VR and School Partnerships:
Community-Based Work Experiences
Opportunities for Students and Youth with Complex Support Needs
Learning Objectives

• Identify how school and VR can support WBL
• Strategies to develop WBL sites
• Methods to enhance collaboration in developing WBL opportunities for students
Work Based Learning for All Students

• Competitive Integrated Employment
• Expectations of working in the community
• Programs and Supports designed to provide employment experiences in the community
Panel Members

• Kelly Clark, UNC Charlotte
• Brenda Simmons, WINTAC
• Michelle Krefft – Iowa Vocational Rehabilitation Services
Why is WBL important?

• Predictor of post-school employment
• Helps to determine goals, identify interests, and build relationships in the community
• Elevates high expectations among parents, educators, employers and youth
• Provides hands on experiences for students to explore their career interests
• Allows educators to assess student’s skills in a work setting.
Types of WBL

• Career Exploration
• Job Shadowing
• Job Sampling/Work Sampling
• Service Learning

• Internships
• Apprenticeships
• Paid Employment
• Mentoring
What skills do students need?

• Communication Skills
• Technical Skills
• Social Skills
• Soft Skills (e.g., attitude, cooperation, reliability, teamwork, quality of work)
How can the school environment support WBL?

• Classroom based work experiences
• School based work experiences
• School based enterprises
• Community based training
• Internships
What information should you gather?

Evaluation of student’s strengths and areas of need including:

- Student’s perspective
- Parent’s/caregiver’s perspective
- Career Interests
- Task Completion/Productivity Level
- Observational Assessments
- Soft Skills Assessments
Project Discovery

- Through the US Department of Education
- Hands on learning kits with data collection
- Assesses technical skills needed for employment
- Adapted levels for students with more significant disabilities
  - 4 Levels: Beginning, intermediate, advanced, adapted
Adapted

These hands-on kits provide simplified text, functional academic worksheets, communication supports and integrated audio and visual supports to help students learn job-related tasks and life skills

• Video Modeling
• Visual Schedules
• Data Sheets

http://educationassociates.com/career-development-module/adapted/
Grocery Clerking – Adapted

(Item# PD1800ADP)

This Adapted module provides an introduction to the duties students need to obtain a job working in a grocery store. Students gain actual hands-on experience with bagging groceries, sorting food, marking prices and sorting money.

Includes all the contents of Beginning Grocery Clerking, as well as simplified text with integrated visuals, functional academic worksheets, communication supports and adapted activities.

Ideal for students using alternate assessments.

Exposure To...

- Item Discrimination
- Comparing and Contrasting
- Sorting
- Following Directions
- Vocabulary

Adapted Activities Like...

- Bagging Groceries
- Sorting Food and Non-Food
- Using a Price Marker
- Facing Shelves
- Sorting Money
Assessment Example:
1. Before you touch a baby, you should always...

A. Wash your hands

B. Fix a bottle

C. Get all needed items

D. Change the diaper
# Examples

## Job Performance Chart

<table>
<thead>
<tr>
<th></th>
<th>Good</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Job Completed:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Attitude</strong></th>
<th><strong>2 Points</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Emoji</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reliability</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emoji</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>On Task</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Job Performance Rubric

<table>
<thead>
<tr>
<th></th>
<th>4 - Awesome</th>
<th>3 - Strong</th>
<th>2 - Good</th>
<th>1 - Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attitude &amp; Cooperation</strong></td>
<td>Shows respect; Excellent attitude; Accepts constructive criticism; Shows initiative</td>
<td>Usually: Respectful; Accepts criticism; Shows initiative; Good attitude</td>
<td>Needs to improve: being respectful; Accepting criticism; Shows initiative; Good attitude</td>
<td>Disrespectful; Refuses to listen; Makes excuses; Has to be told; Poor attitude</td>
</tr>
<tr>
<td><strong>Reliability</strong></td>
<td>On time &amp; begins promptly; Perfect attendance; Clean, neat Prepared</td>
<td>Usually: On time &amp; begins promptly; Good attendance; Neat, clean prepared</td>
<td>Needs to improve: Attendance; Getting started; Appearance Being prepared</td>
<td>Inconsistent tardies and attendance; Unprepared to work Poor hygiene Unprepared</td>
</tr>
<tr>
<td><strong>Productivity / On Task</strong></td>
<td>Independent worker; focused on task; Steady pace</td>
<td>Mostly independent; Mostly focused &amp; on task; Average pace</td>
<td>Trials to be independent; Somewhat focused &amp; on task; Inconsistent pace</td>
<td>Does not try: To be independent Not focused Off task Slow pace</td>
</tr>
<tr>
<td><strong>Quality of work</strong></td>
<td>Work completed correctly; Finds mistakes &amp; Corrects them</td>
<td>Work completed with very few prompts; Makes corrections with help; Usually shows pride</td>
<td>Work completed with lots of help; Sometimes shows pride</td>
<td>Incomplete work; No corrections attempted; No pride shown</td>
</tr>
<tr>
<td><strong>Teamwork &amp; Communication</strong></td>
<td>Communicates appropriately; Asks for help; Offers help; Polite &amp; courteous</td>
<td>Usually: Communicates appropriately; Asks for help; Offers help; Polite &amp; courteous; Following rules</td>
<td>Needs to improve: Communication; Asking/Offering help; Being polite &amp; courteous; Following rules</td>
<td>Does not try: To communicate appropriately To ask/offer help To be polite &amp; courteous; To follow rules</td>
</tr>
</tbody>
</table>

**Total Points:**
How is the information used?

• Transition Planning
• Instructional Planning
• Development of IEP goals/objectives
• Development of WBL opportunities
• Further career exploration and job matching
• Shared with partners (e.g., VR, Adult Agency providers, employers, job coaches)
What’s New in VR Regarding Work-Based Learning Experiences?

• New opportunities:
  – New Law - The Rehabilitation Act, as amended by the Workforce Innovation and Opportunity Act (WIOA)
  – New Service - Pre-Employment Transition Services
  – Expanded population (more students at an earlier age)

• New focus on work-based learning experiences, especially students with complex support needs

• More opportunities to practice and improve workplace skills
How can VR support Work-Based Learning Experiences?

• May include in-school or after school opportunities;
• Include experiences outside the traditional school setting (including internships);
• Be provided in a group setting or individually;
• May include paying students competitive wages or training stipends;
• May involve many different opportunities to practice (not just one experience and done); and
• Will be provided in integrated settings in the community to the maximum extent possible
### Examples of VR Work-Based Learning Experiences

<table>
<thead>
<tr>
<th>Group</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Coordinating a school-based program of job training and informational interviews to research employers;</td>
<td>Work-based learning experiences on an individual basis could include paid or unpaid:</td>
</tr>
<tr>
<td>• Work-site tours to learn about necessary job skills;</td>
<td>• Internships;</td>
</tr>
<tr>
<td>• Job shadowing; or</td>
<td>• Apprenticeships (excluding pre-apprenticeships or registered apprenticeships);</td>
</tr>
<tr>
<td>• Mentoring opportunities in the community.</td>
<td>• Short-term employment;</td>
</tr>
<tr>
<td></td>
<td>• Fellowships;</td>
</tr>
<tr>
<td></td>
<td>• On-the-job trainings located in the community.</td>
</tr>
</tbody>
</table>
Examples of VR Workplace Readiness Training

Group

- Offered in a generalized manner in a classroom or other such group settings to provide programming to assist students with disabilities to develop social skills and independent living skills necessary to prepare for eventual employment. These services could teach skills such as:
  - Communication and interpersonal skills;
  - Financial literacy;
  - Group orientation and mobility skills (i.e., to access workplace readiness training or to learn to travel independently);
  - Job-seeking skills; and
  - Understanding employer expectations for punctuality and performance, as well as other “soft” skills necessary for employment

Individual

- All of the services discussed to the left that may be provided in a group setting, may also be tailored to an individual’s needs in a workplace readiness training program, provided in an educational or community-based setting through instruction, as well as opportunities to acquire and apply knowledge.

Missouri Example:

- Time Card App called “TimeStation”
- On-campus job shadowing (paraprofessionals, school cook, janitor)
- Partnering with classroom teachers and speech/language therapists
- Volunteering in the community
- Volunteering at school functions
How Does VR Support Employers?

• Technical assistance and training to employers:
  – provide opportunities for work-based learning experiences and pre-employment transition services to recruit qualified applicants who are individuals with disabilities,
  – train employees who are individuals with disabilities, and
  – promote awareness of disability related obstacles to continued employment.

• Consultation, technical assistance, and support related to workplace accommodations, assistive technology, facilities, and workplace access.

• Use available financial support for hiring or accommodating individuals with disabilities.
How Does VR Support Access?

VR may be able to provide assistance with:

– The cost of interpreter or reader services or accessible informational materials necessary to ensure equal access to the work-based learning experience, as required by the ADA.

– Fees charged by the employer to provide the work-based learning experience, which might include, for example, additional costs incurred by the employer for:
  • providing the work-based learning experience (e.g., printing of additional informational materials, the purchase of additional uniforms for the students, or the installation of screen reading software (JAWS) on an employer’s computers (if needed by students who are blind or visually impaired and who are participating in the work-based learning experience offered by that employer);
  • employer-provided staff or trainer who teaches the job tasks to the students; or
  • other costs incurred by the employer in providing the work-based learning experience to the students, which are not individualized in nature.
How do we engage business?

Identify businesses to target based on;

• Students interests
• Local labor market information
• Sector areas
Outreach to Business

• Learn about local employers
• Conduct Cold Calls
  – Determine if you have a “connection” to the business to make it a “warm call”
  – Make the call
Job Site Development

Business Intake

• Just like the intakes done with students
• Ask questions, LISTEN, don’t talk
• Identify business barriers so you can offer solutions
• Use motivational interviewing when you encounter resistance
Conducting a Job Analysis

A job analysis helps us to really understand the skills necessary for the job, the culture and the soft skills required. It helps us to know the business as well as we know our students and to make that perfect fit - this is what makes us different from everyone else.
Collaborative Strategies to Implement

Critical components:

– Communication
– Understanding the connection of job and course of study
– Understanding Role and responsibilities or whatever things you want to put
Putting it all together!

Example:

Forest City High School and Larsen's Manufacturing
(Lake Mills, Iowa population 2,054)
Presenter Suggested Resources

• NTACT: Competitive Integrated Employment Toolkit
  http://transitionta.org/cietoolkit

• WINTAC: Pre-employment Transition Services
  http://www.wintac.org/topic-areas/pre-employment-transition-services

• U.S. Department of Labor, ETS: Youth Connections
  https://youth.workforcegps.org/

• Community of Practice: Youth Pathways to Post Secondary and Employment
  https://pathways.grads360.org/#program

• Iowa Vocational Rehabilitation Services: Business Services Manual
  To request a copy contact Michelle.Krefft@iowa.gov
Presenter Suggested Resources

• Florida-Project 10 Transition Education Network
  http://project10.info/SchoolBased.php

• NTACT: A Guide to Developing Collaborative School-Community Business Partnerships

• Project Discovery
  http://educationassociates.com/career-development-module/adapted/
Invites You to…

- Explore our website:  [www.transitionta.org](http://www.transitionta.org)
- Sign up for our listserv:  [http://uncc.surveyshare.com/s/AYASDJA](http://uncc.surveyshare.com/s/AYASDJA)
- Follow us on Facebook  [at transitionta](http://www.facebook.com/transitionta)
- ...and on Twitter  [at transitionta](http://www.twitter.com/transitionta)
- ...and on Pinterest  [at transitionta](http://www.pinterest.com/transitionta)
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