

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.
- The district or school must schedule the required academic courses into the student’s course load.”

*Transportation continues to be a difficult hurdle. With your support, along with parental permission, we are able to be resourceful. Any help districts can provide is appreciated and a direct benefit to the future success of our students in the workforce.

If you have any questions regarding WBL contact Your “Essential Partner”
Bridging our students into the “Real World” of Employment.
Inspiring Livelong Learners to take Risks
In a World of Innovations & Discoveries.

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For more information
Regarding your WBL Requirements
Reference the NYSED WBL Manual link found
below.

Work-Based Learning Manual -
New York State Education Department,
www.nysed.gov/sites/default/files/programs/career-technical-education/wbl-manual_0.pdf.

Accessed 11 July 2023.

WORK BASED LEARNING

& Our District Partners



What is WBL?

“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.”

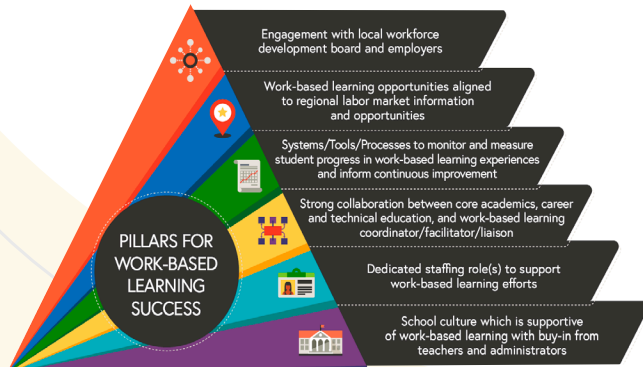
Who Is responsible for tracking hours & WBL for CDOS credentials

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.

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 the NYS NYSED Work Based Learning manual that defines which workbased learning hours can be counted toward credential attainment."

*Please connect with the CTE Counselor & WBL Coordinator early in the year to track CDOS credentials, possible Superintendent Determination option students, & CTE reported WBL Hours.



What Counts Toward Work Based Learning Hours?

Student WBL Benchmark Minimum of 54 Hours over 2 years

- Job Shadowing (External WBL)
- Service Learning/Volunteering (External & Internal WBL)
- Industry Based Projects - School Based Enterprise
- Mentoring (External WBL) - Supervised Agricultural Experiences (External WBL)
- CO-OP/Internships (External WBL)
- Entrepreneurship (External WBL)
- Career Awareness Experiences

**see below*

Career Awareness Experiences

20 HOURS MAXIMUM Can Be Used Toward WBL Hours (over 2 yrs).

- Career Fairs
- Career Interest Assessments
- Guest Speakers
- Industry Related Credentials
- Industry Tours

*Students are responsible for submitting their own WBL hours with guidance, directives & multiple means of digital/non digital resources.

WBL Hour Details

Job Shadowing (External) student follows an employee at a workplace for 1-8 hours
Service Learning/Community Service/Volunteering (External & Internal) students participate in volunteer experiences that teach responsibility, community involvement, and an awareness of the needs of others.

Industry Based Projects take place in CTE classrooms when a customer, business or industry partner provides students with a task or challenge that is for a real client. projects require that students produce a real product or service to a client's specifications.
School Based Enterprise exists within a school to provide services for students, staff, and/or customers from the community.

Mentoring (External) 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.

Supervised Agricultural Experience (External) 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.

CO-OP, School Year/Summer Internships Paid/Unpaid (External) if unpaid you are receiving the best FREE education you can get! When asked that dreaded question in an interview "Do you have experience?" You can proudly say "Yes I do!"

Experiences listed below are 20 HOURS MAXIMUM: Career Fairs, Guest Speakers & Industry tours 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. 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.
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 post-secondary plans.

Industry-related credentials 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.