COURSE INFORMATION

Audience:

This program is designed for 9 - 12 educators and administrators who wish to learn more about starting a work-based learning program for their school(s).

Title:

Work-Based Learning Start-up!

Subtitle:

Steps to establishing a Work-Based Learning program at your school.

Requirements:

Educators should be familiar with past and current work-related programs that already exist at their school.

The educator will be required to connect to resources on the internet, seek opinions from cohorts, and make decisions about starting a Work-Based Learning program at their schools.

What will you learn in this course?

You will have the opportunity to analyze the current Work-Based Learning guidelines and the activities you will need to carry out a start-up of your own program.

Length:

The course has five modules which will take approximately two to three hours for each module.

Course Format:

In this course we will use the New York State Work-Based Learning Manual, webpages, videos and worksheets.

INTRODUCTION:

WELCOME:

Welcome to the exciting educational world of Work-Based Learning. In this course you will learn what it takes to establish and operate a Work-Based Learning program at your school.

This course is for all general academic, Career Technical Education, and special education teachers, administrators, and counselors. If you work in education and are looking to learn what programs New York State has to offer for your school to adopt.

PRESENTER:

Susan Gubing, a Business Education instructor, has been a Work-Based Learning Coordinator for 38 years at Smithtown High School, NY. During those years Sue offered a Work-Based Learning program for all students who wished to take advantage of learning more about career choices and pathways to career success.

In 2007 Sue began teaching the Work-Based Learning certification courses for Buffalo State and Hofstra University.

NEW RECORDING 4
Hi this is Sue Gubing, your guide to the exciting world of work-based learning. As a Work-Based Learning Coordinator for 38 years, I would like to take you through an exciting pathway informing you what it is like to have this exciting and rewarding position in your school. Head Shot

THE COURSE:

Assume you have been given the task to start a Work-Based Learning Program at your high school. The program you want to create should introduce and prepare your students for the world of work and for possibly further post-secondary education and training. In this course you will touch upon:

1. What is Work-Based Learning?
2. How do you become a certified Work-Based Learning Coordinator?
3. Which Work-Based Learning program(s) will you choose to offer your students?
4. How does Work-Based Learning fulfill graduation requirements?
5. What is the role of a Work-Based Learning Coordinator?

* MODULE 1: What is Work-Based Learning? (WBL)

*Introduction:

In this module we will be digging into what is Work-Based Learning (WBL) and what is required.

People may describe it in many different ways. We will be using the most updated definition of Work-Based Learning which is from the *New York State Work Based Learning Manual*, page 2. The manual in its entirety is below as a reference.

"Work-based learning is authentic learning experiences that allow students to explore their career goals, abilities, and interests while applying their academic and technical knowledge and skills to a real-world context. These experiences are planned and supervised by instructional staff in collaboration with business, industry, or community partners."

The *NYS WBL Manual* is below as a reference for you as we go through this course. Before going on to the next step in the module take a moment to respond the the prompt below.

embed - file of NYS WBL MANUAL

PROMPT- What is the goal(s) for Work Based Learning within your school/ district?

Step 1: *WBL General Overview

In this step we will focus on what is Work Based Learning and the impacts it may have on students. The video below is an example of how a county in Georgia offers WBL to their students. and uses this video to advertise the programs they have available.

Watch the video, to gain an understanding of how powerful WBL experiences can be. Think about the skills the students needed to step into the various jobs and the role the employers play in supporting the students. As a WBL Coordinator or a district running WBL programs - what did it take them to grow the network of employers and build student agency to succeed in their experiences.

https://www.youtube.com/watch?v=xP8Isz4sOuw 6:51

2nd Text box: The students and employers in the video have a lot of positive things to say about their WBL experiences. As a school just beginning of your Work-Based Learning journey it is important to understand that the school and the coordinator are responsible for the behind the scenes work that create positive opportunities for everyone.

BUILDING RELATIONSHIPS IS A KEY COMPONENT OF WBL

Now press the Done button to move onto the next step were we will start to learn about the specifics of NYS WBL programs.

Step 2: *NYSED WBL Overview

New York State has numerous programs that have varying degrees of commitment for both the school and the student. As you assess what WBL program will work best for you, it is imperative that you always consult the NYSED CTE website for the most up-to-date information.

In this step you will watch the video below and gain in understanding of the role of NYSED plays in when starting a WBL program at your school and a review of the terminology used to describe all the programming options.

****In the video they refer to the NYSED CTE Doc - here is the URL to that information:**
http://www.nysed.gov/career-technical-education/work-based-learning

Embedded video below text.

https://player.vimeo.com/video/527910696?color= **(12 minute video)**

**In the video they refer to the NYSED CTE Doc - It has been added to this step as a reference.

http://www.nysed.gov/career-technical-education/work-based-learning

Step 3: *What happens in a WBL Program

****WBL and what it looks like for the student.**

WBL consists of both in-class instruction and on-the-job training. The specifics of the program may differ from school to school but the overarching goal is usually the same.

This quote from NYS-ED Work-Based Learning Overview - WBL Toolkit sums up the goals of a WBL program aims to provide for students:

"Work-Based Learning **supports and enhances classroom instruction by providing a context for learning**. It provides unique opportunities to practice and demonstrate new skills, and assists in the development of workplace awareness."

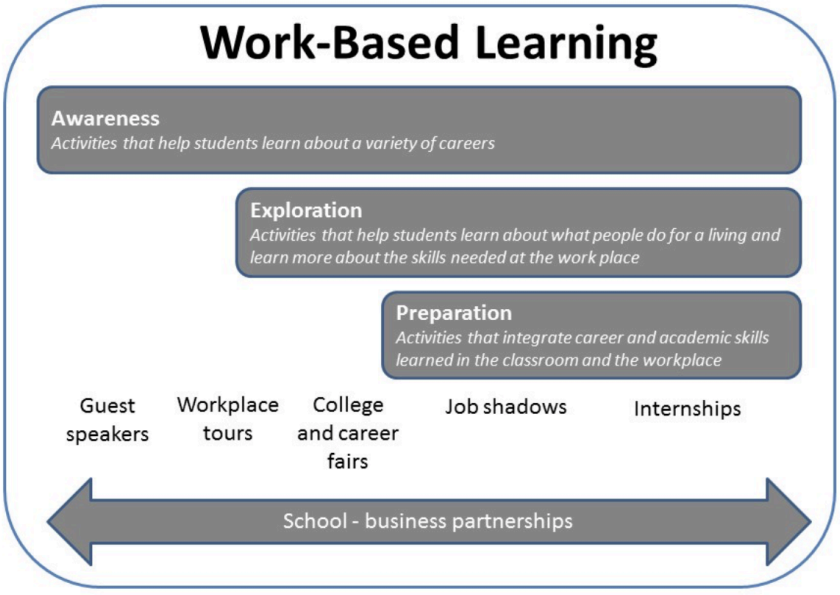
One thing to keep in mind is that a quality program is not based on individual student successes but the structure, support, systems, and activities that are built into the program to support all participants and businesses.

<Image posted on page>



In addition, it is important to acknowledge that WBL programs are more than just job placement. The actual hands-on aspect is the last step in the WBL continuum. The image and document* Below breakdown the varying levels of learning that are part of a well rounded WBL program.

***Note** - The FHI 360 Work-Based Learning Guide was written by Lisa Johnson, Robin White, Ivan Charner, James Cole, and Gail Promboin. full guide can be accessed at https://wbl.fhi360.org*



Insert file -

* Reflection - prompt

Having watched both the videos, identify at least two differences between the programs.

MODULE 2: NYS-ED WBL Programs

Introduction

Registered and unregistered programs

Registered Program Options

How do I know which program will work best for my students and district? What are my choices?

The New York State Work-Based Learning manual and website will assist you in determining which Work-Based Learning program(s) you wish to offer your students. You may offer more than one type of program. In this model there are 2 very important charts that you will use to decide what will work best for you.

Before we dig into those charts take a moment to listen to the audio clip.

#5 NEW RECORDING SUE - AUDIO CLIP You have several work based learning programs to choose from: CO-OP, CEIP, and GEWEP. If you wish, you can offer more than one type of work-based learning program. You may have students who only want a short introduction to the employment world, such as CEIP which is non-paid.

Or, you have students who choose CO-OP because they are focused on a career path they wish to follow after graduation. CO-OP leads to 1 full academic credit for 300 hours of work experience and the student is usually paid. For more information see the attached sheet.

Activity/Reflection

Module 3: Students in WBL Programs

Introduction

Identifying students for WBL

Who joins a WBL program?

Why would students join a WBL program

Reflection

Module 4: Engaging Business Partners

Introduction

What to look for in business partners

Where to find business partners

How to build relationships with business partners

What businesses need to know

Activity/ Reflection

Module 5: The Role of the Work Based Learning Coordinator

Introduction

Identifying the WBL Coordinator
Setting expectations with Administration
Comparing WBL coordinator & general classroom teacher
Reflection

Module 6: WBL Coordinator Certification

Introduction
Obtaining Credentials & Certification
After completing certification
Reflection

You are certain that your students and school should have a WBL program. There is no better state than NY for this type of programming. New York has the structure to support you and your program every step of the way. Now it is up to you to be intentional about how you proceed in deciding which programs will best meet the needs of your students.

Within this module we will delve into:

- Step 1 - Figuring out what student population you want to serve
  - .
- Step 2 - Finding and supporting the WBL coordinator

Step 1: Identifying students for WBL

As you begin to design your WBL programs you will be making decisions that will have various implications. This should not be done by an individual but a working group composed of teachers, administrators, parents, and other community stakeholders.

It is advised to include possible future employers and other external stakeholders of the program. Although this is more time consuming this extra step of including participants beyond the school will reap many positives for your WBL.

*You want to make sure you do this the right way the first time, so take the time and do it right. *

READ ARTICLE: WHAT STUDENTS WANT: WORK-BASED LEARNING PROGRAMS

NEW RECORDING #4 SUE - Audio clip

It is important to identify which population you want to serve in your new wbl program. Will it be a special group of students or would it be a mixture of students? Usually starting with 12th grader boys and girls is a good jump off point. A group of 20 - 30 students is a reasonable amount for those who are teaching other classes at the same time. Those who do not have teaching responsibilities, a group of 75 or more is reasonable for your first year. Each year you will grow your program by adding on more students. Here is a brief list of things to keep in mind while deciding on how to serve and support the students you want to reach:

- Students may have transportation needs
- Transportation time must be included in logistical planning
- Employers may need students to start earlier in the afternoon
- Students may have to work in the evening

Action to take before you make decisions about the program:

- Consult your guidance counselors and teachers in regard to students' career goals. Determine together which would be the best options for students.
- Attend a local Chamber of Commerce meeting and speak to several employers regarding their interests in being involved in the school's new program. Collect names and business in order to build a network.
- Consult with the state's professional Work-Based Learning organization as to program choices made by surrounding schools. WECA- https://www.nysweca.org/ Learn what schools in your area of the state are providing, think about if you want your students to have the same experiences or different.

Now that you have reviewed the content within this step, press **DONE** to move onto the next step.

Step 2: Finding and supporting the WBL coordinator

Now that you have an idea of the population you would like your program to serve. It is time to think about the skills needed for the WBL coordinator job. The following information is focused on creating an environment that supports and understands the various roles of the WBL coordinator.

If you are the person seeking the role of WBL or

Just because someone is a teacher does not mean they are meant to be the WBL coordinator. It is an entirely different job. Here are a few ways it is different:

- Working with employers 60% of the time and students 40% of the time.
- The job tilts toward working with adults more than students.
- This job is a sales marketing position more than an educational position.
- With that being said, finding an educator that connects well with all types of students is still imperative to your program's success, especially in the beginning.

Insert Job Description PDF here for people to reference.

M2 - Activity / Reflection

Based on what you have learned in this module, what personality traits that you have may be an asset to this position? Or, if you are an administrator, what are key elements that you will need to support for your WBL program to be successful.

Module 3: NYSED WBL Programs

Introduction-

Now that you have an understanding of your students and what skills you are looking for in WBL coordinator let us start to unpack the different programs available to your school in NYS.

Before we start, take a few minutes to listen to the audio recording, before moving onto the next step.

#5 New Recording: There are many variations of work based learning programs. It is your school's choice to decide if they want to offer only one type of program or a combination of several programs.

In choosing a program(s) you will want to consider the following items:

- The end goal of your program: Career exploration or Career Development
- The skills and knowledge your students have been introduced to or mastered.
- The amount of time your students have available to participate.
- The means of transportation to and from the job site.
- The age of your students

M3 Step 1: The different types of programs

How do I know which program will work best for my students and district? What are my choices?

The New York State Work-Based Learning manual and website will assist you in determining which Work-Based Learning program(s) you wish to offer your students. You may offer more than one type of program. In this model there are 2 very important charts that you will use to decide what will work best for you.

Before we dig into those charts take a moment to listen to the audio clip.

#5 NEW RECORDING SUE - AUDIO CLIP You have several work based learning programs to choose from: CO-OP, CEIP, and GEWEP. If you wish, you can offer more than one type of work-based learning program. You may have students who only want a short introduction to the employment world, such as CEIP which is non-paid.

Or, you have students who choose CO-OP because they are focused on a career path they wish to follow after graduation. CO-OP leads to 1 full academic credit for 300 hours of work experience and the student is usually paid. For more information see the attached sheet.

The state offers numerous programs. Take a look at this chart that conveys the different programs mentioned in the audio clip. Please note that WECEP and GEWEP will be combined starting in SY2022-2023.

The chart can also be found at the following link.

	Registered WBL Experiences				Unregistered WBL Experiences					
	WECEP	**GEWEP**	**Co-op**	**CEIP**	**Job Shadowing**	**Community Service & Volunteering**	**School-Based Enterprise**	**On-Site Projects**	**School Year/ Summer Internships**	**Supervised Clinical**
WBL coordinator extension	Certification #8981 or #8982	Certification #8981 or #8982	Certification #8982	Certification #8982	Optional	Optional	Optional	Optional	Optional	Optional
Student age	Age 14-15	Age 16+	Age 16+	Grade 9-12	Grade 9-12	Grade 9-12	Grade 9-12	Grade 9-12	Grade 9-12	*Age 16+
Paid or unpaid	Paid	Paid and unpaid	Paid and unpaid	Unpaid	Unpaid	Unpaid	Unpaid	Unpaid	Paid and unpaid	Unpaid
Diploma credit allowable	.5/150 hrs. 1/300 hrs.	.5/150 hrs. 1/300 hrs. 1.5/450 hrs. 2/600 hrs.	.5/150 hrs. 1/300 hrs. 1.5/450 hrs. 2/600 hrs.	.5/54 hrs. 1/108 hrs.	No	No	No	No	No	No
Related classroom instruction	At least one period per week	At least one period per week	Five periods per week	27 hrs./.5 credit 54 hrs./1.0 credit	Optional	Optional	Yes	Yes	Optional	Yes
Experience must relate to career interests	No	No	Yes	Yes	No	No	Optional	Optional	Optional	Yes
Training must develop job skills	Yes	Yes	Yes	No, focus is career exploration	No	No	No	Yes	Yes	Yes
Hazardous Occupations Allowed	No	No	Yes, with student-learner exceptions	No	No	No	No	No	No	No

*unless regulations dictate older age, as is the case with Home Health Aide (HHA) Programs (Age 17+)

I made this chart to help in choosing a program based on all the different choices you may have to keep in mind when building your program.

CRITERIA FOR CHOOSING A PROGRAM	DECISIONS TO MAKE
The programs you are eligible to offer your students based upon your certification.	Choice of programs: ● CO-OP – Career and Technical Education Cooperative Work Experience Program, Students age 16+ ● CEIP – Career Exploration Internship Program, Students age 14+ ● GEWEP – General Education Work Experience Program, Students age 14+
The main goal for participating in a Work-Based Learning program.	● Career Exploration – limited hours ● Career Development – 150 – 300 hours of on-the-job training
The future goals of your students?	● Full-time work-bound after graduation. ● Part-time work while attending local college. ● Attending college away from home site.
The number of hours your students are available to train/work?	Career Exploration – 54 hours or less. Career Development – 150 – 600 hours
The location of Work-Based Learning placements.	● Student may need transportation to the employer site. ● Virtually – interaction with employer via phone, and visits to work site.

**** Bookmark for future reference.

Please refer to New York State Work-Based Learning Manual and the for latest updates and the NYSED website http://www.nysed.gov/career-technical-education/work-based-learning-wbl-programs for any changes and clarification.

Also see: Virtual and Remote Resources for Work-Based Learning

http://www.nysed.gov/career-technical-education/virtual-and-remote-resources-work-based-learning

M3 Step 2: Selecting a program

Now that we have explored the various programs, let us discuss next steps.

Who to include or use as a resource when deciding on best fit.

- Consult your guidance counselors and teachers in regard to students' career goals. Determine together which would be the best options for students.
- Attend a local Chamber of Commerce meeting and speak to several employers regarding their interests in being involved in the school's new program. Collect names and business in order to build a network.
- Consult with the state's professional Work-Based Learning organization as to program choices made by surrounding schools. WECA- https://www.nysweca.org/ Learn what schools in your area of the state are providing, think about if you want your students to have the same experiences or different.

Best fit should be determined using numerous factors. Take a few minutes to listen to the clip about decisions that may impact your program's success.

M3 #7 Sue - Audio clip

Here are a few additional decisions you should make before you begin setting up your new program.

1. If you are teaching other classes, start small, 30 - 50 students. You will need time to set up the program, learn more about the students who want to be part of the program, and make those employer contacts for future placements.
2. Get to know your students before you place them at a training site. You don't want to place students without little or no knowledge about them. It's not that unusual for a teenager to decide in a week that they no longer want to go to that employer.
3. Some programs fail because (1) lack of knowledge about student and parent's supporting this program. (2) Placing students into any job opening without getting to build a relationship with the employer first. The employer needs to buy into this training program..
4. Why do programs fail?
    a. Lack of knowledge about the employer and worksite.
    b. Lack of knowledge as to the student's maturity to take on a training site and the student's commitment to the length of the training program.
    c. Think big, but start small. Programs last because deep planning has gone into the plan of action.
    d. To insure program success, talk to your students, parents and employers frequently. A follow-up telephone call to parents and frequent visits to the work site, will insure program success.

M3- Activity/ Reflection

Now that you have an idea of the various programs and what they entail, take a few minutes to answer the prompt below.

Prompt for end of step: Having reviewed the charts and your school's needs, does one program seem to align with your WBL goals? If so, which one and why? If more than one program may fit, discuss which elements of each combined would best meet the needs of your students and schoo.

MODULE 4: The Role of a Work-Based Learning Coordinator

Introduction

We touched upon the role of WBL coordinator in Module 2, but now will dig a little deeper. The WBL coordinator wears many hats and has a very different role than a general education teacher or counselor.

In the next 2 steps we will explore how it is different and why it is important to make this distinction from the beginning especially with administration and other faculty.

****

This is an exciting opportunity. WBL programs are multifaceted. Being new to this opportunity you may feel overwhelmed. However, there is nothing better than helping students achieve goals for their future careers.

NEW RECORDING #2 SUE - AUDIO CLIP: I began my teaching career as a Business Education Instructor. I truly enjoyed teaching a variety of courses, but during my third year of teaching I discovered that the current wblc was going to retire. I just knew that this was my opportunity to take the next step upward in my career path. I enjoyed working with the students, but I also enjoyed working with adults. As a resident of the town in which I was teaching, I was very comfortable in contacting businesses and joining business associations. Not everyone may have this opportunity to work in their own town, but I suggest that if you are looking for a new position, try the schools close to your home. Living in the home town helped me to better understand the needs of the students and employers in the area.

To ease your pathway into this new educational area you should seek assistance from other work-based learning coordinators, employers, counselors, and NYS Work-Based Learning contacts. ***CTE TAC is an amazing resource. Use them as much as possible.

Step 1: Comparing WBL Coordinator & General Classroom Teacher.

YES, the role of the Work-Based Learning Coordinator is very different from the standard classroom educator. Most classroom educators spend the entire day teaching five classes plus a duty period during the school day.

A Work-Based Learning Coordinator's day can be very different based upon:

- The number of students they enrolled in the Work-Based Learning program as the coordinator will need to find training sites for all participants.
- Visitations at sites on students' progress, and
- Attending business related networking activities.
-
-

Your role of teacher turns into one or more of these business activities:

- Salesperson as you will need to persuade employers to participate in the program
- Salesperson to encourage students to join work experiences
- Speaker/presenter at business meetings to create an awareness of the schools Work-Based Learning programs
- Marketer as you will be “selling” your students’ talents and skills to employers

Notes for conversation with Sue to add in if needed.

One of the most important questions to ask

Logistical aspects, the external network component is fundamental to the success of the program.

Feeling disconnected from other school faculty -

Schedule varies from regular teachers because you are out there connecting with 9-5 working group. so flexibility around your schedule in order to reach your program goals is important.

Beyond Educator. Marketing
Work organizations that meet in the evening/ networking etc.
The more you show up the more you gain respect and possibility of better opportunities for your students. By having a better understanding of an organization that you are working with you are better equipping yourself to find the job that meets your students specific needs.

Importance of person to person relationship with possible work

Step 2: Setting expectations with administration

As a classroom teacher, you would spend 100% of your time in the school building.

As a Work-Based Learning Coordinator you will spend 60%+ of you time in your local business community seeking training sites for the students, and 40% at the school teaching and counseling students.

It is critical to have conversations with your administration prior to taking on the role so there are clear expectations on both sides. Things to keep in mind:

- one example is your schedule -
  - gasoline
  - summer employment -

- opportunities for WBL doesn't take a summer break.
- Keeping in touch with students who are working getting credit.
- Be available -
- Starting and stopping impacts relationships

** How to share /report to the administration that allows them to evaluate you and your program with clear goals.

"Discover your career DNA"

ACTIVITIES:

- Find your local Chamber of Commerce website and review the membership list for possible future training sites.
- Peruse the "Skills and Knowledge" check list to see if you posses the necessary focus and background for this position.
-

YOUR SKILLS AND KNOWLEDGE	RECORD POINTS 1. No 2. Some 3. Yes
1. Knowledge of the local business community?	
2. Able to market WBL program benefits to employers, parents, and students	
3. Knowledge of a variety of careers suitable for your schools students based on CTE programs offered.	
4. Able to assemble and conduct a business/school advisory board for Work-Based Learning program.	
5. Possess job coaching skills.	
6. Knowledge of labor laws for minors	
7. Able to prepare students for work world environment and training	
8. Able to be very flexible when it comes to classroom training, job placements, and visitation of employers from 9 a.m. – 5 p.m.	
9. Able to be an active member of a variety of business associations which meet from 8 a.m. to 9 p.m.	
10. Excellent in maintaining records, collecting data, and speaking to strangers!	
TOTAL POINTS: 21 – 30 pts. You are hired! 11 – 20 pts. You are a good candidate for the job. 1 – 10 pts. This may not be the right position for you.	

HOW DID YOU DO?

REFLECTION:

1. How will you reach out to employers and persuade them to work with your students? What value can you offer employers?
2. How did you do on the "Skills and Knowledge" check list? What are you going to focus on improving? Note: All these skills and knowledge are addressed in the two Work-Based Learning certification courses.
3. Now that you know more about starting a Work-Based Learning program at your school, are you the right person to coordinate such an effort?

SUMMARY:

Congratulations, you are now ready to build your Work-Based Learning program. Your most important contacts are:

- For any questions regarding Work Based Learning in New York State you can contact:

  Nicole Hadsell, Nicole.Hadsell@nysed.gov

  Michael LaMastra, Michael.LaMastra@nysed.gov

- Your school guidance counselors and Career and Technical Education instructors
- The WECA professional group of Work-Based Learning Coordinators
- Your local Chamber of Commerce and local business groups and employers

EVALUATION QUESTION:

1. What steps are you going to take to implement a Work-Based Learning Program in your school?
2. CO-OP, CEIP, or GEWEP? Of the three Work-Based Learning programs, which program(s) will you want to start at your school and why?

RESOURCES FOR WORK-BASED LEARNING COORDINATORS:

** *The individual who will be overseeing the Work-Based Learning program should obtain the Work-Based Learning certification for the benefit of the students.*

To assist you in making the decision as to the type of program you will have, you should contact the New York State Education Department, (http://www.nysed.gov/career-technical-education/work-based-learning-teacher-certification-extension

) other local schools, and the Work Experience Professional Association, WECA, https://www.nysweca.org/, for more information.

Types of Work-Based Learning Experiences	http://nysed.gov/career_technical_education/work-based_learning
Registered Work-Based Learning Experiences	http://www.nysed.gov/career-technical-education/registered-work-based-learning-experiences
Unregistered Work-Based Learning Experiences	http://www.nysed.gov/career-technical-education/unregistered-work-based-learning-experiences
Work-based Learning and CDOS	http://www.nysed.gov/career-technical-education/work-based-learning-and-cdos
Virtual and Remote Resources for Work-Based Learning	http://www.nysed.gov/career-technical-education/virtual-and-remote-resources-work-based-learning
CTE-TECHNICAL ASSISTANCE CENTER OF NY	https://nyctecenter.org/instruction/work-based-learning
Work-Based Learning Teacher Certification	http://www.nysed.gov/career-technical-education/work-based-learning-teacher-certification-extension
WBL MANUAL	http://www.nysed.gov/career-technical-education/work-based-learning-wbl-programs
VIRTUAL AND REMOTE RESOURCES	http://www.nysed.gov/career-technical-education/virtual-and-remote-resources-work-based-learning

Registered Work-Based Learning Experiences	• **Registered WBL Experiences | New York State Education Department (nysed.gov)**

To learn more about Work-Based Learning go to the NYS state's web site.
http://www.nysed.gov/career-technical-education/work-based-learning-wbl-programs

On this website you will get the most accurate and up to date information about this Work Based Learning in New York State. Work-Based Learning is no longer just for work-bound students. It is now designed to meet all students' goals. The New York State Education Department webpage online listings include:

	•
	•
Work-Based Learning and CDOS	• WBL and CDOS | New York State Education Department (nysed.gov)
Work-Based Learning Teacher Certification Extension	• WBL Teacher Certification Extension | New York State Education Department (nysed.gov)
Work-Based Learning Professional Organizations	• WBL Professional Organizations | New York State Education Department (nysed.gov)
Work-Based Learning Sample forms	• WBL Sample Forms | New York State Education Department (nysed.gov)
And, FAQ, Frequently Asked Questions which is well equipped to answer all questions. One of the best FAQs I have seen.	• FAQ | New York State Education Department (nysed.gov)

- New York State Work-Based Learning Manual. Introduction to Work-Based Learning. Pages 2 – 12.

  http://www.nysed.gov/common/nysed/files/programs/career-technical-education/wbl-manual_0.pdf

  - For any questions regarding Work Based Learning in New York State you can contact:
  - work-based learn experts.
  - Nicole Hadsell, Nicole.Hadsell@nysed.gov
  - Michael LaMastra, Michael.LaMastra@nysed.gov

MODULE 5: Work-Based Learning Coordinator's Certification

Introduction:

Within this module we will delve deeper into what being certified means for you and your program. There are varying levels of certification qualifications that depend on which teaching license you hold and your non-teaching work experience hours.

You need to be certified by the NYS Education Department before you start your registered program!

Congratulations, you have decided to implement a registered Work-Based Learning program at your school as you have many students who would benefit from the experience of exploring careers and receiving Work-Based Learning credit towards a graduation sequence.

Now you need to become a certified Work Based Learning Coordinator for New York State.

Which Work-Based Learning certification will you be able to apply for? Which program(s) will you be able to offer the students?

Based on your qualifications you will be able to operate the following Work Based Learning Programs: 1) Career Awareness and 2) Career Development.

- Educators who hold the Career and Technical Education teaching certification may supervise all of the Work-Based Learning programs. CO-OP, CEIP, and GEWEP programs.

- Educators who do not possess the Career and Technical Education teaching certification, may only supervise the GEWEP program.

CONTENT:

If you are planning on offering a Work-Based Learning Program for credit in a graduation sequence, then you need to follow all the New York State Education Department rules for this sequence. You can offer your students a sequence towards a Career and Technical Education Regents diploma including the CDOS credential.

Step 2: Getting Credentials/ certifications

*** when are courses offered - any info

INSERT FLYER: WBLC CERTIFICATION COURSES

The attached flyer will guide you in getting your Work Based Learning Coordinator's certification.

Step 3: After completing certifications:

*** What if you still are not qualified for some reason - work hours etc.

Summary / Activity/ Reflection:

Reflection:

Now that you have learned a good deal about the role of a Work Based Learning Coordinator, are you more or less enthusiastic about stepping up to the challenge? Do you picture yourself helping students make their first career decisions? Do you see yourself as the sales person you need to become?

ACTIVITIES:

- In the New York State Work-Based Learning Manual, review the webpage **Registered Work-Based Learning Experiences:** Appropriate Certifications for WBL Programs. http://www.nysed.gov/career-technical-education/registered-work-based-learning-experiences
- Notice that there are two types of Work Based Learning Programs: 1) Career Awareness and 2) Career Development.
- You need to have the appropriate certification for the type of program you wish you supervise.

M4#7 Sue - Audio clip

WBL Programs for Career Awareness Certification #8981 or #8982	WBL Programs for Career Development Certification #8982
WECEP (This program will no longer be available as of September 1, 2022) Work Experience & Career Exploration Program • Career awareness, exploration • Paid • Program for local educational agencies • Hazardous occupations prohibited • Students age 14 and 15 • Elective credit optional	CO-OP Cooperative CTE Work Experience Program • Career development, skill specific • Paid or unpaid • Program for LEAs and BOCES CTE centers • Hazardous occupations allowable with student-learner exceptions • Students age 16+ • Credit can be awarded if student is not receiving credit for a CTE program of study
GEWEP General Education Work Experience Program • Career awareness, exploration • Paid or unpaid • Program for local educational agencies • Hazardous occupations prohibited • Students age 16+ • Elective credit optional	CEIP Career Exploration Internship Program • Career awareness, exploration • Unpaid • Program for local educational agencies and BOCES CTE Centers • Hazardous occupations prohibited • Students age 14+ • Elective credit optional

*The WECEP Program will no longer be available as of September 1, 2022.

NOTE:

For the educator to obtain the certification for Work-Based Learning Programs for Career Development, the applicant must complete these **TWO CERTIFICATION COURSES WITH A GRADE OF "B" OR HIGHER:**

Organization of Diversified Cooperative Work Study Programs

- CTE 450/CTE 550 *Spring 0r Summer Semester (3 credits),*

Operation of Diversified Cooperative Work Study Programs

- *CTE455 or CTE555 Fall Semester (3 credits)*

These courses are offered by:

- Buffalo State College
- Hofstra University

The courses may be taken for either undergraduate or graduate credit.

WORK EXPERIENCE HOURS:

To obtain the Work-Based Learning Programs for **Career Development**, the applicant must possess **600 hours** of work experience in non-teaching activities.

To obtain the Work-Based Learning Programs for **Career Awareness** Certification, the applicant must possess **300 hours** of work experience in non-teaching activities.

The above hours must be validated via W-2 forms.

Choose one of the two Work-Based Learning Certifications

Coordinator of Work-based Learning Programs for Career Awareness - #8981	**Coordinator of Work-based Learning Programs for Career Development - #8982**
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	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

REFLECTION:

1. Which certification will you be able to apply for based upon your teaching and work experience activities?

2. What non-teaching work experience hours will you be able to verify via W-2 forms.

8 - FINAL RECORDING:

Thank you for taking this introductory course to Work Based learning programs. I hope I have answered your thoughts and have motivated you to consider becoming a Work-Based Learning Coordinator.

Look for more of the online courses offered by the CTE-TAC group.

Explore our professional association, WECA, at https://www.nysweca.org/ for more information about the program and the position of Work-Based Learning Coordinator.

Please reach out to me if you have any questions about the program or the certification. sgubing@gmail.com

Thank you for completing the Work Based Learning introduction course. If you have more questions about the two courses you need for certification, please do not hesitate to contact Sue Gubing for further information, sgubing@gmail.com. If you have more questions about the work based learning program, make sure you visit the state's website at: Work-Based Learning Programs | New York State Education Department (nysed.gov)