

Work-based learning is an authentic learning experience that allows 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.

*A **virtual 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.*

Due to COVID-19, per NYSED Office of Career and Technical Education, the flexibility of offering work-based learning experiences via virtual and hybrid means will be extended through the 2021-2022 school year.

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Perkins V and WBL Requirements

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.**

Please see [here for the NYSED WBL requirements](#) for NYSED approved programs. Please see [HERE](#) for updated Academic Policy Guide for CTE that includes WBL STARS reporting requirements (pg. 11).

Even if a school does not currently receive Perkins funding for their approved programs, 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 a best practice that the school ensures that all students complete at least 54 hours by the time they graduate high school. This will allow students to obtain the [CDOS Credential using Option 1](#).

Key Considerations for Designing and Implementing Effective Virtual Internships

1. Consider both the needs of the student intern and host employer before determining whether the internship can be completed virtually. For students with disabilities, this includes providing any workplace supports and/or accommodations outlined in the student’s IEP
2. Orientation and onboarding training to provide to [host employer](#) and [student interns](#), aligned to virtual learning environment
3. Clear expectations and protocol around communication between the host employer, the student intern, and the WBL Internship Coordinator¹. Schools must also ensure that any

¹ For purposes of this document, “WBL Internship Coordinator” is a school-based staff or a contact at a DOE-identified organization who oversees student’s internship participation. This individual may be a WBL Coordinator, CTE teacher, Guidance Counselor, or internship coordinator from a community-based or intermediary organization. If the internship coordinator is a CBO or intermediary organization, the assumption is that there is still a school based point of contact overseeing the CBO/intermediary organization..

tools used to facilitate communication between the student intern and host employer supervisor are compliant with [Education Law 2D](#)

4. Confirm funding availability (if relevant) for paid internships
5. Clearly articulated parent/caregiver consent forms that outline internship parameters and establish expectations on communication between the WBL Internship Coordinator, the parent/caregiver and the student intern
6. WBL Internship Coordinator’s availability for supervision, routine check-ins, and conducting one mandatory [pre-internship host site visit](#).
7. Identify a combination of employer-led projects or tasks and upskilling opportunities that student interns will partake
8. [Adherence by host employer to Fair Labor Standards Act \(FLSA\)](#) requirements and all federal, state, and local labor requirements

Virtual Internship Processes and Policies

In light of COVID-19, the Office of Postsecondary Readiness (OPSR) has outlined the following process, policies, and best practices below to ensure that high school students receive high quality work-based learning experiences, including virtual internship that balances student’s learning, safety and privacy.

Virtual Communication Standards and Best Practices for Virtual Internships

The NYCDOE has outlined the below best practices for virtual communication with students during their virtual internships.

- Confirm a reliable and secure virtual platform that will be used all virtual communications (meeting, calls, etc) with the student intern, host employer, and WBL Internship Coordinator
- Online conferences are intended for instructional purposes only and should only occur during the student’s scheduled work time
- It is recommended that while students and their host supervisor use online communication platforms (such as Zoom, MS Teams, Google Meet, etc.), video is not used. In the event that it is needed (such as for interviews, essential work meetings, etc.) students should first complete the updated DOE [Video Conference and Media Consent Form](#). When using video it is recommended that the background is masked by using a virtual background and, where possible, the WBL Internship Coordinator, or a supporting teacher or coordinator, should be present

- Participating student interns, host employer supervisors, and employees are expected to act in a professional manner and maintain professional relationships. In the event of any inappropriate behavior or actions, the issue should be brought immediately to the attention of the WBL Internship Coordinator. Pending investigation, the student may be removed from the internship program and/or the employer will be removed as a host
- The host employer should include the student intern’s supporting WBL Internship Coordinator on essential calendar invitations and meeting requests so that they may be allowed to join to support students and/or view students in their “working environment.”

Student Eligibility for CTE Virtual Internships

All students are eligible to participate in virtual work-based learning opportunities. We prioritize increasing not just the number of students that have access to high quality internships but also the type of students that have access. We focus on ensuring students with disabilities, Multilingual Learners/English Language Learners, and students from traditionally underrepresented backgrounds are offered equitable access. Further, as we focus on the access to individual students within a CTE school/program, we also prioritize distribution of funds to schools/programs where a significant portion of their population is students with disabilities, ELLs, and students who are from underrepresented backgrounds, as indicated by having an economic need index (ENI) of 75% or above.

To align with these priorities, please consider the following guidelines:

- Aligned with the Chancellor’s priority for supporting the Class of 2022 to and through graduation, we urge you to **prioritize virtual internships for CTE concentrator-seniors** who have not yet had any internship opportunities, as well as seniors who need to fulfill their 54 hours of WBL by January 10, 2022, followed by juniors under the same categories
- Prioritize placing students who qualify for free or reduced price lunch to ensure that students who are under-resourced are targeted. We suggest a minimum goal of at least 50% of your virtual internship cohort to be students who qualify for free lunch
- Ensure that students with disabilities, ELL students, and students in temporary housing receive virtual internship opportunities in a ratio that is proportionate with the current student body makeup of the school.

Responsibilities of All Parties During Virtual Internship

- **Student Intern**

The student intern is responsible for:

- Reviewing and signing the training plan and the host supervisor evaluation
- Tracking work hours weekly and entering the hours in the student portal
- Reporting any issues in entering hours and adjustments to the WBL Internship Coordinator before the end of the subsequent pay period
- Adhering to all professionalism standards as outlined in the student orientation
- Communicating with the host employer supervisor and WBL Internship coordinator in a timely and professional manner
- Completing all tasks and assignments on time and to the best of their abilities

- **WBL Internship Coordinator**

The WBL Internship Coordinator is responsible for:

Pre-Internship Check

- Confirming the virtual platforms that the host employe will be using with the student intern for the virtual internship (Zoom, MS Teams, Google Meet, etc) and that any tools used to facilitate communication between the student intern and host employer are compliant with [Education Law 2D](#)
- Conduct a pre-internship site visit using the [site visit form here](#)
- Establishing communication and check-in schedules with the student intern and the host employer.
 - Check-in points strongly recommended include regular one-on-one with a host supervisor, teacher and student intern; one-on-one with the student intern; and an internship culmination presentation. See sample templates provided for [one-on-one meetings](#) and [a calendar to schedule check-in points](#).

Internship Experience Planning

- Communicating and coordinating with the host employer on internship project tasks and assignments to ensure relevance to student abilities, career interests, as well as opportunities for skills building.

CTE Virtual Internship Overview School Year 2021-22 Updated September 2021

- As appropriate, include relevant school staff, such as CTE content teachers and guidance counselors. Any work that students complete must support postsecondary planning and career interest
- The projects that students work on should reinforce classroom instruction, provide academic or elective credit (if appropriate and awarded by the school) and build meaningful skills, a strong resume, and professional relationships for the student intern.

Logistics During Internship

- Creating, signing, and sending the student intern's training plan in the [CTE Tracking System \(CTS\)](#)
- Timely approval and committing of student intern's submitted work hours in CTS
 - Any delays and/or adjustments in entering and approving hours must be completed before the close of the subsequent pay period
- Conducting at least one visit during the internship as part of the check-in cycle with the student intern and host employer
- Communicating, via email or virtual, weekly with the host employer supervisor
- Managing all incidents or complaints from the student intern or host employer with the support of Student Internship Management Services (SIMS) office
- Sending out and signing the host supervisor evaluation in CTS

- **Host Employer Supervisor**

The Host Employer Supervisor is responsible for:

Pre-Internship Check

- Completing the Internship [Host Application Online](#) and indicating that they are seeking to be Virtual Internship Hosts. Hosts will receive online notification when their application has been approved. Approval generally takes 1-2 business days from the time of receipt
- Providing student interns with the necessary work tools to succeed in the organization. This may include tools-of-the-trade and safety equipment, access to proprietary or specific software, and the ability to connect with technical support.
 - Connect with the WBL Internship Coordinator prior to the start of internships to coordinate to ensure that student interns may access any software or programs on their DOE-provided devices.
 - You will need to ask students directly for a mailing address if you intend to provide any other type of essential items required for tasks (tablets,

temporary phone, etc). Students cannot use personal cell phones for business purposes

Internship Experience Planning

- Providing student Intern with access to a professional network to foster their exposure to professionals within the industry as part of the work experience. This helps them learn about different careers and roles and is an important way for student interns to explore if they are truly interested in the field.
- Supporting student intern’s exploration of the industry through their work and relevance to their career interests. The projects that students work on should allow them to build meaningful skills and give them insight into what it might look like to work as a career.
- Jointly identifying target work outcomes with the student intern for the internship experience. Just as the host employer should expect outcomes from the student intern that contribute to the overall organization, student interns are also working to gain specific professional growth outcomes. These may include applying or building skills, growing foundational knowledge for future employment, and receiving pay.
- Establishing routines with the student intern focusing on professional development. Key action steps include scheduling goal-setting sessions, check-ins with interns, and helping students transcribe their experiences onto their resumes (see [Here to Here’s “Key Distinguishers for Virtual Paid Work Experiences”](#)).

Logistics During Internship

- For CTE Industry Scholars Program (ISP) only: Approving student timesheet electronically through the [CTE Host Portal](#) (*this is mandatory for ISP host employers*)
- Electronically signing student intern’s training plan and the Supervisor Evaluation
- Communicating regularly with the WBL Internship Coordinator
- Ensuring your organization’s compliance with all regulations concerning prohibited activities as outlined in the [New York State Department of Labor \(“DOL”\) Rules and Regulations as published by the DOL](#).
- All host employers are subject to laws promulgated by the DOL and worksite supervisors must familiarize themselves with DOL laws regarding the [employment of minors](#).

- Ensuring compliance with local and state legislations regulating the prevention of sexual harassment in the workplace, as applicable, including posting required information in a conspicuous location at the worksite

School Year 2021-22: Set-up for Internship Enrollment, Working Dates, and Payroll

Student Enrollment Process

Once a student intern is identified for an internship, the WBL Internship Coordinator should work with them to complete the enrollment steps. Student interns must complete all three steps, listed below, as they would for in person internships. Students must:

- 1. Complete an Application (with student and parent/guardian signatures, for students under 18)** - Complete the Online CTE Experience Application in the [CTE Student Portal](#)
- 2. Student Employment Verification** - Complete the [Student Employment Verification](#) (applicable only for DOE-paid internships) and:
 - a. Electronically sign the student application via the CTE Student Portal.
 - b. All students under 18 must have parent/guardian review, provide consent and sign the student application form.

The Student Employment Verification is the process by which students provide documentation to the DOE Student Internship Management Services (SIMS) office to verify they can legally work in the United States. Only students who are legally authorized to work in the U.S. can participate in **NYCDOE paid** internships. [Here is the required 3-point documentation checklist](#). Students can only complete Student Employment Verification virtually under the current conditions as a result of COVID-19. Follow [the instructions](#) for students to complete virtual student employment verification.

- 3. Official Enrollment Email Confirmation** - Await official enrollment email from SIMS prior to beginning work. Students will not be paid for any time worked prior to receipt of official enrollment email from SIMS.

Student Internship Dates and Hours for School Year 2021-22

- **Internship Dates**
 - School year internships are scheduled to **begin November 15, 2021**
 - Fall internships should be completed by January 7, 2022.

- Spring 2022 internships should tentatively start by February 14, 2022.
 - All internships should be **completed by June 10, 2022**
- **Work-place challenges or industry-based/on-site projects with stipends**
 - Fall enrollment deadline should be at least 14 days before the last date of the Challenge/Project as determined by the Coordinator and Industry Partner
 - Spring enrollment deadline should be at least 14 days before the last date of the Challenge/Project as determined by the Coordinator and Industry Partner
- **Work Hours**

All OPSR coordinated and funded school year 2021-2022 student internships will have a maximum of **100 hours** (or 60 hours for Industry Scholars Program) per participating student. Maximum hours worked are determined by [NYS Department of Labor Laws Governing Employment of Minors](#)

Student Timesheets and Payroll

Students are required to submit their work hours electronically in their [Student Participant Portal](#) every week. Time must be approved by the Host Supervisor through the Host Portal, or WBL Coordinator in CTS in order for students to get paid. Students are paid biweekly through either a Payroll Card sent directly to their home or direct deposit into their bank account. **We highly encourage students to sign up for direct deposit.** Students can visit Get Banked NYC DOE to find student friendly banks: <https://getbankednycdoe.org/>.

Virtual Internship Host Eligibility and Criteria

All businesses wishing to be a Host for Virtual Internships must complete the Internship [Host Application Online](#) and indicate that they are seeking to be Virtual Internship Hosts. Hosts will receive online notification when their application has been approved. Approval generally takes 1-2 business days from the time of receipt.

Important Programming Deadlines for WBL Internship Coordinators

Schools will complete these [CTE Tracking System \(CTS\)](#) Reporting Requirements during the school year:

Action Item	Deadline
Confirm that all seniors and juniors have valid, completed student profiles in CTS	by October 29, 2021
Confirm that all seniors complete 54 hours of NYSED-approved WBL activities and/or experiences, which has been tracked in CTS	by January 10, 2022
STARS: Schools complete reporting for WBL Hours and Technical assessments (Pass/Fail) - Timeline subject to change pending Academic Policy Guidance	February 2, 2022
Confirm all juniors (75% or more) will have a resume and a mock interview and preferably complete one on-site project	by June 10, 2022
Confirm all CTE students are aware of and use their Employability Profile to rate their performance in class.	On going
Confirm all WBL activities are accurately reflected and listed in the students' Employability Profile.	On going
Confirm that all (75% or higher) sophomores will complete ONE WBL activity on CTS	by June 10, 2022

Documentation

[Host Application](#) *(presently being reviewed by the DOE and tentatively scheduled for release by 10/21)*

[Pre Internship Site Visit Checklist](#)

CTE Student Experience Application *(to be completed online and presently being reviewed by the DOE and tentatively scheduled for release by 10/14)*

Notable Resources

NYSED WBL Manual (updated Sept 2021)	NYSED WBL FAQ
NYC CTE WBL Scope and Sequence	CTE Tracking System
WBL Institute SY 2021-22	CTE Student Profile Creation Lesson Plan
CTE Calendar	CTE User Experience Map
WBL Engagement Strategies For Students with Disabilities and ELLs WBL for Students with High Support Needs Fast Facts: WBL for Students with Disabilities Transition Source: Preparing for Life After School Parent Network NY- Preparing your child/young adult for Work National Collaborative on Workforce and Disability	