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WORK BASED LEARNING STRATEGIES IN POST-SECONDARY
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>> ERIC CLINE: Hello, everyone. This is Eric Cline and the National Collaborative on Workforce and Disability for Youth. Thank you for joining on the next series of webinars. It will be presented by Mindy Larson and she will introduce herself shortly.

I want to give everyone a very brief overview of the webinar platform so you can have the best experience possible. We have two polling questions that are currently open; what best describes your organization and what best describes your affiliation within your organization. If you haven't filled out those polls, please do so. Beneath those polls you will see the slide deck. And on the left we have three different pods stacked from top to bottom. The top one is a download pod. The file in there is labeled. You can download that file. It is the full powerpoint that we are using today. Below that window is the Q and A window. So if you have questions that you want addressed either right away or in the Q and A period at the end of the session, please go ahead and type your questions in there. Also if you have technical questions type them in and I will field them as the webinar progresses. And right below that is the chat pod. Everyone can see

information. You type in to the chat pod and those are for, you know, side conversations, if you have resources you want to talk about, if there is any points you want to elucidate, in the bottom center of the screen is the caption screen pod and what that does is closed captioning live for this webinar. So I'm going to turn it over to Mindy. Thank you very much.

>> MINDY LARSON: Great. Thanks, Eric. Welcome, everyone. Thanks for being with us today. Eric, can we move the polls now? Thanks. I'm going to go ahead and move us ahead. Welcome to the webinar "Work Based Learning Strategies in Post-Secondary Education". I am your presenter today, Mindy Larson. And this is the fourth webinar in our series of topics relevant to post-secondary education professionals. There is an archive of all of the webinars in the series which you can find at the link here at the bottom of the slide. And also our next webinar will be on September 24th at 2 p.m. So please save the date and that will be on individualized career development plans.

The Institute for Educational Leadership Center for Workforce Development, IEL, is a national non-profit to build effective systems, prepare children and youth for post-secondary education, careers and citizenship and the IEL Center for Workforce Development houses the national collaborative which is a technical assistance center funded by the Office of Disability Employment Policy.

Since 2001 we have been providing technical assistance and creating a variety of resources aimed at assisting state and local workforce development systems. Just in the past year we started focusing more on how to assist post-secondary institutions to build capacity and strengthen practices to increase student retention and success and this includes raising awareness about strategies to better support students with disabilities in post-secondary education given that they are a growing segment of education in the population. At the center of our work is a national transition framework called A Guidepost for Success. A guidepost is a research that outlines five essential things that all young people need for successful transition to adulthood, employment, post-secondary education, and independent living. These five things are school-based preparatory experiences, career preparation and work-based learning, youth development and leadership, connecting activities, and family involvement and support. As you can see work-based learning is one of the critical components that all young people need which is why we often focus a lot of our resources and technical assistance around this topic.

Just to say a little bit more about this guidepost area, too, a career preparation and work-based learning, this is all about career development strategies. All young people need three -- need to develop their skills in three career development domains. Self-exploration which is learning with their skills and presents and their interests and values. Career exploration, to make sure that they are learning about a variety of career options and

education and training entry requirements and earning potential and benefits related to the careers of interest. And career planning and management skill building which includes opportunities to practice skills through work-based learning.

Today's webinar on work-based learning is going to cover the definition of work-based learning, what are some of the reasons why it is a necessity, not an option including benefits to students. Eight essential practices including some guidelines for complying with labor laws and resources for planning and implementing.

So when we talk about work-based learning the definition that we use is a supervised experience that's sponsored by education or training organization that links knowledge gained at the work site to a planned program of study.

Depending upon whether you work in post-secondary education or in secondary education or another context with students and youth you may also have these other terms to refer to work-based learning. Applied learning is commonly used in post-secondary education. Also some related terms are cooperative education, internships, and service learning.

Work-based learning is actually really a continuum of experiences. And so there are different types and I just wanted to quickly describe a couple of them. And some you probably are very familiar with. Others maybe are newer to you. So work-based learning includes internships which can be paid or unpaid. Cooperative education referred to often as co-ops which are more often more of a formal work experience that's connected to a course or an education pathway. So, for example, the student may be out of class for a year or a longer period of time being employed but earning credit towards completing a degree or a training course. Whereas the internship might be a little more flexible or shorter term. Service learning and volunteer work which involves service towards a greater good in the community and service learning being more specifically connected to applying learning in the community towards achieving a certain benefit to the community.

Apprenticeships which are more formalized and supervised opportunities for individuals to work under a more experienced professional. And I am going to share some resources on that as we get further in to this session.

Entrepreneurship and student enterprises are also something that you might not think as often about but this is opportunities for students to create or work within a business. It could be a business that they create themselves or it could be say like a student business on campus or in the community where they are learning to operate the business and work within the business. And then some other types of work-based learning that are shorter term and less intense includes job shadowing and work site.

Before we go any further I wanted to ask a couple more questions to learn a little bit more about your experience with work-based learning. So Eric, if you could put the polls up for us. The first question, what's the current status of work-based learning at your institution with the options

being this is already a well-established practice for us. This is somewhat established. It is a minimal -- there are minimal opportunities right now or there are no opportunities and we are preparing to grow in this area.

>> ERIC CLINE: I'm pulling them out. They are a little sticky.

>> MINDY LARSON: The other question is about which work types or there is also an option for other. I am going to wait a few more seconds to give people a chance to respond to the poll. So far lots of internships, a little bit of service learning and volunteer work. Some job shadowing and work site tours. And the majority so far who have responded have indicated that work-based learning is somewhat established. But there is still some room to grow. With others saying that they are more or less established at this point. It is great to have a sense of what your current starting point is so that we can use that information to think more about the information that we are sharing today and in the future. Okay. So I'm going to move on to our next slide.

So you might be hearing more about work-based learning in your work or just in general. Partly because of the Workforce Innovation Opportunity Act which was passed last year and has a strong emphasis on work-based learning. Internships are one of the forms of work-based learning that's specifically called for in the WIOA law and it is a part of an increased emphasis on career development overall. This includes providing, requiring a certain amount of funding be used to pay for internships and work-based learning and also a requirement that youths with disabilities receive extensive pre-employment transition services that includes internships to help increase their placement in competitive integrated employment. And there is a good reason for the law to be calling for increased workplace learning and that the impact that work-based learning has on student and youth outcome. There is evidence showing certain correlation between having work experiences and applied learning and increased student outcome. A variety of studies have connected work experience and work-based learning and contextualized learning to increased student's engagement and retention in education. And there are also correlations between getting hired and other employment outcomes. One survey of students talked to graduates about two-year and four-year colleges about what they have been doing since they completed college and now they are employed and they indicated that if they have had an internship or applying learning experience during college they are currently more engaged in the employment that they have now. So not only are we seeing an increase in students getting hired and maintaining employment but also having former students, alumni say that that internship or applying learning experience really made a difference to them now that they are working professionals.

Equally important is the need to meet employer expectations and demand and there is some really good information coming out from employers to indicate that they really value applied learning and work-based

learning experiences. In one survey by the Heart Research Associates they found that 80% of the employers they surveyed said it is very important that recent college graduates that are applying for jobs with them have -- are demonstrating the ability to apply learning in real work settings. And 60% said that they are more likely to consider those as completed internship or apprenticeship in college and a high proportion also said that they value other types of applied learning when they are hiring.

So given the value that work-based learning has we want to do it well. We are really striving for quality work experiences in post-secondary education and other settings that are working with youth and young adults.

And so I'm going to talk about eight essential practices that are based on our investigation of practices that are commonly used in a variety of organizations and institutions. They are doing work-based learning both in the secondary and the post-secondary level. And these are things that we think really will make a difference in the quality of the experience for students and employers and your institution. So the first one is make it purposeful. And to make it purposeful you want to have clear objectives that are focused on building and practicing competencies. These competencies should include career readiness skills. So helping students both learn and practice soft skills as well as technical skills that are related to their career goals. Other objectives that make work-based learning really purposeful and practical are providing opportunities to explore how their skills, attributes, values and interests are matching up with a chosen career path. And work-based learning often has a lot of impact on increasing students' understanding of what doing a particular job entails, what employers expect and what it takes to be successful in the workplace.

So when you think about designing or planning out objectives for workplace learning, it is important to think about which competencies are in demand among employers. So we want to be helping students develop these critical skills and abilities so that they will be prepared to succeed in employment. So again the research survey by Heart Research Associates asked employers about which skills and competencies they value in those that they are hiring, but the top things that they said matter when they are making hiring decisions are written and oral communication skills, teamwork skills, ethical decision making, critical thinking, and the ability to apply knowledge in real world settings. So these are some things to be intentional about helping students develop as they are completing work-based learning experiences.

In addition there is some skill sets students with disabilities will also need to develop and practice and these include communicating disability related work support and accommodation needs, formally requesting and securing supports and reasonable accommodations. And understanding and managing disability benefits when earning income. So to make your program effective and inclusive as students with disabilities you want to

think about how you can help those students develop these additional skills as well as the first set of skills that all young people need to be working towards and meet employer's needs.

The second essential practice is complying with all labor laws. Clearly we want to be sure that we understand what the federal as well as any state laws are in terms of employment of young people. And the Fair Labor Standards Act is a federal law that establishes minimum wage, overtime and record keeping and youth employment standards in the private sector and federal state and local governments. This is where you want to look to clarify what makes an internship legal and acceptable.

So we've outlined some of the key points from the guidance from the U.S. Department of Labor on paid and unpaid internships. Paid internships are legal if youth are paid a minimum -- at least a minimum wage. Either the federal or the state rate whichever is higher. Unpaid internships on the other hand are something you need to think and look more closely at. They are legal if the youth are working for a public or government agency or if youth are volunteering their time freely and without anticipation of compensation for religious, charitable, civic or humanitarian services for a non-profit organization. Voluntarily freely to work with a non-profit.

Or if the youth is working in at for-profit sector it is only legal if all of the following criteria are met. These are the six criteria that any unpaid internship in a for-profit sector needs to meet. The internships have to be similar to training that would be given in an educational environment. It has to be for the benefit of the intern. The intern cannot displace regular employees but works under close supervision of existing staff. The employer may derive no advantage from the activities of the intern and on occasion if operations may actually be impeded. The intern is not necessarily entitled to the job at the conclusion of the internship. And the employer and the intern understand that the intern is not entitled to wait until the time of the internship. If you are designing and lining up internship experiences for students and you are looking for them interning in the for-profit sector you need to make sure that all six of these criteria are met in order for that internship to be legal.

In addition you need to know your specific state laws and regulations. So, for example, some states have additional laws and regulations on this. You want to look at your state Department of Labor and find out what other requirements you are subject to. So, for example, New York has five additional laws and regulations. What is shown here is a fact sheet from the New York State Department of Labor. California has a law. You want to be sure that you know the laws and comply with them.

Okay. The third essential practice is to align the work-based learning experience with courses and in-class learning. You want to be sure that there are opportunities for students to be -- to have experiences that involve applying knowledge and skills that are related to the courses that they are

taking whether it is working towards a particular degree or certification. Taking specific classes in that area. You really want to look at what work experience can they gain related to the academic focus that they have and also related to their career goals. This next bullet mentions using student's individualized career and academic plans to reflect on what experience will help them progress towards career and academic goals. Some institutions and organizations have an individualized career development plan or learning plan that they already have students use. So if you have -- if you have an individualized planning tool, make sure it is a part of the consideration in the discussion with students as you think about what a good work-based learning experience that is going to match up with their academic and learning tools. You might want to consider using one because it can really help focus the student around what they are interested in and what goals they have for themselves. I am going to talk a little bit more about that. Also aligning the courses and in-class learning often involves having reflection activities or discussions both during a work-based learning experience or after the experience. And help the student connect what they have done in the workplace or in the -- or in that learning experience back to what they are studying in their classes and on their career path.

No. 4 is prepare students. Preparing students is making sure before they start a work-based learning experience they have received some training in soft skills. Those skills that you want any entry level employee to have. Good communication skills, interpersonal skills, teamwork, critical thinking and decision making. These really line up well with the things that employers say they are looking for when they are hiring. And you may be doing this training before a student starts and that's often one of the best ways to approach this so that you know that they are well equipped before they start an internship, but you may also do this concurrently such as having students who are doing an internship meet once a week for a seminar or a coaching session where they are covering certain soft skills throughout the duration of their work experience or the work-based learning experience.

You might also -- students may also be completing some coursework or training or technical skills sometimes referred to as hard skills before or concurrently if it is needed for a specific career pathway or work setting. Certain technical skills. Things that the employer is asking them to do or this particular learning experience requires of them using certain software or certain equipment or certain knowledge that aren't really considered general soft skills or employability skills. They are more specific to that workplace and that occupation. So they are things that are most likely going to have completed ahead of or possibly be completing concurrently as they are taking classes while also participating in work-based learning. When you are preparing students, working with students with disabilities you want to include disability disclosure and accommodations as two topics that you are

helping develop their knowledge and readiness around.

This next slide I am going to provide a little more information and resources related to disability disclosure and accommodation. It is really important in terms of disclosing a disability that the young persons decide for themselves when and how much you tell others about their disability and how it affects their capacity to learn and perform effectively in a work environment or in an education environment. So the student may not be familiar with that. Oftentimes when they were younger, when they were in high school they didn't have to tell teachers or others what their disability was. But now that they are a young adult, and they are in a higher education situation setting it is up to them. And so you want to be sure that you are not disclosing that information but also helping them think about what, if anything, is appropriate for to be disclosed to help them be successful in their work-based learning experience. There is a fact sheet listed here by the Office of Disability Employment Policy on advising students around disability disclosure. And I'm going to be sharing a whole set of other disability disclosure related resources at the end of this when I get to the resources section.

Also accommodations, students need to be aware and understand how to determine what adjustment supported services that they need in order to access and participate and succeed in schoolwork and the community. The Job Accommodation Network or JAN is a great resource for both staff, others that work with the students and the students themselves to learn about accommodations, consider different accommodation options and figure out what's going to work best for them.

The fifth essential practice is building employer and community partnerships. This is at the heart of helping students get hands-on experience in the community or in a workplace. So if you were involved in our webinar or perhaps listened to the recording of our webinar in July it was on employer engagement. And we went in to this topic of how to find and build relationships with employers. So I do encourage you to take a look at the archives if you are interested in and missed it previously but going to talk about a couple of basics. So when work-based learning experiences are going to be with an employer in a workplace or potentially in the community, such as service learning or volunteer work either way you need to build partnerships with employers or community organizations so the students have a place that will sponsor them and have them involved in working with them. And this is a continuous process of making new contacts as well as growing existing relationships so that you can keep relationships going once you have started them.

It is often helpful to start with a community resource mapping exercise and by this you kind of do an environmental scan, who are the employers in our community or near our school or even already connected to our school. Also what are the community organizations and just identify what's out

there. What's around. Once you have done sort of a broad scan you can start to prioritize. You can prioritize which career pathways. What you know students' primary career interests are or degree programs or certifications that you are -- that they are pursuing. And maybe create a more targeted list for outreach. In that resource mapping you can think about who do we already know. Who are our existing professional and personal contacts among you, your staff and others at your institution. And then also consider who don't we already know but who we need to reach out to, we should be trying to connect to. Oftentimes outreach is going to involve providing some kind of material that communicates their goals and purpose and the intent of a partnership around work-based learning. But it is really most effective to meet people in person and get to know them a bit and let them get to know you a bit before you are making an ask. Can make a cold ask by doing an e-mailing or mailing. And we encourage you to use all possible strategies but getting out to events where you can network and meet employers or community organizations or even hosting an event like an outreach event where employers or community organizations are invited to a breakfast or a luncheon. Some way that you can meet in person and give them a chance to get to know you or get to know a student and get familiar with the fact that you are looking for partnerships for the purpose of work-based learning is a great way to start building some end rows.

And the last thing I wanted to talk about on this practice step is speaking their language. It is often easy to just focus on the way we talk and the way we think about the work that we do and the purpose of work that we do with students and youth. But especially when you are trying to build partnerships with employers you want to understand and speak the employer's language. This requires getting familiar with a particular industry that that employer is a part of and what the top needs are in terms of skills or educational credentials. Talking about the benefit to the employer rather than the program features. Sometimes we talk about -- talk in our own programmatic speak but that's not as relevant to an employer as sort of the bottom line or the benefits or what's in it for me, knowing what the benefits for the employer are and that might include helping them have more of a recruitment talent pipeline, letting them know that there may be tax credits available if that's relevant. The fact that you can help identify potential skilled and reliable employees. Asking employers that you know or that you meet what they are looking for is a way to get to know their needs and their interests. So that you can then start to tailor your communication to them around the language that makes sense to them. You want to document -- these are some of the things that you can offer to them, helping them to document quality skills development, helping to streamline referrals and prescreen applicants and providing an employer brochure, a flyer to them about the different ways that they can work with you.

The sixth practice is clarifying expectations. It is so critical to make sure

that everyone involved really knows what to expect. So when you are lining up opportunities for students to be placed in an internship or another type of work-based experience or applied learning experience you want to make it clear to the student what they can expect from the experience and what is expected from them. You want to make it clear to the supervisor whether it is a -- in a place of employment or volunteer service project, supervisor, what's expected of them and what's their role. And also make it clear what they can expect from you the staff.

So the way this is frequently done is through a trainer learning plan or agreement. And some things to include in that includes the explicit learning objective. Those -- that's sort of the general objective but maybe some that are very specific to an individual student based on certain skills that they know they need to develop to reach their career or academic goals. Things that they know that they want to build and practice that are beyond just the general liability or soft skills for all students, include the roles and responsibilities of the students, supervisor or workplace or community site or your staff or school. Supervisor's role, include providing feedback to the student. The student part of their responsibilities include communicating openly with the supervisor as well as your staff. Letting them know that your staff's role is to provide support. Making it clear if your school will provide credit, if that is a part of what you are offering. So spelling out all the specifics upfront in agreement or plan really helps to make sure that everyone knows what's involved and what's expected.

The plans or agreements often also just getting some basic information, like where's the student's workplace location or community service location, what are the hours, how do they need to dress or be prepared. Are there other requirements that they need to know about before the first day and then having contact information for everyone so everyone knows how to get in touch and stay in touch throughout the duration of the experience.

Part of making expectations clear with the employer or a supervisor may involve providing building their awareness around disability related supports. So to make sure that the work experiences can be inclusive quality experiences for students with disabilities your staff might need to offer to provide some disability specific information and supports by educating the supervisor or the employer about the disclosure and reasonable accommodation issues and their role in those. You can offer disability or diversity awareness training. You can offer to help identify and address accommodation and access needs. Let them know that you can conduct ongoing follow-up in case any questions arise. This might involve being on site for a visit and potentially modeling how to handle any accommodation issues or access issues. And simply asking the employer or supervisor what additional information or support they might need will help to ensure successful relationship.

The seventh practice is about carefully matching students. In order to do

this you really need to take time to get to know the student's needs and employers or partner's needs or goals. This is where I come back to the individual career and academic plan that I mentioned earlier. If the student has an individualized plan already, then you want to review that with them, make that a part of making a decision about a work-based learning experience placement or projects. Because that plan should ideally have some reflection on the student's skills, interests and values, things that can be identified through self-exploration activities such as assessments. And also it should have some information about their specific career goals and what they want to learn or gain through a work experience. So you want to make sure there is an intentional step of aligning the planning for work-based learning with the individualized career and academic plan and then knowing employer or community partners' needs and goals is really going to be critical so that you can assess whether what they need and what they want to accomplish by partnering with you is a good fit for the goals and needs of the student that you are working with or the group of students that you are working with. And then as you can consider both the student and the employer side of things you want to look for synergy to make a match. It is not always going to be a perfect one to one match. But doing what you can with the information you can gather from both is really going to help make the experience more successful and more satisfying for both the student and the employer.

Finally, it is important to offer support to ongoing monitoring and evaluate the work-based learning experiences. Some of the ways that this is often done by programs that we have talked to and visited is that staff are regularly communicating with the student and the employer in a variety of ways. Sometimes this is -- often this includes scheduled check-ins and visits to the student at the workplace or the community site. But also making it clear that there is an open invitation for the employer or supervisor and the student to contact you at any time so that you can be in the loop about how things are going and you might even ask them to provide progress reports to you in writing or to do midpoint evaluations on what the student is learning. And if there are any challenges or concerns that arise you really do need to offer assistance to both the student and the supervisor. Oftentimes students can benefit from some coaching around certain skills or situations that may have presented as a challenge, an issue that a supervisor may have raised or a concern or an issue that the student has raised such as a conflict in the workplace or the being uncomfortable with a certain experience and trying to figure out how to respond or act in that situation. So offering some coaching or ongoing input to the student is really important.

You also want to let the supervisor know that you are available to offer input to them as well. So that as challenges or questions arise you can help them resolve those as quickly and successfully as possible. And then in

terms of evaluating, it is very, very beneficial for everyone to have some sort of final evaluation so that the student gets feedback on their skills and performance. Oftentimes this involves sort of a formal skills assessment that might be done at the beginning and the end or at midpoint in the end where the supervisor raises the student on certain skills that were agreed to at the beginning in the training plan or learning plan as areas that the student will be practicing and learning. And then also asking the student to provide feedback on their experience and how this employer or supervisor worked out for them so that your staff know how well this work-based learning site or host was for the student. And so you can think about how to make improvements for future opportunities.

Okay. Now it is time to hear from you. That was a lot of different practices that I covered. We have a lot of resources that I'm going to cover after I take some questions. So resources are coming shortly. But first I just wanted to stop and ask what kinds of questions are coming up for you. What kinds of situations are you dealing with that you might want to ask about. So please go ahead and use the Q and A box or the chat box, whichever you are more comfortable with to share any questions or comments that you have. I am going to give you a minute to think and hopefully we will hear from some of you.

I will go ahead and pose a question to all of you. When you reflect on the eight practices that I just talked about, which, if any, of those are you already doing? I'm going to go back to that list, original list so you can see all eight of them. So here are the eight essential practices that I just reviewed. When you look at this list which of these are already a part of your practices? Please go ahead and type in to the chat. Oh, great. Jennifer Sanders responded with numbers which is a really helpful way to do it. So Jennifer said making it purposeful and complying with the labor laws and preparing students and building community partnerships, clarifying expectations and careful matching and providing ongoing support and monitoring progress and evaluating outcomes are all a part of their practices.

Mary Francis responded and said complying with labor laws, aligning with course and in-class learning and preparing students are part of their current practices. Great. So it is interesting Jennifer's response, the only thing that she didn't mention was aligning with courses and in-class learning and that -- if the students that you are working or the youth you are working with aren't currently in courses or classes it makes sense that you are probably not going to be looking at how it aligns with the courses or classes.

Jennifer responded and said that she is looking at how to expand this for the students that they are working with. And then as you look at this list and think about which, if any, is most challenging for you, does anybody have any feedback on that, which, if any, seems particularly challenging?

And Lisa responded as well and said that she is also doing these practices but that there is always room for improvement.

Thanks for responding, Lisa. And that she said that No. 2, complying with all labor laws is a challenge. Do other people find the No. 2 is a challenge or a concern? Lisa said this is challenging because things seem to keep changing. Yeah, it can be really hard to keep up with the latest laws and explanations of the law or understanding how it applies to what you are doing. We had a question about how does one get a principal to buy in to the idea of developing work-based learning for the student body. Wow that is, you know, we were talking about the principal of a whole school and you want to develop this for the broader student body which is a great idea. And you want to see the opportunities extended to everyone. I figure you would have to build that buy-in. You would have to make a strong case related to probably the school's priorities around certain outcomes. If there is a strategic plan, that's a great place to look in order to think about what are some of the levers for building buy-in and may also require building the backing of other champions who have influence with the principal so that you can get a stronger coalition of voices to call for it. Then I could see that being another level -- I'm sorry, another lever for getting school administrator to buy in. And those voices can include students and families, not just others in your own -- other staff.

Does anybody have any other thoughts in response to that question about getting principal buy-in? Please go ahead and type those in. Oh, Rhonda responded that send the principal the research that improves outcomes. Absolutely. Definitely need to share the research. The other responses we have, Jennifer mentioned in terms of challenges that we have developed a childcare component but sometimes it is tricky to find the instructor. Got it. So related to having training and learning experiences and work experiences that align, yeah. You need to have instructors for your courses and your training. Providing ongoing support and monitoring progress and evaluating outcomes. Yep. The ongoing support can take a lot of time. So we really can't -- we can't just place people or match them up and then let go without continuing to offer some support and staying in touch because we never know if something goes amiss, or it doesn't go amiss but you are not connected to what's going on, the experience might not be as positive for a student. It might not be as positive for the employer. So having ongoing support can really help to make a successful experience for both. But it is challenging to find the time to be able to do it.

Jennifer also said that No. 2, complying with all labor laws is challenging but in a good way. That they learn from it, especially since a lot of students go in to supportive employment and some of them cannot continue their internship because they are no longer involved in their education component post-graduation. Got it.

Okay. And the question about getting buy-in from the principal in terms

of wanting to develop work-based learning opportunities for students with disabilities specifically. So again I guess I would go back to both the research, the research is really strong on the importance of work he is learning and improving students with disabilities outcomes and I could see that in like -- it might be more challenging to build the coalition of support that you need but students and families may be especially effective advocates for that.

Jennifer says I work at a program similar to comprehensive transition program for students with developmental disabilities. Sometimes it is tricky if we don't get the support from the employers as they understand who the population of adults are, which is unfortunate. So we sometimes reuse employers but we have begun to do more outreach. We have more luck with unpaid internships.

Yeah. Definitely heard -- I have definitely heard that before. And this is where one of the things we often talk about in terms of building or easing employers in is getting them involved in things other than work experiences as a first step to getting familiar with your population and your program and your staff. So if you invite an employer to do something, that to them might seem like it is going to take -- take less of their time and energy, but get them familiar with what you do and things you work with, then that can help to open the door to building a more intense involvement such as a work experience partnership. So, for example, maybe you have some of those more reluctant employers agreed to be a guest speaker or agree to help with mock interviews, provide a work site visit just for career exploration and often sometimes when people add that place of employment, get familiar with you and your students it might open doors and might break down barriers and attitudes so that they will become more willing to partner with you on the work-based learning experiences.

Jennifer says we have done all of that and even done an employer panel. Gotcha. It sounds like you are trying your best to break down the barriers wherever you can.

All right. I'm going to go ahead and go through the resources slide because we have got a lot to share. I'm going to have to move forward here again back to where I left off. Okay. Work-based learning resources, we really have so much to share both resources that we have developed as a part of the National Collaborative on Workforce and Disability for Youth. Some things have been developed by ODEP, Office of Disability Employment Policy and some resources we have developed through other projects. And there are all kinds of other things out there as well, but these are a few things that I wanted to be sure that you are aware of that you might find helpful about getting ideas to design work-based learning. Profile several successful programs that work with students' disabilities and other youth and students primarily in secondary school level and -- but in a variety of settings and in a variety of types of work experiences. So take a look at

that to get a sense of how some other programs, some of their successful practices and also your templates and tools that they use which you may find helpful.

The apprenticeship training modules is a good introduction to apprenticeship. If you are looking at you want to look more closely at youth apprenticeship. This is overview and information, making apprenticeship training programs inclusive to youth with disabilities. This is a brand-new guide that we just published, fostering inclusive service and volunteering. And it focuses on benefits and strategies for service learning and volunteering experiences that are inclusive for students with disabilities. So it just talks generally about service learning and volunteering and then how to make it -- make sure that it is a quality experience that includes students with disabilities as well.

Work-based learning jumpstart, it is an online publication that is broken down in to key questions and answers for different audiences. There is questions and answers for a program administrator, for a direct service professional who is working with students and youth and for an employer, for family, and for youth. So that's a nice resource for thinking about how to communicate about work-based learning with some of those different audiences. And then the guide to internships for students with disabilities is something that we developed under another project that is written for students with disabilities who are looking for an internship or have an internship and it goes through everything from how and where to search for internships to interviewing for them, and what to do once you obtained one and how to make the best of it. So there is a lot of helpful guidance for the students itself in that things that you might even pull out and use to share with your students.

Some additional career development resources that we want to be sure that you are aware of, promoting quality and individualized learning plans, how-to guides. I mentioned individualized career and academic plans in this webinar and that helps you guide over this topic in depth. Based on research and how individualized learning plans have been used. A whole bunch of resources on career development, self-exploration activities and career exploration activities and career management and skill building are all covered in there with links to resources that you can use with students as well as sample curricula, lesson plans.

Using career interest inventories and career exploration and action are two other practices that talk about strategies and tools that have been used by successful youth programs. And just to address Mary's question that just came in on the chat, yes, the presentation, you can download it from the box in the upper left-hand corner of your screen that says download. You can download the slides. I'm not sure if you are viewing that right now or just me. If you don't see it right now, Eric will share it before we conclude.

>> ERIC CLINE: It should be up right now.

>> MINDY LARSON: Okay. Great. Soft skills training resources, so as I mentioned the importance of preparing students, here are some great resources that you can use for helping to prepare students to understand and use soft skills in the workplace. Office of Disability Employment Policy skills and curricula is available online for free and available in Spanish. And there is a couple of resources on our websites that are tailored more towards a family audience that have some information that's really helpful for anyone who is helping students learn about soft skills.

Employer engagement resources includes the inclusive internship program how-to guide for employers which Rhonda just shared in the chat as well. This is a new guide by ODEP that is written for employers on how they can make sure that their internships that they are hosting and sponsoring are inclusive. So take a look at it as you think about how to talk to employers about working well and supporting students with disabilities and internships, share it with employers that you work with because there is some great information and resources there.

Workplace learning jumpstart which I mentioned before this is a link to the employer audience page and then we have publication on strategies for becoming an employer friendly intermediary that breaks down what employers need and talks about that language issue and how to speak the employer language. I talked a bit about disability disclosure. These are additional resources that we want to use for free. We have a workbook for young people with disabilities called the 411 on Disability Disclosure and a Companion Workbook for staff, families, educators, any adults who work with students and youth on how they can work with young people around learning about disability disclosure. And then there is a supplement on cyber disclosure because we have to make sure when it comes to disclosure all young people understand that in this age of social media popularity, anything that they hear online is likely to be found in the future by people who might be considering hiring them. So employers often look at online profiles and do a search for your name. So when it comes to deciding to share any information including information about having a disability on the Internet it is important for students to understand the implications of that and make informed decisions. And there is a series of videos on disability disclosure that you can share with students that are made by other young people with disabilities.

Resources for both you and students, more about accommodations. Again I mentioned the Job Accommodation Network, JAN and there is a link there to the searchable online accommodation resource directory based on disability. It will provide information and ideas about different accommodations. Relevant to that disability or support needs. And there is also a fact sheet on accommodations for youth with mental health needs, more specifically.

All right. Finally my contact information and our websites, the National

Collaborative on Workforce and Disability for Youth website where you can find most of the resources that I just reviewed as well as others. The Department of Labor's Office of Disability Employment Policy has additional resources as well. And my contact information. I'm going to go ahead and pause before I close and ask are there additional questions. I'm going to take a look at the Q and A box.

There was another comment that the practice 8 of monitoring and supporting themes provides the opportunity to troubleshoot any issues that the student may be experiencing in a timely manner. Absolutely. Want to know as soon as possible if anything might be challenging for the student or employer so that you can help improve the experience. That's great.

All right. I don't see any additional questions. I hope I covered everything. I want folks to know that you can contact us directly at any time on the phone number to our offices here, my extension and e-mail address is here but we welcome questions. And we'd like to hear from you and find out what you are working on and what you might need in the way of assistance since we are a national technical assistance center. We are here to be of assistance. Don't hesitate to reach out to us.

Thank you, everyone, for tuning in today and being a part of that webinar. It will be archived, the recording, on our website. And so you can look for that on the ncwd.info website within about a week and contact us if you can't find it for some reason and share it. Let others know that this recording is available at any time for those who want to learn more. Thank you very much and everyone have a great afternoon.

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