

New York State Work-Based Learning Manual

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SECTION I: INTRODUCTION TO WORK-BASED LEARNING

DEFINING WORK-BASED LEARNING

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 in a real-world context. These experiences are planned and supervised by instructional staff in collaboration with business, industry, or community partners.

High quality work-based learning will provide effective and equitable experiences to empower all students to become confident workers and culturally competent citizens of New York State.

OVERVIEW OF WORK-BASED LEARNING PROGRAMS

WORK-BASED LEARNING IN THE CLASSROOM AND WORKPLACE

Work-based learning takes place at both the workplace and classroom, thus making career exploration and development easier and more natural by connecting learning in school to the application of that learning in the workplace. The business or community organization essentially becomes a micro-classroom with the emphasis on learning rather than productivity. The concurrent classroom learning focuses on the academic and technical skills for career awareness and development and employment.

[Fair Labor Standards Act \(FLSA\) requirements](#) and all federal, state, and local labor requirements must be met for both paid and unpaid work-based learning programs.

WORK-BASED LEARNING FOR THE CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS) COMMENCEMENT CREDENTIAL AND 4+1 CDOS PATHWAY

The [CDOS Commencement Credential](#) can be earned by students participating in CTE coursework and/or work-based learning experiences. The work-based learning experiences include both the New York State registered programs and the unregistered experiences mentioned later in this manual. It is the responsibility of the school district to track the student's hours and retain documentation in the student's permanent file. The school district may collaborate with the regional BOCES center if the student is earning some of the work-based learning hours through the BOCES. Students wishing to earn the CDOS credential are held to the same requirements outlined in this manual that define which work-based learning hours can be counted toward credential attainment.

WORK-BASED LEARNING FOR NYSED-APPROVED CTE PROGRAMS

The Strengthening Career and Technical Education for the 21st Century Act, also known as Perkins V, introduced a state-selected program quality indicator as one of the measures of grant performance. New York State selected participation in work-based learning as its program quality indicator for local Perkins recipients. The program quality indicator measures the percentage of students in approved programs who complete at least 54 hours of work-based learning. The 54-hour benchmark was chosen to align with work-based learning requirements under CDOS Credential Option 1. To meet this program-quality indicator, recipients of Perkins funding should ensure that at least 54 hours of work-based learning experiences are available to all students in approved programs. Percentages are calculated for exiting students in the graduation cohort.

If a school does not currently receive Perkins funding for their approved programs, then work-based learning opportunities must still be available to all students in those programs as per [Section 100.5\(6\)\(iv\)\(2\)\(iv\) of Commissioner's Regulations](#). It is best practice that the school ensures that all students complete at least 54 hours. This will allow students to obtain the [CDOS Credential using Option 1](#). Work-based learning in NYSED-approved programs can consist of any of the registered or unregistered options outlined in this manual.

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.

BENEFITS OF WORK-BASED LEARNING

BENEFITS FOR STUDENTS

- Provides opportunities to apply classroom learning to workplace experiences.
- Establishes clear connections between education and worksite career applications.
- Creates opportunities for exploration of possible careers.
- Increases motivation to stay in school by making education more relevant.
- Improves awareness of post-secondary opportunities.
- Increases technical skills through their application in authentic tasks.
- Promotes the practice of positive work habits.
- Increases understanding of workplace expectations and skills needed.
- Enhances general workplace competencies, such as communication, teamwork, and project planning.
- Allows observation of work ethics of employer and employees
- Establishes professional contacts for future employment and mentoring.

BENEFITS FOR EMPLOYERS

- Encourages involvement in the curriculum development process.
- Establishes a connection between industry professionals and education providers.
- Develops good relationships between worksite mentors and students.
- Provides potential skilled and motivated employees.
- Offers an opportunity to provide community service.

BENEFITS FOR SCHOOLS

- Provides access to new and emerging techniques and technology.
- Makes education more relevant and valuable for students.
- Enhances the ability to meet the needs of diverse students.
- Provides opportunities for individualized instruction.
- Enhances student retention.
- Promotes faculty interactions with the community.
- Contributes to staff development.

BENEFITS FOR THE COMMUNITY

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

COMPONENTS OF REGISTERED WORK-BASED LEARNING PROGRAMS

The New York State Education Department registers three types of work-based learning programs, paid and unpaid, that enable students to explore their career interests with the collaboration of education and business partners. Each program offers students the opportunity to work directly with a business mentor. The Career Exploration Internship Program (CEIP), General Education Work Experience Program (GEWEP), and Cooperative Career and Technical Education Work Experience Program (CO-OP) require several essential components. These components are:

- A certified secondary teacher or school counselor to serve as work-based learning coordinator with a work-based learning extension.
- Approval of the registration by the NYSED.
- Industry advisory committee.
- Appropriate worksite placement.
- Safety training prior to placement at a worksite.
- Supervised on-the-job training.
- Related in-school instruction.
- Coordination of in-school and worksite components.
- Memorandum of agreement for the extended classroom.
- Student training plan.
- Emergency medical form.
- Employer evaluation.
- Copy of student working papers.

These programs are further defined in Section II: Career Awareness and Exploration.

COMPONENTS OF UNREGISTERED WORK-BASED LEARNING EXPERIENCES

It is highly recommended that all unregistered work-based learning experiences, such as job shadowing, community service/volunteering, school-based enterprise, entrepreneurship, and community-based work programs include the following components:

- Certified teacher or school counselor with a work-based learning extension.
- Advisory committee.
- Appropriate worksite placement (see workplace criteria below).
- Supervised on-the-job training.
- Related in-school instruction.
- Coordination of in-school and worksite components.
- Student training plan.
- Emergency medical form.
- Employer evaluation.
- Copy of student working papers where appropriate.
- Memorandum of agreement where appropriate.

COMPARISON OF REGISTERED WORK-BASED LEARNING PROGRAMS

	CEIP Career Exploration Internship Program	GEWEP General Education Work Experience Program	CO-OP Cooperative CTE Work Experience Program
Student age	Age 14+ *	Age 14+*/**	Age 16+*
Paid or unpaid	Unpaid	Paid and unpaid	Paid and unpaid
Diploma credit permissible & worksite hours	.5/54 hrs. 1/108 hrs.	.5/150 hrs. 1/300 hrs. 1.5/450 hrs. 2/600 hrs. 2.5/750 hrs.** 3/900 hrs.**	.5/150 hrs. 1/300 hrs. 1.5/450 hrs. 2/600 hrs.
Related instruction	27 hrs./ .5 credit 54 hrs./ 1.0 credit	At least one period per week	Five periods per week
Experience must relate to classroom instruction	Yes	No	Yes
Training develops career skills	No - focus is career exploration	Yes	Yes

Notes

- All three programs must be overseen by a work-based learning coordinator.
- Students participating in all work experiences must not be placed in a business that does not carry Workers' Compensation insurance.
- Students participating in paid work experiences must be covered by the employer's Workers' Compensation insurance.
- Credit earned in CEIP can be applied toward a 5-unit CTE sequence.

* Students must be in at least grade 9 to earn credit for a registered work-based learning program

** A maximum of one unit of credit can be earned for GEWEP in grades 9 and 10 and a maximum of two units of credit can be earned in grades 11 and above.

COMPARISON OF SELECT UNREGISTERED WORK-BASED LEARNING OPTIONS

	Community-Based Work Program	Job Shadowing	Community Service & Volunteering	School-Based Enterprise	Industry-Based Projects
Supervising agency	Local school district	Local school district	Local school district	Local school district	Local school district
Work-Based Learning coordinator extension	*Optional	Optional	Optional	Optional	Optional
Student grade level	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12
Paid or unpaid	Paid and unpaid	Unpaid	Unpaid	Unpaid	Unpaid
Diploma credit allowable	No	**No	**No	**No	**No
Related classroom instruction	Optional	Optional	Optional	Yes	Yes
Experience must relate to career interests	No	No	No	Optional	Yes
Training must develop job skills	No	No	No	No	Yes

Notes

Individuals who hold a work-based learning extension may supervise any unregistered work-based learning option.

* It is recommended that an individual holding the work-based learning coordinator extension oversee the Community-Based Work Program, but it is not required.

** No extra credit is given as the credits exist within the coursework.

WORK-BASED LEARNING COORDINATOR REQUIREMENTS

All registered work-based learning programs must be under the supervision of a secondary teacher or school counselor holding a work-based learning coordinator extension. It is recommended that all other work-based learning experiences that place students in the business community be under the supervision of a secondary teacher or school counselor holding a work-based learning coordinator extension. The work-based learning coordinator assures that the student is well supervised while on the worksite and properly trained in workplace safety and health in accordance with the NYSDOL regulations. The coordinator also assures that the employer is complying with the NYSDOL Laws Governing the Employment of Minors. This document defines the educational aspects of student placements as well as any hour restrictions. The work-based learning coordinator should also collaborate with the classroom teachers and/or CTE teachers to assure that the expectations of the worksite and the needs/goals of the students are considered.

CERTIFICATION REQUIREMENTS FOR WORK-BASED LEARNING COORDINATORS

The three state-approved registered programs (CEIP, CO-OP, and GEWEP) must be coordinated by a certified CTE teacher, secondary classroom teacher, or school counselor who has obtained the appropriate work-based learning extension. The extension is earned through the successful completion of two 3-credit-hour college-level pre-service courses and 300 work experience hours outside of the classroom. The pre-service college courses required for an extension as a work-based learning coordinator are offered by several approved post-secondary institutions including, but not limited to:

- [Hofstra University](#)
- [New York City College of Technology](#)
- [SUNY Buffalo State](#)
- [SUNY Oswego](#)

OVERVIEW OF NYS COMMISSIONER'S REGULATIONS FOR THE WORK-BASED LEARNING EXTENSION

LEARNING EXTENSIONS

8981 COORDINATOR OF WORK-BASED LEARNING PROGRAMS -- SECTION 80-4.3 (E)

Requirement for the extension in coordinator of work-based learning programs.

(1) The extension shall authorize the candidate to coordinate work-based learning programs, such as programs providing extended shadowing experiences, the General Education Work Experience and Career Exploration Program (GEWEP), 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; provided that CO-OP and youth apprenticeship/pre-apprenticeship programs shall be supervised in coordination with a teacher certified in the content area in which the placement takes place.

(2) The candidate shall meet the requirements in each of the following subparagraphs:

(i) The candidate shall hold a valid permanent, initial, emergency COVID-19, or professional certificate in the classroom teaching service in any title at the middle childhood education, adolescence education, or all grade levels; or a valid provisional, permanent, initial, or professional certificate in the title school counselor.

(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 300 clock hours of work experience outside of classroom teaching.

- a. 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).
- b. [Primary Source for Regulation \(Westlaw\)](#)

PROFESSIONAL ORGANIZATION FOR WORK-BASED LEARNING COORDINATORS

The NYS Career Readiness Educators' Association (CREA) is a professional organization that supports work-based learning coordinators at the regional and statewide level through professional development. They promote work-based learning programs for all students, working collaboratively with the NYSED to promote the Career Development and Occupational Studies (CDOS) learning standards.

Membership in CREA consists of educators and business professionals who work collaboratively to engage students in relevant, real-world learning opportunities ranging from career awareness and exploration to career development and application. For further information on becoming a member, visit the [CREA website](#).

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 major. The document is also rich in teacher-developed classroom activities that help students achieve the CDOS standards.

RECORDS RETENTION

It should be the policy of the school district/BOCES to maintain student records according to the [Records Retention and Disposition Schedule](#) as outlined below:

- Memorandums of agreement, training plans, parent/guardian permission forms, student's time sheets and work summaries, and similar work-based learning records: six (6) years from when the student graduates or would have normally graduated from school.
- Student journals: one (1) year after the end of the school year.
- Employment certificate (working paper): zero (0) years after student attains age 21.

WORKING PAPERS AND SOCIAL SECURITY NUMBERS

[Effective January 1, 2010, the use of Social Security numbers by state agencies and governmental entities is restricted to prevent identity theft.](#)

In addition, according to the Employment Certifying Officers' Manual under the section entitled Requirements for Applicants: "It is not mandatory for minors to have a social security number; however, the form requests a social security number in order to encourage young people to obtain one." It has always been an employer's responsibility to obtain the social security number from each employee for payroll purposes. Based on the information provided above, the line on the application for employment certificate/permit forms ([AT-17](#) and [AT-22](#)) requesting a minor's Social Security number has been deleted. If you have further questions, please contact the Office of Student Support Services at 518-486-6090 or by e-mail at studentsupportservices@nysed.gov.

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

- *Career fairs: There 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.*
- *Career interest assessments: There must be some sort of student reflection on the assessments as to how the findings of the assessment lines up with their postsecondary plans. Documentation of the experiences should also be kept in the student's file.*
- *Guest speakers: There must be documentation of interaction with the business/industry partner. There must be some sort of student-generated reflection on the guest speaker's presentation and how it can be applied to their postsecondary plans. Documentation of the experiences should also be kept in the student's file.*
- *Industry-related credentials: The industry credential being worked on should be related to the student's postsecondary plans. Documentation of the credential and time spent working on it should also be kept in the student's file.*
- *Industry tours: There must be documentation of interaction with the business/industry partner. There must be some sort of student-generated reflection on the industry tour and how it can be applied to their postsecondary plans. Documentation of the experiences should also be kept in the student's file.*

ROLE OF THE WBL COORDINATOR

It is strongly suggested that a secondary teacher or school counselor who holds a work-based learning extension oversee and supervise all career awareness activities so that these activities can be integrated into the student's overall WBL experience and postsecondary plans. If you have any further questions, please contact the Office of Career and Technical Education at emsccte@nysed.gov.

SECTION III: CAREER EXPLORATION EXPERIENCES

OVERVIEW OF CAREER EXPLORATION: UNREGISTERED WORK-BASED LEARNING EXPERIENCES

Career exploration focuses on activities that help all students develop a general awareness of themselves, the world of work, and the application of academic concepts. These activities provide an opportunity for examination of career options that match a student's interests and aptitudes. They also provide an opportunity for students to observe and interact with individuals in the workplace to learn more about the demands and rewards of a career they are interested in. Work-based learning experiences may include the following activities:

- Job shadowing
- Community service/volunteering
- Industry-based projects
- School-based enterprises
- Mentoring
- Supervised Agricultural Experience
- School year/summer internships
- Entrepreneurship
- Community-based work experiences for students with disabilities

Career awareness/exploration work-based learning experiences give the student the opportunity to relate classroom instruction to worksite experiences for the purpose of making future career decisions.

Students may NOT be placed in any of the prohibitive [hazardous occupations](#) as defined by the [NYS DOL](#) and [USDOL](#) unless they are enrolled in a CTE program in the same content area and participate in the CO-OP registered work-based learning program.

JOB SHADOWING

Job shadowing is a career exploration activity for late middle school and high school students. The student follows an employee at a workplace for 1-8 hours to learn about an occupation or career pathway of interest. These are observation experiences; no credit is issued to the student for participation in them. Hours may be applied towards CDOS Option 1 work-based learning hours requirements or the 54-hour work-based learning program quality indicator for NYSED-approved CTE programs funded by Perkins.

COMMUNITY SERVICE/VOLUNTEERING & SERVICE LEARNING

In community service, students participate in volunteer experiences that teach them responsibility, community involvement, and an awareness of the needs of others. Community service does not directly connect to the knowledge and technical skills learned in the classroom. No credit is issued to the student for participation in these activities. Hours may be applied towards CDOS Option 1 work-based learning hours requirements or the 54-hour work-based learning program quality indicator for NYSED-approved CTE programs funded by Perkins.

Service learning must be carefully differentiated from community service/volunteering. Service learning is community service that directly connects to the knowledge and skills learned in classrooms. In service learning, the interwoven service and learning outcomes derive from a singular, distinct pedagogy.

INDUSTRY-BASED PROJECTS

Industry-based projects take place in CTE classrooms when a business or industry partner provides students with a task or challenge that is for a real client. These projects require that students produce a real product or service to a client's specifications. These experiences must take place under the supervision of a certified CTE teacher for the program in which the student is enrolled. Examples may include, but are not limited to, the following:

- Students in a cosmetology class host a "salon day" on a Friday where the community can come in and get services completed.
- Staff members bring in their own automobiles to an automotive technology classroom for routine service and maintenance.
- Students in a marketing class are tasked by a local tree farm to create a social media plan to help the business expand its customer base.
- Students in a construction technology class produce a prefabricated house that is sold to a community member.

No additional credit is provided for these experiences as these are already embedded in an existing class. Hours may be applied towards CDOS Option 1 work-based learning hours requirements or the 54-hour work-based learning program quality indicator for NYSED-approved CTE programs funded by Perkins.

SCHOOL-BASED ENTERPRISE

A school-based business enterprise exists within a school to provide services for students, staff, and/or customers from the community. No additional credit is awarded for participation in this experience; the credit exists within the related course. Examples of a school-based enterprise are a school store and a credit union. [Proper accounting procedures must be followed for any funds collected.](#) Applicable hours may be applied towards CDOS Option 1 work-based learning hours requirements or the 54-hour work-based learning program quality indicator for NYSED-approved CTE programs funded by Perkins.

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/industrial community that helps students become aware of career opportunities and work ethics in a one-to-one relationship that goes beyond the formal obligations of a teaching or supervisory role. Applicable hours may be applied towards CDOS Option 1 work-based learning hours requirements or the 54-hour work-based learning program quality indicator for NYSED-approved CTE programs funded by Perkins.

SCHOOL YEAR/SUMMER INTERNSHIPS

In certain circumstances, a school may partner with a community or youth employment agency to place students in internships that take place over the summer or during the school year. As this is not a work-based learning program registered by the department, students are not able to earn academic credit. Students may not be placed in hazardous occupations. Due to the nature of the experience, it is strongly recommended that the experience be supervised by a Coordinator of Work-Based Learning Programs for Career Awareness or Career Development. Applicable hours may be applied towards CDOS Option 1 work-based learning hours requirements or the 54-hour work-based learning program quality Perkins indicator for NYSED-approved CTE programs.

ENTREPRENEURSHIP

Students plan and start-up an actual company providing the public with a product or service. Students undertake the research and design of a business plan, financial planning, and marketing strategy under the mentorship of a business/industry partner or instructor. This does not include virtual or simulated business experiences. Applicable hours may be applied towards CDOS Option 1 work-based learning hours requirements or the 54-hour work-based learning program quality Perkins indicator for NYSED-approved CTE programs.

SECTION IV: CAREER DEVELOPMENT

OVERVIEW

Career development encompasses two critical components: career and technical education instruction in school and worksite career applications.

The school site activities integrate academic, and career specific technical skills learned in the classroom with skills to prepare students for transitioning from school to career. Emphasis is on academic and technical skill building, understanding the concept of transferable skills, learning to work as a team member, establishing relationships, work ethics, and relating personal interests and abilities to career opportunities.

The worksite career applications are competency-based educational experiences that are tied to the classroom by curriculum that coordinates and integrates school instruction with work experiences. These structured experiences provide students with an opportunity to apply the skills learned in the classroom in actual work environments and prepare students to transition to a two-year or four-year college, a registered apprenticeship program, or an employment placement in a chosen career path.

All registered work-based learning programs are required to be supervised by a secondary teacher or school counselor holding a work-based learning extension who is knowledgeable about state and federal labor laws, wage and hour regulations, Workers' Compensation insurance, and workplace safety and health. The work-based learning coordinator delivers the related classroom instruction independently or in collaboration with a classroom teacher or CTE teacher. This instruction may be delivered in a variety of ways (e.g., classroom setting, seminar setting, one-on-one instruction, independent study). Students should be scheduled to allow the work-based learning coordinator time to supervise them once they are placed in a worksite—typically at the beginning or end of the school day.

Students may NOT be placed in any of the prohibitive [hazardous occupations](#) as defined by the NYSDOL and USDOL unless they are enrolled in a CTE program in the same content area and participate in the CO-OP registered work-based learning program.

The related classroom instruction should address various aspects of employability skills from searching for a job to maintaining successful employment. Possible content topics may be found in the [Related Instruction Section of this manual](#). Coordinators can enhance and enrich the topics in accordance with local community needs and conditions.

CAREER EXPLORATION INTERNSHIP PROGRAM (CEIP)

OVERVIEW

The Career Exploration Internship Program (CEIP) is a school-business partnership initiative that provides high school students, age 14 and older, the opportunity to learn through hands-on experiences about the skills and education requirements necessary for the career areas in which they have an interest. These experiences assist students in determining their post-secondary education and training needed to reach their college and career goals.

The CEIP offers unpaid career exploration experiences in the business setting. The focus is on hands-on career exploration rather than on skill development. The experience assists students in choosing courses that will help them to reach their college and career objectives. It also assists students in understanding the linkages among school, work, and post-secondary education. Students may earn up to one unit of elective or CTE sequence credit.

This program must be registered with the NYSED Office of Career and Technical Education and must be supervised by a NYS certified secondary teacher or school counselor who holds a work-based learning coordinator extension. The average CEIP class size should be small enough to allow the proper supervision of students when placed at worksites. The work-based learning coordinator is required to visit each worksite a minimum of two times to monitor the student intern during each 54-hour worksite experience of the CEIP. The registration form can be found [on the Office of Career and Technical Education's Web Site](#).

PROGRAM CHARACTERISTICS

A direct relationship between classroom instruction and worksite experience—The CEIP provides a realistic way to explore career options in a business setting that will assist students to make informed career decisions for the future.

Non-traditional scheduling accommodates the student's schedule and availability of the business—The CEIP is flexible and can be delivered through a variety of scheduling options (during the school day, after school, weekends, or summer).

Program curriculum is developed by the work-based learning coordinator and businesses—The work-based learning coordinator, business/industry mentor, and student work together to create a training plan that defines the general career area that the student will explore. The coordinator and mentor then refine the training plan to outline workstations on three or four different aspects of the career area. The student will rotate through the workstations for the number of hours needed to complete the internship and the credit being earned.

GRADUATION CREDIT FOR CEIP

A maximum of one unit of CEIP credit can be used as elective credit towards graduation. The following requirements must be met:

One unit of credit—108 hours of worksite experience and 54 hours of supporting in-school instruction. The student must rotate through a minimum of three different workstations.

One-half unit of credit—54 hours of worksite experience and 27 hours of supporting in-school instruction. The student must rotate through a minimum of two different workstations.

FINDING CEIP PLACEMENTS

An internship placement is an agreement between the school district and the local business partner. The work-based learning coordinator builds and maintains relationships with businesses in the local community that become an essential component of the CEIP. Cultivating and maintaining business/industry mentors is an ongoing process. Potential placement for students can be found through various sources.

The following are examples of resources and groups with community connections that can expand student opportunities for internship placements.

- Parents/guardians of students enrolled in the CEIP.
- Local Rotary Club, Kiwanis Club, Junior League, Chamber of Commerce, Civic Associations, and other community organizations.
- The parent-teacher association, school advisory council, and school board members
- Hospitals and not-for-profit institutions.
- Local community and business publications and newspapers.
- Local volunteer agencies such as the Red Cross, Salvation Army, and other community programs and community agencies.
- Web sites of local employers, college placement offices, classified ads, and social media sources.

REQUIREMENTS FOR APPROVED CEIP PROGRAMS

The following operational guidelines were developed by the NYSED following the guidelines provided by the NYSDOL and the USDOL.

The Career Exploration Internship Program is open to all students ages 14 and older who are in grades 9-12. Working papers are required.

- CEIP experiences are unpaid.
- Graduation credit may be granted if the credits are not already a component of a CTE program.
- The student intern must rotate through the required minimum number of different workstations as stated above, depending on the required number of hours the student will spend at the worksite.
- An individualized student training plan is developed by the work-based learning coordinator, employer, and student intern.
- Productive work for the intern is prohibited. The student's role is to explore, observe, and learn about the career. [Students cannot serve as "free labor" for an employer.](#)

- 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 on-site 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.
- The permitted working hours for students must follow the NYSDOL hour regulations governing them.
- Student interns may not be simultaneously employed by the business/agency sponsoring the internship.
- The student intern may not be simultaneously enrolled in a Cooperative CTE Work Experience Program (CO-OP), or General Education Work Experience Program (GEWEP) while participating in CEIP.
- The work-based learning coordinator must conduct a minimum of two worksite visits to monitor the student intern during each 54-hour worksite experience of the CEIP.

RESPONSIBILITIES OF THE WORK-BASED LEARNING COORDINATOR

- Ensure the student knows the business location and recommend transportation options.
- Regulate student hours to follow USDOL regulations.
- Collect and store all appropriate paperwork prior to work placement.
- Approve all worksites prior to work placement.
- Follow school district requirements regarding the transportation of students.
- Adhere to the [prohibitive occupation list](#).
- Schedule worksite visits so they are paced throughout the worksite placement.
- Follow up with mentor during and after student placement.
- Inform employers of the limitations and scope of the student training plan.
- Ensure that employers and students follow confidentiality policies.
- Instruct students in workplace safety and employability skills.
- Provide students with feedback and career counseling.
- Assist students with career planning and resume development.
- Retain all documentation in the student record.

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 designed to provide a work experience that enables students of various academic abilities to:

- Learn about the world of work and explore career opportunities.
- Develop broad-based transferable skills to be applied in school and the workplace.
- Earn up to two units of elective credit towards graduation.
- Potentially earn money.

Students with disabilities must be provided access to GEWEP. It provides the types of applied educational experiences, related classroom instruction, and motivation (both intrinsic and extrinsic) that can meet the needs of most students.

GRADUATION CREDIT FOR GEWEP

A maximum of one unit of credit can be granted for GEWEP in grades 9 and 10 and a maximum of two units of credit can be granted for GEWEP in grades 11 and above. Therefore, students may earn a maximum of three units of credit towards graduation requirements. At least one period per week of related classroom instruction is required. The following requirements must be met to award students' elective credit towards graduation:

One-Half Unit of Credit—150 hours of worksite experience.

One Unit of Credit—300 hours of worksite experience.

One and One-Half Units of Credit—450 hours of worksite experience.

Two Units of Credit—600 hours of worksite experience.

Two- and One-Half Units of Credit—750 hours of worksite experience. *

Three Units of Credit—900 hours of worksite experience. *

*A maximum of one unit of credit may be awarded in grades 9 and 10 and a maximum of two units of credit may be awarded in grades 11 and above

REQUIREMENTS FOR A REGISTERED GEWEP PROGRAM

Age of Students	14-21 years old
Eligibility	All students
Program Objectives	To provide an alternative program option for students to reinforce employability skills and basic educational competencies; to help students learn about the world of work while in a program where they can earn money as well as academic credit
Coordinator	A NYS certified secondary teacher or school counselor who holds a work-based learning coordinator extension
Supporting In-School Instruction	At least one period per week of related classroom instruction designed to support the on-the-job experience
Elective Academic Credit	300 hours of paid or unpaid work experience (required for one unit of elective credit) and the equivalent of one class period per week of related general instruction (maximum of two units of work experience in grades 11 and above and one unit of work experience credit in grades 9 and 10 is permissible)
Memo of Agreement and Training Plan Required for Each Student	Legal forms that must be signed by coordinator, employer, student, and parent/guardian
Type of Employment	Heterogeneous jobs in progressive learning experiences under a written training agreement
Safeguards	Employment must not interfere with schooling, health, and well-being of student; employer agrees to provide appropriate health and safety training and to accept and treat students without regard to race, color, national origin, sex, or disability
USDOL and NYSDOL Regulations	Students must be paid at least the prevailing minimum wage and employed in compliance with all federal and state laws regarding the employment of minors
Federal and State Prohibited Occupations	Students may not be employed in any of the federal or state prohibited occupations for minors
Workers' Compensation Insurance	Information on Worker's Compensation insurance in the Worker's Compensation Section of this manual.
Program Registration with NYSED	GEWEP—must be registered and approved every five years.

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 2D](#).

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 in a business that does not carry Workers' Compensation Insurance. Students who are participating in paid work-based learning experiences or work-based learning programs are required to be covered by that business's Workers' Compensation Insurance Policy.

COOPERATIVE CAREER AND TECHNICAL EDUCATION WORK EXPERIENCE PROGRAM (CO-OP) (PAID AND UNPAID)

OVERVIEW

A Cooperative Career and Technical Education Work Experience Program (CO-OP) provides a link between the classroom and the workplace for students aged 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 CO-OP 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 CO-OP 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. CO-OP 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 CO-OP experiences have the common objective of providing opportunities for students to develop and demonstrate supervised technical and employability skills at a worksite. These experiences are supported by training plans developed cooperatively by the employer, certified work-based learning coordinator, instructor, and student. There is ongoing communication between the job mentors and the work-based learning coordinator concerning the student's performance and needs.

Each CO-OP program must have a NYS certified secondary teacher or school counselor who holds a work-based learning coordinator extension. The work-based learning coordinator must work in coordination with the corresponding CTE instructor to plan and deliver the CO-OP experience.

BENEFITS OF CO-OP

FOR STUDENTS

- Provides a real-world learning environment to develop interests and abilities.
- Develops an understanding of employment opportunities and responsibilities through direct worksite experiences.
- Promotes the development of positive work habits and attitudes.
- Provides a real-world setting for developing marketable skills.
- Provides opportunities to apply classroom learning (both academic and CTE).

- Provides 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-OP programs must be registered and approved by the NYSED Office of Career and Technical Education. Initial program registration is valid for five years and must be renewed every five years thereafter. The registration form can be found [on the Office of Career and Technical Education's Web Site](#).

REQUIREMENTS FOR AN APPROVED CO-OP PROGRAM

- The local school district/BOCES Board of Education has approved the Cooperative CTE Work Experience Program as part of the curriculum.
- A complete application has been approved by NYSED.
- The related CTE coursework/program of study has been approved by the local school board or by NYSED through the CTE program approval process.
- The employer understands that the student placement is governed by NYSED, NYSWCB, NYSDOL, and USDOL labor laws and regulations.
- A written memorandum of agreement is in effect between the cooperating business and the education agency.
- Students complete an application indicating their understanding of, and agreement to, all rules and regulations as set forth by the program.
- Students receive instruction embedded within their CTE curriculum relating to the knowledge, technical skills, and employability skills.
- A training plan is developed and used for each participating student.
- Students are given written notification that this program may be unpaid, and they are not due any wages per NYSDOL regulations.
- Health and safety instruction/training appropriate for the job is provided by the school before employment; employer specific training is provided by the employer at the worksite.
- All participating students are meeting, or have met, academic requirements of their CTE programs and academic subjects.
- The program is conducted by a certified CTE teacher who possesses a Coordinator of Work-Based Learning Programs for Career Development extension #8982.

Specific information relating to wage and hour restrictions as well as the prohibitive occupations exceptions for students participating in CO-OP can be found at [the NYSDOL web site](#).

SCHEDULING AND TRANSPORTATION CONSIDERATIONS

Scheduling and transportation arrangements depend on the school and employment situation and should serve the interests of the student and CTE program needs. Scheduling should be considered early in the planning stages of the school's master schedule to help ensure that the academic and related CTE subjects can be included without conflicts. The student must also have appropriate and safe transportation to participate in CO-OP.

Quality programs depend on the flexibility of the school and BOCES' schedules. This includes the ability of the school to adjust the student's schedule and the employer to adjust the hours when the business can utilize the student's services. Other considerations include the student's ability to get to and from the worksite and the availability of a qualified, certified work-based learning coordinator.

GENERAL SCHEDULING AND RELEASE TIME

For the Student

- The student's schedule may provide for either late arrival or early dismissal.
- The experience may take place before, during, or after CTE class time so 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-OP experiences during the summer months. Students must be supervised by a NYS certified secondary teacher or school counselor who holds a work-based learning coordinator extension in coordination with the appropriate CTE teacher during the summer months when training at school-approved worksites as part of CO-OP.

REMOTE CO-OP CONSIDERATIONS

Where appropriate, CO-OP 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. Students still have the same responsibilities 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 2D.

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 in a business that does not carry Workers' Compensation Insurance. Students who are participating in paid work-based learning experiences or work-based programs are required to be covered by that business's Workers' Compensation Insurance Policy.

WORK-BASED LEARNING EXPERIENCES IN SPECIFIC CTE PROGRAMS

Work-based learning experiences can be a requirement of specific CTE programs and other high school courses. The following are requirements unique to specific CTE programs/high school courses.

AGRICULTURAL EDUCATION

Supervised Agricultural Experience (SAE) is a student-led, instructor supervised, work-based learning experience that results in measurable outcomes within a predefined, agreed upon set of Agriculture, Food and Natural Resources (AFNR) Technical Standards and Career Ready Practices aligned to a career plan of study. For questions regarding labor laws for Supervised Agricultural Experiences, please refer to the [United States Department of Labor’s Child Labor Requirements in Agricultural Occupations Under the Fair Labor Standards Act](#) document. Applicable hours may be applied towards CDOS Option 1 work-based learning hours requirements or the 54-hour work-based learning program quality indicator for NYSED-approved CTE programs funded by Perkins.

BUSINESS AND MARKETING EDUCATION—VIRTUAL ENTERPRISES

Virtual Enterprises International (VEI) provides a solution for schools to offer all students meaningful skills-based career experiences. Through our hands-on, task-based curricula, students test drive potential careers and develop in-demand skills and competencies that post-secondary institutions and employers are seeking. By managing the day-to-day operations of a company, students not only develop business skills and an entrepreneurial mindset, but they also identify career pathways that align with their interests, talents, and aspirations. In New York State, many schools use the VEI program as a capstone to their business education programs.

There are several components of the Virtual Enterprises International experience that can be used to fulfill work-based learning requirements. These requirements include, but are not limited to, hours towards Option 1 of the CDOS Commencement Credential and/or 4+1 CDOS graduation pathway and the 54 hours of work-based learning that serves as the program quality indicator for Perkins. Not all programs will use all experiences.

Experiences that Will Count as Work-Based Learning in New York:

- Networking events (documentation must be provided of interaction between the student and employer).
- Meet and greets (documentation must be provided of interaction between the student and employer).
- Monthly mentor sessions.
- Trade shows (documentation must be provided of interaction between the student and employer).
- Presentations to industry professionals related to competition and events (students must have an opportunity to receive direct feedback from business/industry professionals).

- Other unregistered work-based learning experiences that are facilitated through the Virtual Enterprises class at the local level.

Work-based learning experiences provided through the Virtual Enterprises program should be supervised by the Virtual Enterprises instructor and/or a work-based learning coordinator. If student's complete internship experiences off site, then those experiences must be overseen by a work-based learning coordinator who holds the proper extension.

HEALTH SCIENCES

Supervised clinical experience involves students performing health care services in a work-related 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 Laws](#), 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](#).

COMMUNITY-BASED WORK PROGRAMS (FOR STUDENTS WITH DISABILITIES)

For students with disabilities who do not meet the requirements for participation in the state-approved work-based learning programs, the US Departments of Labor (USDOL) and US Department of Education (USDE) have jointly developed specific guidelines for school districts to use when providing community-based work programs for students with disabilities aged 14 or older. The NYSDOL and Workers' Compensation also have guidelines schools must follow when implementing work experiences and internships. The USDOL Field Operations Handbook Chapter 64c08 sets guidelines for determining if an employer-employee relationship exists and the payment of wages for students with disabilities. This information is available [from the New York State Department of Labor](#).

Many community-based work programs are designed as a continuum of learning in the following distribution:

- Career exploration: 5 hours per job experience
- Career assessment: 90 hours per job experience
- Career training: 120 hours per job experience

For students with disabilities, beginning with the first individualized education program (IEP) in effect when the student is 15 (or younger if determined appropriate), the IEP must identify the student's appropriate measurable postsecondary goals based upon age appropriate transition assessments relating to training, education, employment and, where appropriate, independent living skills taking into account the student's strengths, preferences and interests, as they relate to transition from school to post-school activities. The IEP must also include a coordinated set of transition activities designed to assist the student in attaining those goals. The coordinated activities are the transition services/activities the student will need to facilitate his/her movement from school to post-school activities including instruction, related services, community experiences (such as community-based work experiences), employment, other post-school living objectives and, if appropriate, activities of daily living and functional vocational assessment. To participate in community-based work programs, students may require support services and accommodations which would be specified in their IEP. Examples of such supports and accommodations may include but are not limited to job coaching, interpreter services, orientation and mobility training, physical modifications to a workstation, and assistive technology. To learn more about allowable accommodations in the workplace, [visit the Job Accommodation Network webpage](#).

Students with significant disabilities should also have the opportunity to participate in community-based work programs. Students taking the New York State Alternate Assessment (NYSAA) and exiting school after attending at least 12 years, excluding kindergarten, are eligible to obtain a Skills and Achievement Commencement Credential. This credential documents the student's achievement of the CDOS learning standards at the alternate performance level and includes documentation of any career exploration and training and work-based learning programs in which the student participated.

For further information about work-based learning programs, including guidelines for developing such programs and addressing the needs of students with disabilities, [please visit the National Center on Secondary Education and Transition's Web Site.](#)

The essential components of work-based learning programs provide parameters that will be useful when establishing community-based work programs. Student progress should be monitored and reported, with modifications to the program and services made as needed.

TEACHER CERTIFICATION AND JOB COACH TRAINING

Secondary special education teachers or administrators may coordinate community-based work programs (such as career exploration, career assessment, work-related training, and cooperative work experiences). For individuals supervising a community-based work program, it is highly recommended that they complete the certification requirements for the Coordinator of Work-Based Learning Programs extension.

Teaching assistants, who often fulfill the role of job coach, provide ongoing on-site coaching for students who have more intense needs and require more direct supervision and training in order to work at a job site. It is recommended that job coaches complete a job coach training program.

COLLABORATIVE EFFORTS BETWEEN WORK-BASED LEARNING COORDINATORS AND SPECIAL EDUCATION STAFF

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

SECTION V: OTHER PROGRAM CONSIDERATIONS

CAREER PLANNING

The New York State Career Plan is a record of a student's knowledge and skill attainment. It documents a history of achievement that students build from elementary school through high school.

The Career Plan is a requirement for students earning the CDOS Commencement Credential. The career pathway model used to create the plan aligns with the CDOS learning standards and the students to make informed decisions for their career goals. Career planning is an integral component of transition planning and services for students with disabilities.

The Individuals with Disabilities Act (IDEA) requires that students with disabilities receive supports and services to prepare them for post-school living, learning, and working. In New York, transition planning and services for these post-school roles must be documented in the IEP beginning with the school year in which the student turns age 15, or earlier if deemed appropriate.

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

The NYS Career Plan can be found on the [NYSED website](#) and on the Portfolio Module of the NYS Department of Labor's [CareerZone](#).

FORMS FOR WORK-BASED LEARNING PROGRAMS

The New York State Education Department has posted [several sample forms](#) that can be utilized or adapted by schools to organize their work-based learning programs. The sample forms are as follows:

- Student MOA
- NYS Appearance Enhancement
- MOA Extended Classroom
- Student Agreement
- Student Training Plan Template
- Student Training Plan Narrative
- Emergency Medical Treatment Authorization

Forms should be customized for use by each school district or BOCES. It is highly recommended that the school district or BOCES' attorney review the final draft of all forms prior to use.

RELATED CLASSROOM INSTRUCTION

All Cooperative CTE Work Experience Program (CO-OP), Career Exploration Internship Program (CEIP), and General Education Work Experience Program (GEWEP), experiences must be organized to include related general instruction. Students enrolled in these state-approved, registered work-based learning programs are required to receive the related instruction and specific skills training, where appropriate, before and during the worksite placement. Related instruction is typically included in a student's general education or CTE coursework/program of study. It could also be delivered as an independent course or courses. The instruction may precede employment, take place concurrently, or be a combination of both with the following conditions:

- CEIP: The related classroom instruction must take place during the same semester in which the internship experience takes place.
- CO-OP: The related classroom instruction is the CTE instruction as part of a NYSED-approved CTE program. This instruction must be given during the student's high school years, inclusive of an 8th grade accelerated course that was taken as part of the approved program's requirements.
- GEWEP: The related instruction may take place either during the time the student is in the experience for the equivalent of one period per week of instruction or the student may have taken a career and financial management course prior to placement in the GEWEP program.

The work-based learning coordinator works with the classroom teacher, CTE teacher, special education teacher, and business partner to ensure that the technical knowledge and skills, employability skills, appropriate health and safety training, and mentoring are delivered in a collaborative process. Below is a list of topics that could be incorporated into related instruction:

SECURING A JOB

- Job searching skills
- Employment application skills
- Interview techniques
- State and federal tax withholdings
- Employment certificate (working papers)

WORKPLACE SAFETY AND HEALTH

- [NYSDOL Labor Laws, wages and hour restrictions](#)
- Workers' rights, sexual harassment, bullying in the workplace, and diversity training
- Safety and health training following OSHA regulations

CAREER AWARENESS AND RESEARCH

- Interest inventory
- Career pathway options and salary range
- [Career Clusters and Career Opportunities](#)
- Post-secondary education and training needs
- All aspects of the industry

QUALITIES OF SUCCESSFUL EMPLOYMENT

- Time management skills
- Work ethics
- Dress code requirements and personal grooming
- Diversity awareness—working in a multicultural society
- Teamwork and conflict resolution skills

EDUCATION AND SKILLS TRAINING FOR SUCCESS IN A CAREER PATHWAY

- Post-secondary education
- On-the-job training opportunities
- Apprenticeship and military training

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](#)

SECTION VI: DEPARTMENT OF LABOR REGULATIONS

REGULATIONS REGARDING THE EMPLOYMENT OF MINORS US DEPARTMENT OF LABOR—PROHIBITIVE HAZARDOUS OCCUPATIONS

[The Fair Labor Standards Act](#) provides guidance on child labor laws to ensure that youth who work do so safely. The work must be safe and not jeopardize their health, well-being, or educational opportunities. These provisions also provide [limited exemptions](#). The US Department of Labor provides further support through information posted on [its website relating to the employment of minors](#).

HAZARDOUS OCCUPATIONS

The minimum age is 18 for employment in non-agricultural occupations declared hazardous by the Secretary of Labor. The rules prohibiting working in hazardous occupations (HO) apply either on an industry basis or an occupational basis no matter what industry the job is in. Parents employing their own children are subject to the same rules. For further information, see [US Wage and Hour Division](#).

The rules prohibit work in or with the following:

- HO 1: Manufacturing and storing of explosives.
- HO 2: Driving a motor vehicle and being an outside helper on a motor vehicle.
- HO 3: Coal mining.
- HO 4: Occupations in forest fire fighting, forest fire prevention, timber tract, forestry service, and occupations in logging and sawmilling operations.
- HO 5: Power-driven woodworking machines*.
- HO 6: Exposure to radioactive substances and ionizing radiation.
- HO 7: Power-driven hoisting apparatus.
- HO 8: Power-driven metal forming, punching, and shearing machines*.
- HO 9: Mining, other than coal mining.
- HO 10: Power-driven meat processing machines, slaughtering and meatpacking plants*.
- HO 11: Power-driven bakery machines.
- HO 12: Balers, compactors, and power-driven paper-product machines*.
- HO 13: Manufacturing brick, tile, and related products.
- HO 14: Power-driven circular saws, band saws, guillotine shears, chain saws, reciprocating saws, woodchippers, and abrasive cutting discs*.
- HO 15: Wrecking, demolition, and ship-breaking operations.
- HO 16: Roofing operations and work performed on or about a roof*.
- HO 17: Trenching and excavation operations*.

*The regulations provide a limited exemption from HOs 5, 8, 10, 12, 14, 16, and 17 for apprentices and student learners who are at least 16 years of age and enrolled in approved programs.

*The term "operation" as used in HOs 5, 8, 10, 11, 12, and 14 generally includes the tasks of setting up, adjusting, repairing, oiling, or cleaning the equipment.

APPLICATION OF NEW YORK STATE LABOR LAWS IN REGISTERED WORK-BASED LEARNING PROGRAMS

New York State registered work-based learning programs follow United States Department of Labor (USDOL) regulations. All registered work-based learning programs must be approved by the NYSED. Registered work-based learning programs may allow students to earn elective credit and may provide paid work experience were stated below. The following criteria serve to guide school districts in choosing the correct registered work-based learning program that accommodates their students' work-based learning experiences. Schools may register for more than one work-based learning program.

CAREER EXPLORATION INTERNSHIP PROGRAM (CEIP)

EDUCATION CRITERIA

- Age 14 and older.
- Unpaid school-supervised work experience.
- Exploration rather than skills development.
- Productive work is prohibited.
- Supported by related classroom instruction.
- School credit may be earned.

WORKPLACE CRITERIA

- Minimum wage does not apply.
- Employment certificate (working papers) required.
- Prohibited occupations apply; no student-learner exception is allowed.
- Hours limits apply based on NYSDOL Laws Governing the Employment of Minors
- Certificate of insurance from school to cover liability.
- Workers' Compensation insurance covers students when performing manual labor.

COOPERATIVE CAREER & TECHNICAL WORK EXPERIENCE PROGRAM (CO-OP)

EDUCATION CRITERIA

- Age 16 and older.
- Paid and unpaid school-supervised work experience.
- Extension of classroom learning in a CTE content area.
- Development of career specific skills.
- Productive work is allowed.
- Supported by related classroom instruction.
- School credit may be earned.

WORKPLACE CRITERIA

- Minimum wage applies.
- Employment certificate (working papers) required.
- Can perform prohibited occupations ONLY if all criteria for student-learner exception are met.

- Hours limits apply based on NYSDOL Laws Governing the Employment of Minors.
- Workers' Compensation insurance covers students when performing manual labor.
- Certificate of insurance from school to cover liability.
- Students enrolled in CTE programs of study may not earn extra credit if the work-based learning experience is included in the CTE program requirements.

GENERAL EDUCATION WORK EXPERIENCE PROGRAM (GEWEP)

EDUCATION CRITERIA

- Age 14 and older.
- Paid and unpaid school-supervised work experience.
- Productive work is allowed.
- Supported by at least one period of related classroom instruction.
- School credit may be earned.

WORKPLACE CRITERIA

- Minimum wage applies.
- Employment certificate (working papers) required.
- Prohibited occupations apply; no student-learner exception is allowed.
- Workers' Compensation insurance covers students when performing manual labor.
- Certificate of insurance from school to cover liability.

NEW YORK STATE DEPARTMENT OF LABOR

[The NYS Department of Labor](#) follows the USDOL regulations and provides more guidance regarding the employment of minors. When working with students, always follow the more stringent of the two (NYSDOL or USDOL) guidelines for placing them into the workplace to protect the safety of the student.

- [DOL Fact Sheet P725: Wage Requirements for Interns in For-Profit Businesses](#)
- [DOL Fact Sheet P726: Wage Requirements for Interns in Not-For-Profit Businesses](#)
- [Student Trainees](#)

SECTION VII: 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 Workers' Compensation Insurance Policy.

Pursuant to the provisions of [Workers' Compensation Law \(WCL\) Section 3, Group 19](#), a BOCES or School District could bring its students within the confines of the WCL and secure workers' compensation coverage for them while they are performing work in their student capacity for an employer partnering with a BOCES/School District.

Whether an employer-employee relationship exists is a factual issue for the Workers' Compensation Board. In making such a determination, the Board will generally consider factors such as who retains the right to control the work and set the work schedule, the method of payment, the furnishing of equipment, the right to discharge, and the relative nature of the work at issue.

SECTION VII: 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.

GLOSSARY OF TERMS FOR SERVING STUDENTS WITH DISABILITIES

COMMITTEE ON SPECIAL EDUCATION (CSE)

A multidisciplinary team established in accordance with the provisions of section 4402 of the Education Law. The CSE, which includes specific membership as required by education law, is responsible for evaluating and identifying students with disabilities, developing individualized education programs (IEPs), and recommending special education programs and services to meet the educational needs of students with disabilities ages 5-21.

COORDINATED SET OF ACTIVITIES

Activities needed to facilitate the student's movement from school to post-school activities, including instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation. ([Section 200.4\(d\)\(2\)\(ix\)\(a\)\(4\) of the Regulations of the Commissioner of Education](#))

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

Special education and related services that (a) are provided at public expense, under public supervision and direction, and without charge; (b) meet the standards of the state education agency, including the requirements of the Code of Federal Regulations (34 CFR); (c) include an appropriate preschool, elementary school, or secondary school education in the state involved; and (d) are provided in conformity with an individualized education program (IEP) that meets the requirements of sections 300.320 through 300.324. ([34 CFR section 300.17](#))

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

A written statement, developed, reviewed and revised in accordance with [Section 200.4 of the Regulations of the Commissioner of Education](#), which includes the components specified in section 200.4(d)(2) of the regulations to be provided to meet the unique educational needs of a student with a disability. ([Section 200.1\(y\) of the Regulations of the Commissioner of Education](#))

RELATED SERVICES

Developmental, corrective, and other supportive services that are required to assist a student with a disability and includes speech-language pathology; audiology services; interpreting services; psychological services; physical therapy; occupational therapy; counseling services, including rehabilitation counseling services; orientation and mobility services; medical services as defined in [Section 200.1 of the Regulations of the Commissioner of Education](#); parent counseling and training;

school health services; school nurse services; school social work; assistive technology services; appropriate access to recreation, including therapeutic recreation; other appropriate developmental or corrective support services; and other appropriate support services and includes the early identification and assessment of disabling conditions in students. ([Section 200.1\(qq\) of the Regulations of the Commissioner of Education](#))

TRANSITION SERVICES

A coordinated set of activities for a student with a disability, designed within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including, but not limited to, post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must be based on the student's strengths, preferences and interests and shall include needed activities in the following areas: (1) instruction; (2) related services; (3) community experiences, (4) the development of employment and other post-school adult living objectives; and (5) when appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. ([Section 200.1\(fff\) of the Regulations of the Commissioner of Education](#))