

Checklist for Starting a New Work-Based Learning Program

WHAT IS OUR WHY?

- Create a mission statement for WBL offerings.
- Create a vision statement for WBL offerings.
- Develop SMART goals for work-based learning experiences
- Prepare an elevator pitch of your goals for work-based learning in your setting.
- Secure approval of the appropriate administrators to move forward.

DEVELOPING THE PROGRAM (WHAT WILL OUR PROGRAM LOOK LIKE)

- Decide what types of work-based learning experiences you will be offering your students (see registered and unregistered experiences in the work-based learning manual).
- Decide who will be supervising the work-based learning programs that will be offered (if registered programs, who will be the certified WBL coordinator for the program?).
- If necessary, make arrangements for the coordinator to obtain certification.
- Determine who will collect and maintain data on WBL experiences.
- Determine how and what data will be collected on WBL experiences (if applicable, you may want to see if this can be integrated into your school's student management system).

- Conduct an asset map of your community to determine where potential placements for students might be.
- Set up a business/industry advisory council (required for NYSED-approved CTE programs per Education Law 4601; highly recommended for non-CTE programs).
- If the program is registered, complete the registration process with NYSED.
- Develop work-based learning forms (sample forms can be found on NYSED's web page).
- Have work-based learning forms approved by the school attorney.
- Develop the career plan that students will be using (a sample can be found on NYSED's web page).
- Develop the employability profile that students will be using (a sample can be found on NYSED's web page).
- If students are pursuing a [CDOS commencement credential](#), determine if CTE instruction is needed (CDOS option 1 requires 216 hours of CTE instruction or work-based learning; 54 hours of which must be work-based learning).
- Determine the method in which work-based learning experiences will be conducted (in-person or remote).
- Determine if transportation for students is required/desired
- Present the WBL program to faculty, staff, families, counselors, and the community to inform them about the program—they may also be able to provide contacts, connections, and input.

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IMPLEMENTING THE PROGRAM (HOW WILL OUR PROGRAM OPERATE?)

- Determine what types of job skills training will be needed prior to the on-site experience (registered WBL programs have specific job skills training requirements).
- Determine what types of job skills training will be needed during the experience (registered WBL programs have specific job skills training requirements). This may need to be planned or individualized for each student.
- Determine which businesses and community partners best meet the needs of the student and their particular experience.
- Determine, if applicable, which other community agencies and services (ACCES-VR, Pre-ETS, etc.) may be providing assistance in meeting the students goals for the experience.
- Determine how updates will be provided to families on student progress in work-based learning experiences.
- Where necessary, determine who will be providing 1:1 and/or job coaching to students on the work site. If necessary, also make plans for the assigned job coach to receive training on effective job coaching strategies.
- Visit work site prior to placing students.
- Visit work site at least once (twice for a co-op experience) while the student is placed.
- Where necessary, check in with case manager, transition specialists, or other educators as necessary to discuss IEP and postsecondary goals. Determine if appropriate

accommodations are being met.

- Determine additional employability needs for the student while on the work site.
- Reflect each year on how the year went and what can be done to improve the program for students

RESOURCES TO ASSIST IN DEVELOPMENT

[New York State's Work-Based Learning Manual](#)

[New York State's Work-Based Learning Web Page](#)

[New York State Department of Labor: Laws Governing the Employment of Minors](#)

[National Center on Secondary Education and Transition](#)