



VOCATIONAL REHABILITATION

What's Up With WIOA MO-CASE Conference 2018

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Missouri Department
of Elementary and Secondary Education

Our Purpose

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- Participants will become more familiar with legislative & policy changes around the Workforce Innovation & Opportunity Act (WIOA)
- Participants will be exposed to policy changes around work based experiences and sub-minimum wage settings
- Participants will gain insight into strengthened partnerships between agencies and schools



WIOA Overview

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- Emphasizes the provision of services to students and youth with disabilities to ensure they have opportunities to receive the training and other services necessary to achieve competitive integrated employment;
- Expands the population of students with disabilities who may receive services and the kinds of services that the VR agencies may provide to youth and students with disabilities who are transitioning from school to postsecondary education and employment;
- Increases opportunities to practice and improve workplace skills, such as through internships and other work-based learning opportunities.



The Purpose

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More coordinated services
at an
earlier age
with
meaningful opportunities
for
real world work experience
and
training relevant to business needs
leading to
competitive, integrated employment



Five Required Pre-ETS Activities

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- These services are an early start at job exploration that
- assist students with identifying career interests to be
- further explored through additional VR services, including
- transition services. They include:
 - Job Exploration Counseling
 - Work Based Learning Experiences
 - Post-Secondary Counseling
 - Workplace Readiness Training
 - Self-Advocacy to include Peer Mentoring



Work-Based Learning

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WIOA requires that pre-employment transition services, including work-based learning experiences, be made available to students with disabilities in need of such services who are eligible or potentially eligible for VR services.

Work based learning experiences may include in-school or after school opportunities, or experiences outside the traditional school setting, that are **provided in an integrated environment to the maximum extent possible.**

□ Has been shown to be one of the strongest predictors of adult employment success for students and youth with disabilities.

- National Collaborative on Workforce & Disability for Youth



The Area of Great Challenge

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Work Based learning experiences can no longer be obtained in sub-minimum wage settings - Sheltered Workshops – if the student is compensated at a subminimum wage.

School districts may contract with sheltered workshop if the student is paid at or above the minimum wage or if the purpose is for something other than the work at subminimum wage, such as conducting assessments or providing pre-employment transition services or other transition services.

- Keep in mind: **experiences should be provided in an integrated environment to the maximum extent possible.**



What Does the Research Say?

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Having held a **paid community-based job while still in high school** was strongly correlated with post-school employment success. In addition, **higher social skills**, more household **responsibilities**, and higher **parent expectations** related to future work were all associated with increased odds of employment after school for young adults with developmental disabilities.

Predictors of Postschool Employment Outcomes for Young Adults With Severe Disabilities Erik W. Carter, Diane Austin, Audrey A. Trainor First Published July 22, 2011



What Does the Research Say?

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Youth with IDD whose parents expected them to hold a job after graduation were **5 times** more likely to have paid employment in their community shortly after graduation than youth whose parents did not hold similar expectations. (Carter, Austin, & Trainor, 2012).

Students whose teachers expected them to work during the upcoming summer were **15 times** more likely to work than students whose teachers did not hold such expectations. (Carter, Ditchman, et al., 2010).



What Does the Research Say?

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- Give students **responsibilities** that build character and teach skills that will later translate into the workplace.
- At home, this might involve requiring children to do **chores** or assume other responsibilities.
- At school, this might involve **encouraging participation in clubs or other extracurricular activities**.
- Connecting young people to **volunteer positions, service opportunities, internships, and part-time jobs** are also **wonderful ways to build expectations, as well as teach soft skills** like timeliness, appropriate dress, communication, and social graces.



Work Based Learning Defined

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Supervised program sponsored by an education or training organization that links knowledge gained at the work site with a planned program of study.

- National Collaborative on Workforce & Disability for Youth

- WBLE should incorporate both real world experiences and learning into the student's academic experience.
- Value is added to the experience by related vocational and academic instruction in the classroom.
- WBLE should also be coordinated with the student's career interests and local labor market trends.



What to Look For

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When developing work-based learning experiences:

- a. **Clear roles** and responsibilities
- b. **Training plans** that specify learning goals tailored to individual youth with specific outcomes connected to their learning
- c. Opportunities for a **range of work-based learning** experiences.
- d. Assessments to **identify skills, interests,** and support **needs** at the worksite;
- e. **Reinforcement** of work-based learning **outside of work**
- f. **Appropriate** academic, social, and administrative **support** for youth, employers, and all involved.



Types of Experiences for In-School Youth

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Volunteering – Volunteering refers to **typical unpaid activities** with non-profit groups that are open to all citizens.

Internships – Internships are **temporary positions**, either in for-profit or nonprofit organizations, with an emphasis on **job-training**.

Unpaid work experiences – **Under certain circumstances, individuals with disabilities are permitted to work for a short period at any type of business without pay for job exploration, assessment, and training purposes.**



Volunteering

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- The activity is generally **part-time**.
- The activities are the **kind typically associated with volunteer work** rather than paid employment.
- Services are offered freely and without pressure or coercion--i.e., **the person is truly volunteering**.
- Regular **employees have not been displaced** to accommodate the volunteer.
- The **individual does not receive or expect to receive any benefit** (beyond the experience itself) from the organization they volunteering.



Important

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An individual with a disability must be legally competent to freely volunteer his or her services. Per the DOL, individuals under 18, and those over 18 who are not their own legal guardian, cannot volunteer without the consent of their parent or legal guardian.

□ [SELN working document: Volunteering, Internships, and Unpaid Work Experiences: Legal and Practical Guidelines \(2017\) \[PDF\]](#)



Unpaid Internships

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- Distinct from volunteering, and are intended to allow an individual to gain **job-related experience**.
- The internship, even though it occurs at the employer's place of business, **is similar to training** that would be given in an **educational environment**.
- The internship experience **is for the benefit of the intern, and any benefit to the business is incidental**.
- The intern **does not displace regular employees**.
- The **employer derives no immediate advantage** from the activities of the intern.
- **The intern is not necessarily entitled to a job** at the conclusion of the internship.
- **Clear understanding** by both the employer and individual participating in the internship that the intern is not entitled to payment of wages



Remember

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Employment afterward is NOT an expectation and
Upon request, **documentation will be provided to the
DOL Wage and Hour Division if requested**, indicating
that the individual is enrolled in a community based
placement program, that this enrollment is voluntary,
and that there is no expectation of payment.



Developing Individualized Work-Based Learning Experiences

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- ✓ Identify talents, interests, support needs
- ✓ Explore the local labor market – what is available in the community where identified skills/interests can be leveraged
- ✓ Business partnerships – developing partnerships to access opportunities
- ✓ Real world experiences – integrated, competitive settings to the fullest extent possible
- ✓ Related instruction – to reinforce learning and address areas of opportunity



Benefits for Students

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Research shows work-based learning experiences have a positive impact for the students who participate:

- Fosters self and career exploration.
- Develops positive work habits and attitudes.
- Helps identify abilities and strengths.
- Expands professional networks.
- Become better informed for self-determination.

-National Collaborative on Workforce & Disability for Youth



Liability

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- Employers may have concerns over **liability** during the course of unpaid exploration, assessment, or training, in terms of an individual being injured or harming a piece of equipment.
- Given that the DOL has been clear that an **employment relationship does not exist**, the **individual would not be covered under the employer's workers compensation coverage**.
- At the same time, it is important for the **agency or school to be prepared to reassure the business regarding any potential liability concerns**. This may include providing evidence of insurance coverage held by the agency or school.



In General

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- ✓ Make sure that all activities are **based on an individual's skills, preferences, and interests.**
- ✓ **Distinguish** between volunteer activity, internship, or training.
- ✓ Have a **clear rationale** for why these specific types of activities are being undertaken, and how they support an individual's goals and plans.
- ✓ Should be part of the individuals plan with careful thought about how these will **lead to paid employment.**
- ✓ Reinforce to all participants that **volunteering is not an alternative to paid employment.**
- ✓ **Know the laws and regulations** that apply to the particular situation.



Online Training Coming Soon

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- **Transition Work-Based Learning Resource - Stay Tuned**

- Learn more about implementing a WBL program:
 - key strategies and how-to's
 - guiding principles
 - evaluation methods
 - and other great resources

- Watch for the [Transition Coalition/NTACT WBL 101](#) online training
- module in fall 2018.



Planning Beyond High School

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Work-based learning as an alternative to a four-year college degree:

- **Community college training programs:** training programs developed in partnership with local and regional employers. Training is customized to the needs of an employer or a group of employers.
- **Apprenticeships or Pre-Apprenticeships:** connects job seekers with employers to provide them with paid work-based learning opportunities and academic instruction in a specific industry sector. Examples could be healthcare, manufacturing, or information technology.
- **On-the-job training (OJT):** takes place directly on the job site. Trainees learn how to perform critical tasks with the goal of being hired upon the completion of training.



Apprenticeships

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Benefits of Apprenticeships:

- Apprentices earn a paycheck that is guaranteed to increase over time as they learn new skills
- Training is hands-on, combined with classroom instruction
- Career pathway with good salary and little to no educational debt
- Potential to earn college credit
- National industry certification
- Recognizable industry partners (CVS, UPS)

Information on apprenticeships can be found at:

<https://www.dol.gov/featured/apprenticeship/find-opportunities>



There Is Help – MU Pre-ETS

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- ❖ 41 Regional Pre-Employment Transition Specialists
- ❖ Educational Approach
- ❖ Helping Schools/Not Hindering (Individualize and Innovate)
- ❖ Never Add to Educator Workload
- ❖ Relationships/Friend Making Business
- ❖ Results Orientation



There Is Help – MU Pre-ETS

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During the 2017–2018 school year:

- **7,821** students received pre-employment transition services in **540** schools across the state of Missouri.
- All together there were **35,938** contacts made with students and **68,610** services provided.

In February 2018, **1,342** students participated in **2,241** Ground Hog Job Shadow experiences!



Groundhog Job Shadow Month!

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In February 2018,
1,342 students
participated in **2,241**
Ground Hog Job
Shadow experiences!



Get Involved!
Contact your local
Pre-ETS Specialist
or VR Business
Specialist today!

Groundhog Job Shadow Month

**FEBRUARY
2018**

Students with disabilities from around the state will shadow scientists, firefighters, graphic designers, mechanics, doctors, architects, teachers, government employees and workers from hundreds of other professions as they observe Groundhog Job Shadow Month!

The Groundhog Job Shadow program aims to

- provide students with an up-close look at what a "real job" is like,
- help students see the connection between what they learn in the classroom and what they will need to achieve their goals,
- show students that they have choices in life, and
- motivate kids to achieve.

A job shadowing experience might make a difference in the life of a student by giving that student a new vision for their future. It may even provide inspiration that can change a student's life forever.

Sponsored by University of Missouri College of Education Pre-Employment, Transition Services and Missouri Vocational Rehabilitation.



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College of Education
University of Missouri



Great Resources

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SELN working document: Volunteering, Internships, and Unpaid Work Experiences: Legal and Practical Guidelines (2017) [PDF] found @ www.seln.org

WHAT TO KNOW ABOUT WORK-BASED LEARNING EXPERIENCES FOR STUDENTS AND YOUTH WITH DISABILITIES – Found @

<https://www2.ed.gov/about/offices/list/opers/transition/products/fpt-fact-sheet--work-based-experiences--11-5-15.pdf>



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