Pre-ETS: Work Based Learning, Community-Based Instruction and Job Shadowing

Guest Presenter: Sue Killam, M.Ed., CESP, CWIC

Employment Initiatives Coordinator  LSU Health-Human Development Center
Key policy and legislative changes

- WIOA - Workforce Investment Opportunities Act Jumpstart

- LA Department of Education:
  - Act 833
  - Jumpstart-Career Pathways
Jump Start is Louisiana’s innovative career and technical education (CTE) program. Jump Start prepares students to lead productive adult lives, capable of continuing their education after high school while earning certifications in high-wage career sectors. Students are required to attain industry-promulgated, industry-valued credentials in order to graduate with a Career Diploma. (Jump Start is an elective path for students pursuing a university-preparatory diploma.)

Schools receive the same accountability grade credit for preparing students for careers in high-demand job sectors as they do for students who achieve top academic honors.
7 Items Linked to Post-High School Success

1. performing the acts of daily living well
2. getting together with friends weekly
3. participating in a school sport or club
4. avoiding suspension
5. taking a college entrance or placement exam
6. having recent paid work experience
7. having parents who expect the student to live independently
Definitions of Outcomes & Predictors

- **Employment**: paid work outside the home (does not include sheltered, day services or volunteer work)

- **Community Engagement**
  - engagement in work or education-related activities outside of the home
  - residential arrangements
  - social activities
Other Key Predictors of SUCCESS

- General Education (inclusive education classes)
- Paid Community-based Paid Work Experience
- Vocational/career education
- Self-Determination
- Application of evidence or research-based instructional strategies
Community-Based Paid Work Experience is one of the strongest predictors of post-school employment. Studies have found Community Based Work Experiences to yield...

- more likely to find employment
- estimated to earn $4,200 more than peers not in Community-Based Paid Work Experience
Workplace Readiness Training and Instruction on Self-Advocacy should consist of, but is not limited to, the following:

1. Training designed to improve skills, including social skills and independent living, necessary for the student to obtain and retain employment. Life skills, i.e., stress management, personal care, confidence building, and daily work related behaviors, to include: punctuality, dependability, motivation, and following instructions.

2. Job exploration skills, interviewing skills, resume writing (creating resumes/cover letters), completing job applications, participating in mock interviews, directed job search, and other work related situations are addressed.
I. DEFINITION from LRS CHAPTER 4, TECHNICAL ASSISTANCE & GUIDANCE MANUAL

A. The term, vocational rehabilitation services for transition students, means a coordinated set of vocational rehabilitation services for students, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including:

1. Pre-Employment Transition Services (Pre-ETS)
2. Postsecondary education
3. Vocational training
4. Competitive integrated employment (including supported employment)
5. Continuing and adult education
6. If appropriate, referral to available continuing and adult education, adult services, independent living or community participation

B. The coordinated set of vocational rehabilitation services shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include Pre-Employment Transition Services, instruction, community experiences, the development of employment, other post school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation.
Pre-Employment Transition Services activities include:

1. Job Exploration Counseling
2. Work-Based Learning Experiences, which may include in-school or after school opportunities or experience outside the traditional school setting that is provided in an integrated environment to the maximum extent possible
3. Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education
4. Workplace Readiness Training to develop social skills and independent living
5. Instruction in Self-Advocacy, which may include peer mentoring
WBLE Pathways to the Future

Pathways to the Future: Work-Based Learning Programs

https://vimeo.com/223126250
Non-Academic Skills Associated with Positive Transition Outcomes

- Knowledge of Strengths and Limitations
- Disability Awareness
- Persistence
- Interacting with Others
- Goal Setting and Attainment
- Employment
- Student Involvement in IEP Meeting & Process
- Support Community
Planning Recommendations

1. ALL IEPs and transition plans for youth with disabilities age 16+ should include descriptors (i.e. evidence) of
   a) instructional strategies that at a MINIMUM qualify as a promising practice
   b) program of study that leads to academic and non-academic skills (e.g., self-determination; social skills) that are highly correlated with successful adult outcomes (i.e., employment, postsecondary education, independent living)
   c) community-based paid work experience
Planning Recommendations

2. ALL IEPs and transition plans for youth with disabilities age 16+ should include descriptors (i.e. evidence) of
   d) Engagement and involvement in General Education classes and activities
   e) Intensive or broad-based career/vocational education
   f) Collaboration with LRS, mental health, & community service providers
   g) Intensive involvement of students and families in the development, preparation, implementation, and monitoring of their own IEPs and educational progress

3. If transition planning is outcome-based we should be measuring outcomes—that is, following students after they exit to determine what and how they are doing.
Enhance employment access

- difficulty with Internet applications.
- they may not interview well
- might have gaps in their employment history
- no experience
- they may not learn the way companies train
- they may look or talk differently
- belief that hiring people with a disability is a good thing to do if you can afford it.

Randy Lewis, former VP of Walgreens
The Work Opportunity Tax Credit (WOTC) is a Federal tax credit available to employers for hiring individuals from certain target groups who have consistently faced significant barriers to employment.

WOTC joins other workforce programs that incentivize workplace diversity and facilitate access to good jobs for American workers.

The maximum tax credit ranges from $1,200 to $9,600, depending on the employee hired.
PRE-EMPLOYMENT TRANSITION SERVICES (Pre-ETS)

- Pre-Employment Transition Services is a coordinated set of activities for a student with a disability designed within an outcome-oriented process that promotes movement from school to post-school activities leading to employment.

- LRS makes these services available to students with disabilities (ages 16-21) receiving services under an Individualized Education Plan (IEP) or a 504 accommodation plan. Services should be planned according to the individual student’s needs but should begin no later than the fall of the consumer’s exit year of high school.
Potential Community-Based Work Training “Models”

- Apprenticeships
- Internships
- On the Job Training
- Job Shadowing
- Volunteering
Workforce Innovation and Opportunity Act (WIOA) combines the Workforce Investment Act, 1998 and Rehabilitation Act, through 2020.

- Increased VR role in transition:
  - Under WIOA, 15% of public VR funds must now be used for transition services, specifically pre-employment transition services as defined within the act.
  - job exploration counseling, work-based learning experiences, counseling on post-secondary opportunities, workplace readiness training, and training on self-advocacy.
  - In addition, each local VR office must undertake pre-employment transition coordination activities, including working with schools and the local workforce development system to engage these entities in transition activities experience in this field.
Customized Employment added to LRS/LWC “employment” MODEL

- With WIOA, **customized employment** is now included within the definition of supported employment.
- and, the standard post-employment support services under supported employment have been extended from 18 to 24 months.
Customized employment part of WIOA:

“Competitive integrated employment, for an individual with a significant disability, that is based on an **individualized determination** of the strengths, needs, and interests of the individual with a significant disability,”

- “designed to meet the **specific abilities of the individual with a significant disability** and the **business needs of the employer**,” and
- “carried out through **flexible strategies**.”
A transition student is an individual, who at the time of application for vocational rehabilitation services is a student with a disability.

An individual is considered to be a student with a disability up to their 22nd birthday while they are high school. *If the student turns 22 years of age during the school year (while in high school), they continue to be considered a student with a disability until they finish the school year.**

Student either has an IEP or a 504 plan
Pre-ETS - Work-Based Learning Experiences:

- Work-based learning experiences, which may include in-school or after school or experience outside the traditional school setting (including internships) that is provided in an integrated environment to the maximum extent possible.
  - Summer Jobs (paid or unpaid)
  - Job Shadowing
A. Workplace Readiness Training and Instruction on Self-Advocacy
B. Work-Based Learning Experiences (WBLE’s) - Paid

- The Counselor can reimburse student wages to an employer for Work-Based Learning Experiences. The consumer’s attendance and progress will be documented on the Work Based Learning Activities Form (WBLE-1). *Reimbursement cannot exceed 240 hours for the school year per student. Reimbursement is made up to a forty (40) hour work week.**

- The IPE or Plan for Work-Based Learning Experience cannot exceed 240 hours
Questions, Comments, Discussion