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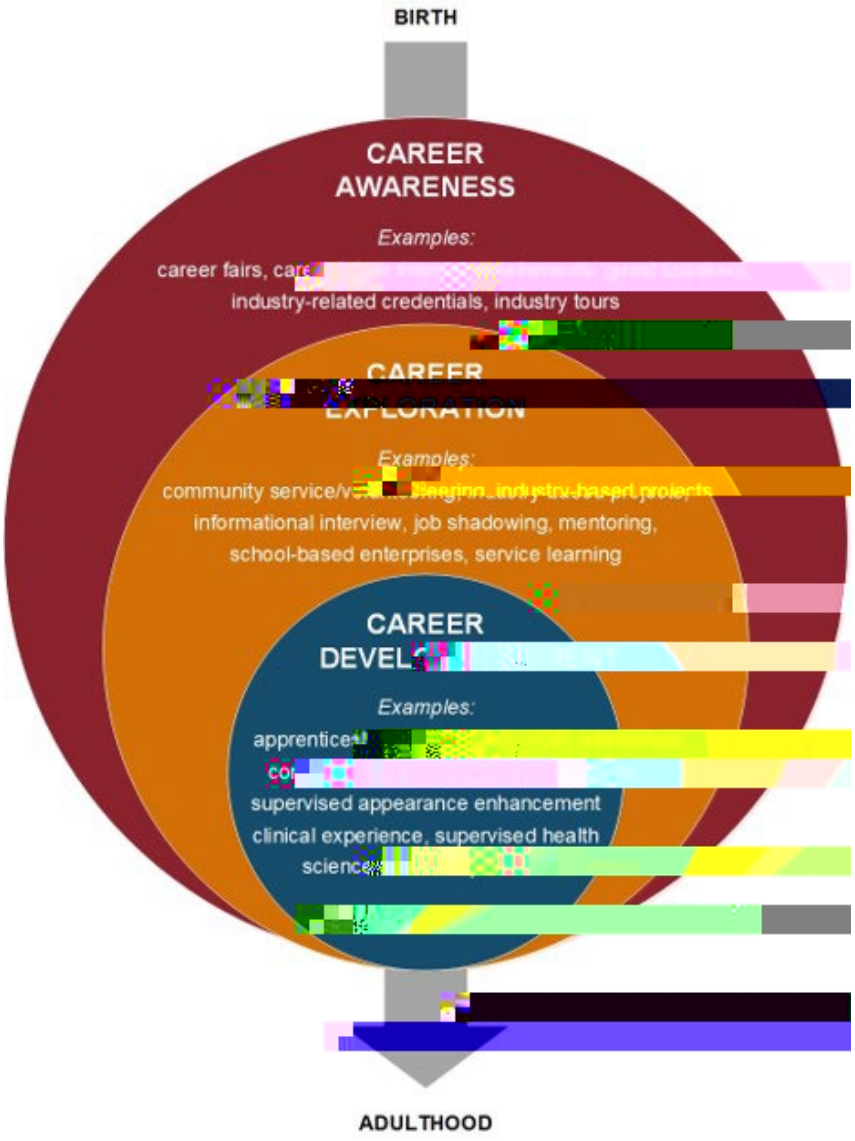
FRAMEWORK FOR WORK-BASED LEARNING



The Office of Career and Technical Education, in consultation with stakeholders impacted by work-based learning programs, has developed a conceptual framework for high quality work-based learning in New York. This framework, broken down into three components, shows the development of high-quality work-based learning experiences throughout the lifespan and serves as a visual guide for work-based learning guidance in this manual.

COMPARISON OF REGISTERED WORK-BASED LEARNING PROGRAMS

	CEIP **Career Exploration Internship Program**	**GEWEP** **-**	

Experience Program (COOP), the Career Exploration Internship Program (CEIP), and internship and youth apprenticeship/pre-apprentice/ re nt(ra)10.6 (e)-84gj -4.2395meTd -86 (eTd)0 Td (-)Tj --

NEW YORK STATE LEARNING STANDARDS

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

The learning standards for CDOS include key ideas, performance indicators describing expectations for students, and sample tasks suggesting evidence of progress toward the standards.
Learning Standards (129 KB) Student Work Part 1 (483 KB) Student Work Part 2 (902 KB)

The Career Development and Occupational Studies 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 majreareenl Crogreareetin csgrctdgrnlana.2 ((-)TjTJ EMC /L26.174 (p)-0.7Ia363 (t)v (m4.9

SECTION II: CAREER AWARENESS EXPERIENCES

Given that the needs of the workplace have evolved and recognizing that career awareness activities as defined in our framework provide benefit to students in allowing them to explore their career goals, abilities, and interests, NYSED has determined that up to twenty (20) hours of a WBL experience and/or total WBL hours can be delivered through career awareness activities.* Career awareness experiences include:

- Career fairs (with documentation of engagement with business/industry)
- Career interest assessments
- Guest speakers (with documentation of participation)
- Industry-related credentials
- Industry tours

* This flexibility cannot be extended to supervised clinical experiences in health sciences programs which have their own hour requirements based on DOH guidelines.

PARAMETERS AND DOCUMENTATION

- [redacted] must be documentation of interaction with various business/industry partners. This can be done through a sign-off sheet, interactive activity, or other methods to verify that interactions took place. Documentation of the experiences should also be kept in the student s file.
- [redacted]
- [redacted]
- [redacted]
- [redacted]

ROLE OF THE WBL COORDINATOR

It is strongly suggested that a

COMMUNITY SERVICE/VOLUNTEERING & SERVICE LEARNING

In

MENTORING

Career mentoring is a formal, long-term supportive relationship between a student and a business/industry mentor with similar career interests. A mentor is a volunteer from the business/industry.

- The school and sponsoring employer must ensure that the program complies with all NYSDOL and USDOL laws governing the employment of minors.
- Interns may not be placed in any of the prohibitive occupations outlined by the NYSDOL and USDOL.
- Where appropriate, the intern may split time between two or more employers.
- All CEIP programs must be registered with and approved by the NYSED and renewed every five years. A work-based learning registration form can be found on the Career and Technical Education website.
- A memorandum of agreement (MOA), training plan, and time sheet must be developed for each student intern. The student intern must keep a daily journal of the internship activities. The journal should be reviewed regularly by the work-based learning coordinator.
- The Certificate of Insurance is provided to cover liability by the school district, including summer internship placements. Students must not be placed in any business that does not carry Workers' Compensation insurance.
- The program must be coordinated by a NYS certified secondary teacher or school counselor who holds a work-based learning coordinator extension.

GENERAL EDUCATION WORK EXPERIENCE PROGRAM (GEWEP)

OVERVIEW

The General Education Work Experience Program (GEWEP) is open to any student 14 - 21 years of age who is enrolled in school. These work experiences can be paid or unpaid and must be registered with the NYSED Office of Career and Technical Education and be **re-registered every five years**. The registration form can be found on the Office of Career and Technical Education's Web Site.

The GEWEP program must be supervised by a NYS certified secondary teacher or school counselor who holds a work-based learning coordinator extension. The GEWEP is a collaborative school and business partnerships designe (t)10.1k5

RESPONSIBILITIES OF WORK-BASED LEARNING COORDINATORS FOR GEWEP

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

REMOTE WORK-BASED LEARNING EXPERIENCES

A remote work-based learning experience is one where students complete an experience similar to what they would have completed on-site; however, the student does not go to the site. Students will complete responsibilities via telecommuting, e-mail, or other means. Students will work with a real organization and interact with an actual industry employer/mentor.

Where appropriate, CEIP and GEWEP experiences may be completed remotely. The school needs to consider both the needs of the student and industry employer/mentor before determining whether such an experience can be completed remotely. For students with disabilities this includes providing any workplace supports and/or accommodations outlined in the student's IEP. Students still have the same responsibilities, including time requirements, as they would if they were at the employer's site. Schools must also ensure that any tools used to facilitate communication between the student and employer/mentor are compliant with Education Law 2-D.

As is the case with live experiences, it is strongly recommended that students participating in any unregistered work-based learning experience or registered work-based learning program not be placed

COOPERATIVE CAREER AND TECHNICAL EDUCATION WORK EXPERIENC PROGRAM (GOP) (PAID AND UNPAID)

OVERVIEW

A Cooperative Career and Technical Education Work Experience Program (CCTE-COOP) provides a link between the classroom and the workplace for students age 16 and older. It adds relevance to classroom learning. Many high school students benefit from the opportunity to practice what they are learning in an actual work setting. The CCTE-COOP is essentially a partnership that links school, community, and business/industry to provide a real-world environment in which students have the opportunity to apply, and thereby augment, the knowledge and skills obtained in the classroom.

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

PROGRAM DESCRIPTION

All CCTE-COOP experiences have the common objective of providing opportunities for students to develop

- Provides interaction with other employees which leads to better understanding of the human factors in employment
- 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
- Bridges the gap between school and the world of work

FOR EMPLOYERS

- Fosters involvement in the CTE curriculum development process
- Provides an opportunity to experiment with new programs, projects, and/or activities with student assistance and input
- Improves employee retention
- Provides a pool of potential future employees
- Can reduce training/recruiting costs
- Provides a community service

FOR THE COMMUNITY

- Provides an effective way of helping young people become productive citizens
- Increases the economic health of the region and state as students help employers meet their need for skilled workers
- Promotes respect and tolerance between various groups in the community
- Provides a method of introducing high school students to local employment opportunities
- Promotes closer cooperation and understanding between community and schools
- Encourages students to remain in the local community after graduation, thus promoting a more stable workforce

PROGRAM REGISTRATION

All CO

REQUIREMENTS FOR AN APPROVED COOP PROGRAM

- **x** The local school district/BOCES Board of Education has approved the Cooperative CTE Work Experience Program as part of the curriculum.
- x A complete application has been approved by NYSED
- x The related CTE coursework/program of study has been approved by the local school board or by NYSED through the CTE program approval process.
- x The employer understands that the student placement is governed by NYSED, NYSWCB, NYSDOL, and USDOL labor laws and regulations.
- x A written memorandum of agreement is in effect between the cooperating business and the education agency
- x Students complete an application indicating their understanding and agreement to all rules and regulations as set forth by the program
- x Students receive instruction embedded within their CTE curriculum relating to the knowledge, technical skills, and employability skills
- x A training plan is developed and used for each participating student.
- x Students are given written notification that this program may be unpaid, and they are not due

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 classtime as long as other non-CTE coursework is not missed.
- The district or school must schedule the required academic courses into the student's course load.

For the Coordinator

- The coordinator must visit each worksite prior to placing a student.
- The coordinator's overall schedule should allow time to visit each worksite at least two times per semester.
- The coordinator should consider travel time to training sites when developing the schedule.
- The coordinator needs release time to participate in local, regional, and state meetings and relevant professional development opportunities.

SUMMER SCHEDULING

The nature of certain kinds of employment or programs may make it necessary to schedule CO experiences during the summer months. Students must be supervised by a certified secondary teacher or schoopt.6 (p8e ((u)-0.7 9 (h)-0.[e)-6)-0.8 (e)-6 (d)-0.7 (6(c)-4.9 e ((uw 30 (.6n)2.3-0.8 (o)180 Tw .1

HEALTH SCIENCES

Supervised clinical experience involves students performing health care services in a related work setting after completing instruction and practice in a supervised skills laboratory. The services must be performed under the supervision of an instructor who holds the appropriate NYS license/certification required by the health care discipline for which the students are being prepared (e.g., a licensed New York State Registered Nurse with specific work experience supervises nurse assisting students). Health science programs include 108 hours of supervised clinical experience in the related work setting in addition to all other regulatory requirements. Additional information can be found on the Health Sciences Education web page.

TRADE AND TECHNICAL – APPEARANCE ENHANCEMENT AND BARBERING

As stated in the New York State Department of State Licensing Law, individuals may not perform any services on the public unless they hold a New York State Appearance Enhancement or Barbering license in their respective discipline. As part of the educational training, students may only perform services on clients under the supervision of a New York State certified cosmetology or barber instructor who hold a current New York State license in the respective area of appearance enhancement or barbering in the classroom setting. Additional information can be found on the Appearance Enhancement and Barbering Programs webpage.

CIVIL RIGHTS CONSIDERATIONS

The United States Department of Education Office of Civil Rights (OCR) has clarified that if a recipient publishes or uses recruitment materials or publications containing general CTE information that it makes available to participants, beneficiaries, applicants, or employees, it shall include in those materials or publications a statement of their nondiscrimination policy. Work-based learning materials (memorandum of agreement, training plan, etc.) are considered recruitment materials for this purpose and must include a notice of nondiscrimination.

Programs may use the following sample to meet the minimum requirements for a notice of

PERSONAL FINANCIAL LITERACY

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

ONLINE RESOURCES

- CareerZone
- Talking Safety
- Explore Work
- Curated List of Career Awareness Resources

APPLICATION OF NEW YORK STATE LABOR LAWS IN SPECIFIED WORK

SECTION IV. WORKERS' COMPENSATION INSURANCE

It is strongly recommended that students participating in any unregistered work-based learning experience or registered work-based learning program not be placed in a business that does not carry Workers' Compensation Insurance. Students participating in paid work-based learning experiences or work-based learning programs are required to be covered by that business's Woec B6.6 (C)-9-4.3 s Compe 6 (C)-9

SECTION IV: RESOURCES AND GLOSSARY

CAREER RESOURCES

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

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.

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 database containing a variety of job descriptors 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.

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)