to internships. Whichever work-based learning program is implemented, the Fair Labor Standards Act (FLSA) requirements and all federal, state and local labor requirements must be met.

Coordinated Set of Activities are needed activities 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: 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)

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 help link youth to resources that 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

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

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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: All students need to be covered by Workers' Compensation Insurance, even if they are not paid for their work based learning experience.

Question: As an educator who is placing students in jobs, do I have to visit the worksite and meet with the employer? Or can I do everything by phone?

Answer: It is important to visit each worksite to ensure that the employer adheres to all the safety and health regulations as set forth by the Department of Labor. Once you have visited the work site, you may then stay in touch by phone in between your unannounced site visits.

Question: What role does work based learning play in a career and technical education approved program of study? Can a school have an approved CTE program without including work based learning 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 have a work based learning component available to students enrolled in the program.

References

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Benard, B. (2004). *Resiliency: What We Have Learned*. San Francisco, CA: WestEd.

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