

WORK-BASED LEARNING PROGRAMS

NYS approved, registered work-based learning programs are divided into either career awareness or career focused categories

The educator coordinating these programs needs to possess the NYS work-based learning certification by successfully completing two designated courses.

All programs include classroom/seminar instruction, training plans, safety instruction, memorandum of agreements with employers, and student supervision and evaluation.

These WBL programs must follow state guidelines, and the licensed coordinator must know and follow all state and federal guidelines.

These state approved programs are essential to the Career and Technical Education endorsement.

Career Awareness Programs:

(Students must not either train or explore any of the hazardous occupations.)

- GEWEP – General Education Work Experience Program - 16+ years of age, paid experience, liability is covered by workers compensation program.
- WECEP—Work Experience Career Exploration Program - age 14 and 15 years of age, paid experience, liability is covered by workers compensation program.

Career/Skilled Focused Programs:

(Students may train in certain hazardous occupations which are closed to trainees who are not in state-approved programs).

- CO-OP – Cooperative Occupational Program - paid, 16+ years of age, liability is covered by workers compensation program.

Co-op has its own additional divisions based upon the career focus:

Agriculture
Business/Marketing
Family & Consumer Sciences

Health

Technology

Trade/Industrial

Diversified - is a conglomerate of all the six programs listed above.

CAP or SWAP -Cooperative Apprenticeship Program 16+ years of age, paid, in partnership with the Department of Labor. Liability is covered by workers compensation program.

CEIP - Career Exploration Internship Program, age 14+ years, non-paid, liability is covered by the school district.

See page 6 for additional work-based learning experiences which are not state-approved work-based learning programs for CTE sequence fulfillment.

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Please check with the NYS Work-Based Learning Manual, the NYS Department of Labor website, and/or the U.S. Department of Labor website for the final authority on these topics.

Comparison of New York State Education Department Approved Work-Based Learning Programs.

The programs outlined in the following chart must be registered with the New York State Education Department, Office of Curriculum and Instructional Support (OCIS): The following work-based learning programs vary in the following ways:

STATE APPROVED PROGRAMS	Coordinator's Extension*	Age of Students	Paid/Non-Paid	Credit (s) Towards a Advanced Regents Diploma with a Career and Technical Education Endorsement	Related Employment Instruction	Experience must Relate to Career Goals	Training must develop skills
CEIP Career Exploration Internship Program***	#8982	14+	Non-Paid	1 credit 108 – 204 hrs.	54 hours spread out over semester.	Yes	Yes
GEWEP General Education Work Experience Program	#8981	16+	Paid **	.5 – 150 hrs. 1 – 300 hrs. 1.5 – 450 hrs. 2 – 600 hrs.	At least one period per week of related classroom instruction on career education to help student strengthen their occupational and employability skills.	Yes	Yes
WECEP Work Experience Career Exploration Program (Work experience for at risk students.)	#8981	14-15	Paid **	.5 – 150 hrs. 1 – 300 hrs.	Classroom instruction 5 days a week on career education to help student strengthen their occupational and employability skills.	Yes	Yes
CO-OP Cooperative Career and Technical Education Work Experience Program***	#8982	16+	Paid **	.5 – 150 hrs. 1 – 300 hrs. 1.5 – 450 hrs. 2 – 600 hrs.	Classroom instruction 5 days a week on career education to help student strengthen their occupational and employability skills.	Yes	Yes

* Coordinator of Work-based Learning Programs for Career Awareness - #8981

*Coordinator of Work-based Learning Programs for Career Development - #8982

**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.

BASIC CRITERIA FOR ALL NYS APPROVED WORK-BASED LEARNING PROGRAMS

1. The Board of Education has acted on the inclusion of a state approved work-based learning experience as a program offering.
2. Students will be employed under State and Federal Labor Laws and Regulations.
3. A written training agreement is in effect between cooperating businesses and the education agency.
4. A training plan is used for each participating student.
5. Health and safety instruction, appropriate for the job, is provided before employment and arranged to continue on the job.
6. In school related skill instruction (as well as required academic instruction) is provided for all participating students.
7. All student participants are meeting or have met academic requirements for graduation from high school.
8. Credit will be awarded in relation to competencies being satisfactorily achieved as prescribed in the NYS Work-based Learning Manual.
9. The program is conducted by a teacher/coordinator who possesses the proper work-based learning extension to the educational teaching license.

For all program registration forms see NYS WORK-BASED LEARNING Manual



Quality not Quantity

Work Based Learning Programs are Rigorous and Challenging Learning Activities Which Deliver the CDOS Standards, 21st Century Skills, Career Plans, Financial Literacy.

All of my work based learning students had to meet the designated training hour requirement for credit. In addition to worksite training, the students had to complete rigorous assignments related to employability skills, job success skills, and the industry they were training in. These assignments enriched the learning experience and brought recognition to the programs.

Combining both classroom instruction and worksite training sends a message to both the student and your colleagues that you are not "giving" away credit for any job. Your colleagues may not like the fact that a student can easily obtain 1/2—2 credits for a job. The credits earned through work-based learning may influence the student not to take your colleague's courses. This could affect your colleague's job security.

Therefore, you need to make your work-based learning program as rigorous and challenging as any academic or CTE course.

All NYS Approved Work-based learning Programs require both related instruction and supervised worksite training.

The NYS Work-based learning Manual suggests over eighty employment preparation and job success lessons. Furthermore, there are additional worksite training lessons to be mastered.

The work-based learning coordinator may deliver the related instruction via:

- Stand alone class which meets one to five days a week.
- A related CTE class in which the lessons are integrated.
- Small group seminars, one to one counseling, or online instruction.

GRADING:

I suggest you assign two report card grades for your students. One grade for the related instruction; a second grade for the successful completion of the worksite training. I also suggest to use either alphabetical or numerical grade scales. **I do not recommend that you use "Pass or Fail."** Why? It is too easy for the student to do the bare minimum to get the Pass grade.

You want your students to value the work-based learning experience as any other educational class. If a colleague questions the quality of the educational service, you will have state-approved curriculum to validate your course and program.

Teaching Load of a WORK-BASED LEARNING Coordinator

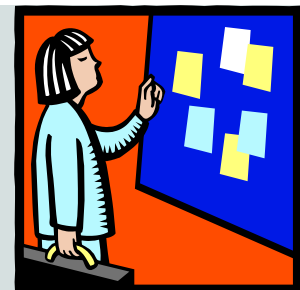
# of Students	Related Instruction Classes	Class period for supervision	Other classes (OR 1 period for advisory board coordi-
0 - 15	1	1	3
16 - 30	2	2	1
31 - 45	3	3	0

A BOCES coordinator would be responsible for the placement of all the students at the CTE school (125+) each year. The coordinator would deliver the related instruction through class visits, small seminars, and one- on- one counseling.

HISTORY OF A PROGRAM NAME

Over the decades each generation referred to the work experience program using a unique program name.

- 1940's - 50's - Apprenticeship
- 1960's - Work Experience
- 1970's - Work Study (paid) and Career Exploration (non-paid) experiences.
- 1980's - Cooperative Occupational Work Experience, OJT – On the Job Training (New term for apprenticeship.)
- 1990's – Internships (CEIP) and School to Work
- 2000's - Work-Based Learning. Also called Experiential Learning (See <http://www.nsee.org/>).



Additional WORK-BASED LEARNING Experiences

The following activities are considered valuable work-based learning experiences. In all the non-paid situations the student must be covered by the school district's liability insurance policy.

CBVEP or CBWEP - Community Based Vocational Education Program is a non paid program for students with special needs, 14+ years of age. Students who complete the 120 training hours in this program may move on to the state-approved, GEWEP program or CEIP, CAP, and CO-OP depending upon the work-based learning coordinator's certification. See page at right.

Shadowing is a work experience option where students learn about a job by walking through the work-day as a shadow to a competent worker.

- It is a temporary, unpaid, exposure to the workplace.
- Students witness firsthand the work environment, employability and occupational skills in practice, the value of professional training and potential career options.

Shadowing allows career awareness.

Mentoring is a, more experienced person guiding a younger person in his or her development. There can also be a trust development between the mentor, and the student being mentored to.

- It is a temporary, unpaid, exposure to the workplace.
- Students witness the more experienced person, there various tasks, and what the job may entail.

This allows the student to gain trust, and ask questions that might no be asked under a different situation.

Work Study is a paid opportunity funded by the federal and state governments for students with financial needs.

- The Federal Work-Study Program provides jobs for students with financial needs.
- This program allows students to earn money to pay educational expenses.
- Work-study programs help students fulfill the American tradition of working one's way through school.

Pay is based on federal minimum wage standards, but varies with job requirements, skill, and experience levels.

Work Experience and Student With Special Needs

The NYS Dept. of Education calls for three transitional services related to work experience made available to a student.

1. Vocational exploration	5 hours per job experience	Identify career interests via assessments.	There are three levels of assessments provided by the State. You probably should be using those assessments or you can use the John Holland Interest Code which is the one we used in class – Discover your Career DNA.
2. Vocational assessment	90 hours per job experience	Assess and provide employment skills and training needs.	This is in school classroom training provided by your teachers such as keyboarding, computer applications, job prep and success skills.
3. Vocational Training	Community Based Vocational Education Program - 120 hours per job experience	At a job site or simulated environment, develop skills and attitudes for eventual paid employment.* The individual who provides these transitional services must be a certified special education instructor or counselor. WORK-BASED LEARNING certification is recommended by the State Education Department.	This is your out of school work experience for your students – non-paid, 120 hours per job experience.
Work-based learning certification and state approved, registered programs.	When do you need state certification for work-based learning programs.	State Approved Programs: The educator who is a classroom teacher or counselor is eligible to obtain the certification for Career Awareness which allows the educator to coordinate the work programs GEWEP or WECEP. The educator who is a certified CTE classroom teacher is eligible to obtain the certification for Career Development, which allows the educator to coordinate all four state approved programs: CO-OP, CEIP, GEWEP, WECEP. Check the Federal and New York State labor laws as to how they apply to the above programs.	CTE and Transition Programs If by chance the vocational training experience turns into a paid experience and you have exceeded the 120 hours, you now move the student into the state approved registered program – GEWEP. If by chance, the tasks the students are being asked to perform fall into the “hazardous occupations” category, you then must use your teaching CTE certification to move the student into either CEIP (non-paid) or CO-OP (paid) registered program. CTE Programs require: State registered program Parental approval form Employer signed Memorandum of Agreement Training Outline Student evaluation of work site performance. Related classroom training of job prep and job success skills.

Steps in LAUNCHING YOUR WBL PROGRAM

ACTION	REASON
1. Obtain your WBL certification	It is important that the future WBL Coordinator begins the initiation process with the complete knowledge of the procedures, systems, forms, labor laws, safety training, career and industry knowledge.
2. Make a presentation to your Board of Education and/or administration staff.	You want to gain the support from these two groups because they will need to allot both time for the coordinator to run the program and the financial resources you will need. The Board of Education must pass a resolution that the WBL program will be an official curriculum offering.
3. Register your program with the State Education Department.	The act of registration will reduce the school district's liability as well as open more training sites for students. The registration requires a certified coordinator and a Board of Education resolution. You may register several programs at one time for immediate and future use.
4. Present WBL program concepts to faculty.	You want to inform your colleagues about this new course offering because it could have a positive impact upon the resources for their teaching. Plus you would want the faculty to recommend students to the program. The faculty needs to get the message that you are offering a QUALITY program of instruction. It is not a dumping ground for kids to earn money and get out of school early.
5. Market your program to the students and parents.	You want to market your program to the students/parents as they are your customers. You need to know what careers or training opportunities your students are considering.
6. Assess your students' career DNA	Validate your students' career interest with the appropriate DNA assessments. You want to prevent placing students in a training position that does not match their true interests. Many students may think they want one career when actually they are better suited for another career.
7. Market your program to your employers.	Now, equipped with the knowledge of what experiences your students are looking for, you want to market the program to the employers. You do not want to try to fill an employer's request with a student who is not interested in that career path.
8. Teach pre-employment skills.	Prepare your students for the process of being chosen for the training site. Some programs have limited amount of competition for training sites. BOCES programs, for example, are known to send only one student for an interview with the employer. If the employer approves of the student, the student is chosen. Home school programs are known to be competing with surrounding school districts and college students for the training opportunities. In this situation, you must prepare your students for the competition early in the school year.
9. Place students into training positions.	Before the placement, make sure you have all the necessary forms on file: Parent permission, student employment certificate, student's social security number, memorandum of agreement, training plan.
10. Supervise and evaluate your students' performance.	You should visit the students' training sites at least once every five weeks at the beginning of the training.

DIFFERENCES IN THE WBL COORDINATOR'S JOB IN SCHOOL SETTINGS

Below is a comparison as to how a work-based coordinator's position could differ at the school setting. This is not a hard cut rule that the position must be this way. I am sure we would find differences in the below facts.

PROGRAM	HOME SCHOOL	BOCES
# of students	30 – 75	# of second year students at facility. 125+
Placement of students	Coordinator responsible for placement of all students for the entire year.	Students are placed during second year of program when they are employable.
Credit for work experience hours	1 Credit for 300 hours 2 credits for 600 hours Students receive separate grade on report card for work experience.	Credit is granted as part of the total CTE sequence. There is no separate grade. Performance is average into class grade.
Related WBL class	Students attend class, 5 days a week, 180 periods per year. Receive 1 unit of credit and grade for this class.	No related WBL class. Students are presented seminars or counseled in WBL instruction.
Transportation	Students provide their own transportation.	School may or may not provide transportation.
Hours and days of employment	Most students work 3 to 5 days a week from 1 p.m. on.	Most students are training one or two days a week for two hours each time.
Paid or non-paid.	100% Co-op or Cap students are paid. CEIP students are not paid.	50/50 Half are paid; half are not.
Type of student	Students may or may not be enrolled in a CTE class. All students are allowed to participate in WBL programs.	All students are enrolled in a CTE program.
Age of students	16+ Juniors and Seniors	17+ usually seniors
WBL COORDINATOR		
Instruction of related class by coordinator	1 or 2 periods a day; 180 days per year.	Delivers seminars at various times to different groups.
Other responsibilities of coordinator	May teach other courses. May provide career services to total student population (200 – 2000). May coordinator District's Industry Advisory Board May be club advisor for DECA May coordinator school's alumni association.	May assist with center's advisory board. May assist with Skills America Club.
Coordinator's Certification	Certified CTE instructor with extended license for WBL coordination.	Certified CTE instructor with extended license for WBL coordination.
Length of Coordinator's Employment	10 months; paid extra for summer work.	11 month employment
Radius of travel to find employment opportunities.	5 mile radius of high school	Countywide search. 10 – 50 miles.
Types of programs offered.	A state-approved program may or may not be in existence. Most home school students do not seek a CTE endorsement for graduation. Some schools may choose to run shadowing or work-study programs in which no certification is required.	Usually a state-approved program is in existence because all students should be seeking the CTE endorsement.

YOUR FIRST WEEK OF SCHOOL AS A WBL COORDINATOR



As a WBL coordinator, the beginning of the school year will bring many students seeking special permission for:

- Special parking at the school's parking lot.
- Permission to leave school early.
- Dropping or changing courses.

Unfortunately you will find several students who will:

- Tell you they have a job and they really do not.
- Take your class for one week or one month after they get all the program "goodies" and then disappear on you.
- Tell you that they are legally employed and actually they are not.
- Stop showing up for your class but continue to work at the job site.

BEFORE YOU PLACE A STUDENT IN A TRAINING SITE

Before granting any of your students the above permissions you need to do the following:

1. **Verify** the student is **enrolled** in either your stand alone class or a related CTE class which relates to his/her employment training.
2. **Obtain the signed "parent permission form"** in which the parent grants permission for his/her child to leave the school grounds and report to a legal training site.
3. Make a **photo copy** of the student's **driver's license**.
4. Both you and the employer should have the student's work certificate. The employer gets the original; you should have a copy on file.
5. Obtain a **signed "memorandum of agreement"** signed by the employer verifying that this student is legally employed. All parties should have copies.
6. All parties (student, parents, employer and coordinator) should have a copy of the **training plan** which will be used for this training site.
7. Obtain **specifics about the employment site**: Name of corporation, address, phone, name of supervisor, specific work hours of student, list of tasks student will be performing.
8. If the student has obtained his/her own employment and has been employed at this site for at least three weeks, have the student obtain for you a completed **performance evaluation form**. The employment must follow the NYS Employment Laws for Minors and relate to the student's career goals.
9. The parent, coordinator and the employer are aware of what form of **transportation** will be used by the student to get to and from the job.

This information has been created as a guideline for anyone who is involved with the placement of students in the workplace. For final decisions on any of this material, please contact the New York State Education Department, the New York State Department of Labor or any other agency related to this topic.

YOUR FIRST WEEK OF SCHOOL, continued....

10. The **hours and days of employment** have been agreed upon by the employer, student, parent and coordinator.

11. All parties (student, parents, employer and coordinator) will be aware as to who will be the **insuring agency for the protection of the student learner**. If it is a paid position, the employer will cover the student with Workers Compensation. If it is a non-paid position, either the school's insurance will cover the student or the employer's liability insurance for customers/clients will cover the student.

12. **Safety training** has been given to the student by the CTE teacher or WBL Coordinator before the student begins employment. The WBL coordinator should have recorded the completion date of this training.

13. The student, parents and the employer should have been given by the WBL coordinator, a copy of the **child labor laws**. Our Cliff Notes version would be acceptable.

14. All parties (student, parents, employer and coordinator) should have the **appropriate contact information** for
Points to Consider in Regards to Program Operations:

Make sure the student, parent and employer is made aware that if the child withdraws from the school program at any time during the school year, the student will lose permission to park at school (with junior driver's license), leave school early, or perform certain tasks at the worksite which are allowed because the child in the program.

I would also speak to all the counselors asking them to inform you if any of your work based learning students decide to drop the program. You must tell the counselor what privileges the student will lose if he/she withdraws. Counselors will drop students from your program not realizing the employment or driving commitment you have made with the student and employer.

Finally, you will need to **VERIFY the signatures** on the forms submitted to you by the student. Therefore, a quick call to the employer (a visit is recommended) and a call to the parent introducing yourself and verifying he/she has signed the form. It is not uncommon to discover that you have forge the signatures on your documents.

Driving/Parking Points to Consider:

A student in Suffolk and Nassau Counties who is enrolled in your program and possess a Junior Driver's License may drive alone to school and then drive to the work site and then drive home. (This law may have been changed as of 9/09)

If a student stops working during the school term, he/she loses the parking privilege. You will have a number of students still technically in your program, but they stop working.

Furthermore, a student only needs the parking slot if they must report to work directly from school. If they do not begin work until 5 p.m., they do not need the parking slot.

If a student works only two days a week, those are the days he/she is allowed to park at school.

If a student is failing your class or another class, you can deny the parking privilege.

This information has been created as a guideline for anyone who is involved with the placement of students in the workplace. For final decisions on any of this material, please contact the New York State Education Department, the New York State Department of Labor or any other agency related to this topic.



Suggested Names for your Work-based learning Program

"Career Builder"
"Career Development"
"Career Kick Off."
"Career MOVES"
"Fast Track". "Get On The Fast Track to Success"
"Flyers Flying High"
"Professional Pegasus"
"School to Work Transitional Training".
A(action) C (career) E (experience)
Accelerate (Academic, careers, college, emerging, links, experience, relevance, action, technology, excellence)
Accelerating Career Experience(s)
Accelerating Career Exploration o
Accelerating Career Talents
ACE (Accelerated Career Exploration) or
ACE--Accelerating Career Exploration
Achieving Career Excellence
ACT (Accelerated Career Talent)
Action Connect Explore = ACE
Adventure- Careers-Experience
Adventures in Career Exploration or
Bridge the Career Gap
Career Connections "Gateway to the 21st Century"
Career Explorer Program
Career Jump Start
Career Ready- College Bound
Career STAR (Skills, Time, Action, Resources)
Career Venture\$?.
Careers2College
College bound - Work Ready!
College2Careers
Dream Catcher
Exploring Future Careers
Fast Track to Careers Program
GLOBE (Global, Links, Outside, Basic, Education)
JACK (and Jill of all Trades) Job and Career Knowledge
Life is an Adventure -- Explore Your Career Options: Williamsville Schools WBL Program
Mission Career
New Ventures
School to Work through Ability to Experience: Wildwood's WBL Program
SOAR stands for: Skills & Occupational Awareness Rewards Program.
THE NEW AGE WAVE TECHNOLOGY INSTITUTE.
Unique Occupations
VELOCITY. "Valuable experiences linking OUR community, and involving today's youth."
Work - Learn - Earn!

What Should I Call Our Work-based learning Program?

One Name For All Programs

Acronyms such as CEIP, CO-OP, GEWEP, etc. can become very confusing to students, parents, counselors and employers. Trying to explain the difference between each program is also very challenging.

I suggest you register several of the NYS approved programs at one time and then choose a 21st Century title for your program.

For example, for my home academic school I registered both the CEIP and CO-OP programs with the State Education Department and then named my program **Career Jump Start**. This allowed me to gather my students together in the related classroom instruction, and place students in to both paid and non-paid positions.

I also included within this set-up, students with special needs and those who desired apprenticeship training. All students were required to complete the same amount of classroom assignments and training hours.

Typical Student's Schedule at Home Academic School

- ◆ 5 periods of academic classes
- ◆ 2 periods of Career and Technical Education
- ◆ courses related to future placement.
- ◆ 1 period of Career Jump Start –usually offered at 11 a.m.
- ◆ 1 period of early release to travel to work site.

Work hours: 2—5 or 6 p.m.

(15 hours a week for 40 weeks = 600 training hours)

WORK-BASED LEARNING 21st Instruction

CURRICULUM MOD-	CONCEPT	ACTIVITY
I. Career Planning – Phase One 10 weeks	Self-Assessment	Holland Interest Inventory People/Data/Things Personality Abilities/skills Values Working Environment Aptitudes Multiple Intelligences Learning Styles Career/Industry Preferences
	Foundation courses	Theory - Academics Application - Career & Technical Education
	Career Exploration	Shadowing Informational interview In-house work based learning experience
	Career Plan and Portfolio	Creation of Career Plan Creating your career portfolio.
II. Pre-employment Skills	Preparing for the interview	Cold Canvassing for a job Reading a map Necessary documents needed for employment. Calling for the interview Leaving a message in a voice mailbox
	Applying for the job.	Introducing Oneself Dressing appropriately Job Application Resume Employment testing Interview questions
	Follow Up after job	Follow-up telephone call Thank you letter Evaluating the job offer.
III. Job Success Skills 10 weeks	Piggy Bank of Success	Your first day on the job. Asking for a favor. How to request an absence That's Not My Job! Being blamed for something you did not do or did. Office politics and gossip. How to terminate your job properly. How to handle being fired.
	You and your job.	What are your rights as an employee? Developing a work ethic Your first 3 months on the job. Sexual Harassment on the job
	Becoming a Professional	Developing good communication skills. Developing good listening skills. Developing critical thinking skills Developing problem-solving skills. Developing your presentation skills.

WORK-BASED LEARNING 21st Instruction

	General Related Safety	Identifying Occupational hazards Child Labor Laws Prohibitive Occupations Slips and falls Hazardous materials and chemicals Threats – terrorists, criminal acts Violence in the workplace Worker's Compensation
	The Employer	What do Employers Expect Why Attitude Matters Most Getting along with your boss and co-workers How to handle office politics
	Performance Evaluations	What to expect. How to ask for a raise. Where do I go from here?
	Unions	Who must join? Why join.
	Financial Literacy	Payroll and Taxes -Your pay check Deductions Savings Checking accounts Credit Cards Completing your income tax form. 1040EZ
	Entrepreneurship	How to start a business. How to market your business. How to create a business plan.
IV. Career Planning – Phase Two	Employability Skills	Validation of Necessary Skills - Training Outline Update resume Brochure resume
	Career Strategy	Identifying employers Using the Internet to find employment Reading and responding to the Help Wanted Ads Utilizing the services of the Department of Labor One Stop Shopping Centers Choosing an industry Skills for the 21 st century. Using the Internet to research employers and career opportunities. How to survive the telephone interview. Understanding benefits.
	Post-secondary Training	Choosing an appropriate training path. Developing your career plan for the next 10 years of your life.
	Career Plan and Portfolio	Update and finalize the career plan and portfolio.

WORK-BASED LEARNING 21st Instruction

The **home academic school coordinator** will deliver all of the above instruction through either:

A stand alone class.

Seminars or one on one counseling

Other CTE teachers who agree to include these units within their curriculum.

Independent study through an online course and website.

The **BOCES coordinator** will deliver all of the above instruction through:

Seminars or one on one counseling

Other CTE teachers who agree to include these units within their curriculum.

Independent study through an online course and website.

MONTH	Home School WBL Coordinators	BOCES and CTE HIGH SCHOOLS
September	Modules I and II	Module I
October - March	Module III	Module II
April – June	Module IV	Modules III and IV

Because of the time of the year the WBL Coordinator would be sending their students out to training sites, the delivery of the instruction is different if you are a home school or BOCES coordinator.

Home academic school coordinators' goal is to have **all their enrolled students** placed into a work site by the 5th week of the first semester.

NEFE — Financial Literacy

<http://hsfpp.nefe.org/>

21st Skills/Curriculum from Ford Foundation

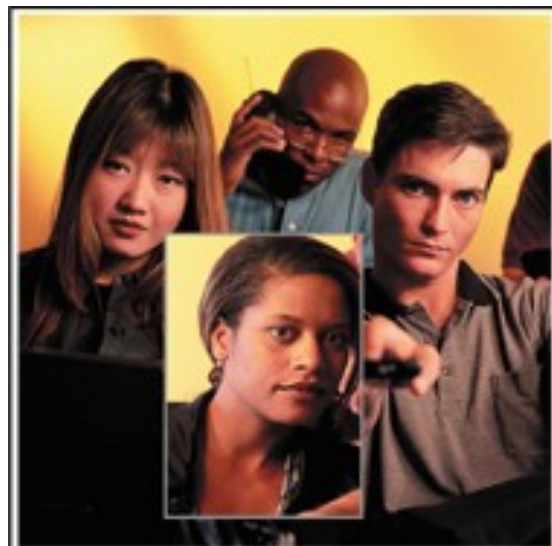
www.fordpas.org/

Games2Careers—Discovering your Career

DNA—www.games2careers.com

Partnership for 21st Century Skills

www.21stcenturyskills.org/



WBL TRAINING AND INSTRUCTION RELATED TO TRAINING SITE

CURRICULUM/TOPIC	CONCEPT	ACTIVITY
I. Before Placement at a work site. The WBL coordinator is responsible for the execution and evaluation of the training related assignments. The WBL coordinator will need a system for this instruction	Essential Documents	Student enrollment application Social Security Number Working Papers Parent Permission Form Risk Management documents Insurance Transportation Emergency Contact Health
	Training Plan	Training Plan Memorandum of Agreement with Employer
	Child Labor Laws	Hours and days of work. Prohibitive occupations
	Safety	Specific Training Related to occupation validation statement
	II. First 10 Weeks of Placement	Basic Workplace Orientation
Hours of Employment		Record of hours
Performance Appraisal		First evaluation
III. Second 10 Weeks of Training	Workplace Journal	Journalizing experiences.
	Performance Appraisal	Second evaluation
		Record of Hours
IV. Third 10 Weeks of Training	All Aspects of Industry	Corporate organizational chart. Career ladder Profit or non-profit corporation. How does this company make a profit? Products and Services Marketing and Advertising Floor Plan Competitors Famous person/founder History of corporation Quality Professional associations
	Performance Appraisal	Third evaluation
		Record of Hours
		Letter of recommendation.
	V. Fourth 10 Weeks of Training.	Advanced Working Relations
Performance Appraisal		Final evaluation.

NEFE—FINANCIAL LITERACY <http://hsfpp.nefe.org/>

Unit Topics

- Your Financial Plan: Where It All Begins
- Budgeting: Making the Most of Your Money
- Investing: Making Money Work for You
- Good Debt, Bad Debt: Using Credit Wisely
- Your Money: Keeping It Safe and Secure
- Insurance: Protecting What You Have
- Your Career: Doing What Matters Most

Free workbooks
Videos
PowerPoint's



FORD PAS—PARTNERSHIP ACHIEVING SKILLS

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

Download free curriculum

THEME: 21st Century Skills

- ◆ From Concept to Consumer: Building a Foundation in Problem-Solving
- ◆ People at Work: Building a Foundation of Research Skills
- ◆ Careers, Companies, and Communities

Theme: Getting Smart About Business

- ◆ Media and Messages: Building a Foundation of Communication Skills

Theme: Putting Math to Work

- ◆ Calculating Your Future: Personal Finance
- ◆ Planning for Business Success

Theme: Manufacturing for Tomorrow

- ◆ From Concept to Consumer
- ◆ Closing the Environmental Loop
- ◆ Planning for Efficiency
- ◆ Ensuring Quality

Theme: Working Toward Sustainability

- ◆ We All Run on Energy
- ◆ Energy from the Sun: Biomass
- ◆ Is Hydrogen a Solution?
- ◆ The Nuclear Revolution

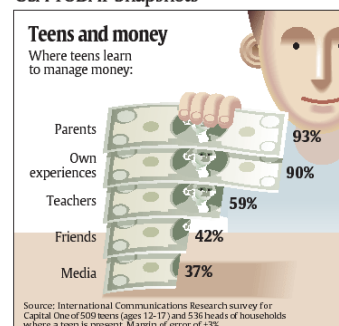
Theme: Living in a Global Economy

- ◆ The Wealth of Nations
- ◆ Markets Without Borders
- ◆ Global Citizens

Theme: Data, Decisions, and Design

- ◆ From Data to Knowledge
- ◆ Reverse Engineering
- ◆ Different by Design

USA TODAY Snapshots®



WHICH WBL PROGRAM IS THE RIGHT FIT FOR THESE STUDENTS?

First, let me state that there are many variations of program procedures and structure. Your school's program should be shaped to meet the needs of your students while meeting the state education and department of labor guidelines.

Let's assume you are working with the following students at your home school WBL program. You are a certified work-based learning coordinator and you have registered all four of these programs with the state. **(The types of training placements will vary based upon the students' career DNA and commitment to a career goal.** Your employers will need to know these two factors about your students. It becomes a very embarrassing situation if the employer finds out that he has been training a student who has no intention of following a previously stated career goal.)

STUDENT	PROGRAMS Offered at the Home School or BOCES	Related Instruction	Safety Training	Labor Law	Placements
Career Awareness:					
Tom, 16 , likes to work around cars but has not decided upon a career as a mechanic.	GEWEP (16+) Paid Limited hands on training.	YES	General	Not allowed to train in any prohibitive occupations.	Car dealership: New Car Prep, stock, office.
Ralph, 15 , likes to watch his dad work on cars. Ralph is undecided about his future and ungrounded as to the value of education.	WECEP (14-15), Paid Limited hands on training.	Yes	General	Not allowed to train in any prohibitive occupations.	Car dealership: Stock, office.
Career Development:					
Greg, 16 , loves working on cars; has taken several automotive classes at his home school.	CO-OP (16+) Paid "Hands on training" Will most likely train 300-600 hours.	YES	General and Specific	Allowed to train in certain prohibitive occupations.	Car dealership: Mechanic, auto body
Bill, 17 , who likes talking about cars, follows NASCAR, reads auto magazines. Will most likely attend a 4 year college for mechanical engineering.	CEIP (14+) Non paid "Observation with limited hands on training." Will mostly like train 54 – 108 hours.	YES	General and Specific	Allowed to train in certain prohibitive occupations.	Car dealership - Office. Engineering firm

If you are a WBL Coordinator at a BOCES, you most likely would be placing students similar to Greg (CO-OP).

Tom (GEWEP) and Ralph (WECEP) would need to solidify their career goals in the direction of choosing automotive as a #1 career choice before entering the BOCES program. If a BOCES program cannot find paid training experiences, they will place a student in a non-paid, CEIP, program.

You may also be working with students who have special learning needs. These students would go through a good amount of exploratory training in the Community Based Vocational Exploration Program, before the work-based learning coordinator would become involved. If it is determined that this student is now ready for a paid work experience, the student would either be placed in your home school's GEWEP program or the BOCES CO-OP program. The best person to coordinate this program is an individual who is both a special education instructor and a licensed work-based learning coordinator.

Liability/Risk Management Considerations: Students placed in paid training sites should be covered under the employer's Workers Compensation policies. Students placed in non-paid training sites should be covered by the school district's student insurance policies.

For more information concerning prohibition occupations and definition of student learner, see Labor Law for Minors and Definition of Student Learner <http://www.dol.gov/dol/topic/youthlabor/wages.htm>