Working Together to Create Successful Work-based Learning Opportunities:

Work-Based Learning Resource and Toolkit

This toolkit has been created in collaboration with NE VR and ESU 13 Transition Services.

This project seeks to overcome the barriers experienced by youth diagnosed with Disabilities when entering the workforce. This project provides a work-based learning toolkit for parents, teachers, and job coaches in the ESU 13 service area. This toolkit seeks to increase capacity across ESU 13 by creating ready-made resources for all service staff to take into their schools, while reducing the miles traveled and hours offered to support teachers. It focuses on working "smarter, not harder" across ESU 13.

The desired outcome of this project is to increase work skills, thus increasing hours worked, connecting youth to jobs they enjoy, and providing a resource for teachers, parents, and job coaches. The goal of this project is to have 75% of schools, currently educating youth diagnosed with Disabilities, participate in work-based learning activities.

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Introduction to Work-based Learning

The goal for NE VR and ESU 13 Transition is to offer competitive integrated employment development options to all youth diagnosed with moderate to significant disabilities across the panhandle of Nebraska. Options should be individualized and align with a youth' interests, preferences, skills, and support needs; and with the labor market needs of businesses. As families, schools, VR and other partners plan and engage in transition planning with youth, it is important to understand that individual needs and employment goals will be different for each student. By making the connection between youth' interests, skills, and preferences with business needs, good job matches can be brokered so that employment is a mutually beneficial outcome for both the student and business.

This toolkit seeks to offer the base understanding of work-based learning experiences needed to build up to competitive integrated employment when youth transition into adult life. Three key components will be of focus that are noted by The National Technical Assistance Center on Transition (NTACT) as critical elements in attaining competitive integrated employment.

NTACT has provided an overview of work-based learning and evidenced based practices in their Competitive Integrated Employment (CIE) Toolkit. They have offered it for use through public domain.

National Technical Assistance Center on Transition (2017). *Competitive Integrated Employment Toolkit*, R. Allison, J. Hyatt, K. A. Clark, & D. W. Test.

How is competitive integrated employment defined?

The Rehabilitation Act defines competitive integrated employment as work that is performed on a full-time or part-time basis for which an individual is: (a) compensated at or above minimum wage and comparable to the customary rate paid by the employer to employees without disabilities performing similar duties and with similar training and experience; (b) receiving the same level of benefits provided to other employees without disabilities in similar positions; (c)

at a location where the employee interacts with other individuals without disabilities; and (d) presented opportunities for advancement similar to other employees without disabilities in similar positions.

The Individuals with Disabilities Education Act of 2004 (IDEA) of 2004 defines competitive employment in measures B and C of Indicator 14 which measures post school outcomes for youth with disabilities. This definition states that competitive integrated employment occurs when a student has worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school and includes military employment.

Why is competitive integrated employment important?

Research has demonstrated that employment is a factor associated with an individual's overall quality of life or assessment of their well-being (Canha, Simoes, Owens, & Matos, 2013). However, when we look at employment outcomes of youth with disabilities transitioning from school to work they have persistently lagged behind their peers without disabilities (Fogg, Harrington, & McMahon, 2010). A 2013 report from the U.S. Department of Labor indicated that only 26 percent of youth with disabilities are employed after high school compared to almost 64 percent of their peers without disabilities. Additionally, persons with disabilities experience the highest rates of poverty of any subcategory of Americans recorded by the Census Bureau. Of the nearly 30 million individuals with disabilities ages 18–64, 27 percent, or more than 4 million people, live in poverty. This is more than double the rate of 12.5 percent for the entire population (Office of Disability Employments Policy, 2013).

How do we prepare youth for competitive integrated employment?

Work experience has been consistently identified as the most important predictor of post school employment success for youth with disabilities, regardless of disability or intensity of special education services (Carter et al., 2012; Fabian 2007; Test et al., 2009; Bullis et al. 1995, Wagner et al., 2014). Work experiences are useful in all phases of career development and can take different forms. One consistent message across federal policies and research is that youth with disabilities should be provided opportunities to experience work in competitive integrated jobs that take place in the community.

Empowering youth to determine, plan for, and receive appropriate work experiences and workforce supports is key to a student being successful in competitive integrated employment. Youth with disabilities and families that collaborate with educators, local agency personnel, and businesses are more likely to be employed as adults. Perhaps more interestingly, the nature of the support provided to the student on and off the job often determines the difference between a successful job placement and an unsuccessful one (Brewer, 2005).

Collaboration among partners working with youth is also important and can lead to the desired outcome of competitive integrated employment after high school. When collaboration is directly focused on outcomes for youth with disabilities and the systems that serve them – rather than

merely referring them for a “hand off” to the next responsible party – higher school completion and employment rates are likely (Fabian & Luecking, 2015).

How are pre-employment transition services (Rehabilitation Act) and transition services (IDEA) provided collaboratively to reach competitive integrated employment?

Both education and vocational rehabilitation have key roles and responsibilities in improving employment outcomes and assisting youth in achieving competitive integrated employment. Both entities must be involved in creating opportunities for youth to develop skills and knowledge to prepare for careers in the 21st Century.

Within education there has been an increased emphasis on educational services that are mindful of optimal post-school outcomes that include CIE (IDEA, 2004; Every Student Succeeds Act, 2015). Schools are required to begin transition planning for youth with disabilities no later than age 16 (age 14 in some States) and earlier if the IEP team determines it’s appropriate. This is to ensure time for youth to explore career options, participate in work experiences, develop necessary academic and work place skills, access needed transition services that will prepare them for post-school education, training and employment. Introducing youth to a VR counselor early and including them on the student’s IEP team, with appropriate consent, will increase the student’s ability to access opportunities that address their needs in achieving a CIE outcome.

Schools have a variety of academic and career development opportunities, such as Career Technical Education (CTE), dual enrollment, and work-based learning to provide experiences and skills that increase youth’ success in the workplace. Partnering with these programs has the potential to decrease duplication and increase special education and VR‘s ability to provide youth a variety of pre-employment transition services and transition services.

State educational agencies (SEAs) are required to collect and measure post-school employment outcomes for youth with disabilities (i.e. competitive employment within one year of high school graduation) as indicated above in Indicator 14. These data are collected in partnership with the LEA to provide schools with data to inform them of their transition service strengths and areas of needs in reaching CIE outcomes for youth with disabilities. VR is required to collect specific data elements for youth with disabilities receiving of preemployment transition services as well as transition services.

The Rehabilitation Act, as amended by WIOA, expands the population of youth with disabilities who may receive services and the kinds of services that VR agencies may provide to youth with disabilities who are transitioning from school to postsecondary education. It also requires that VR agencies provide, or arrange for the provision of, pre-employment transition services for youth with disabilities in need of such services and the services are coordinated with local educational agencies (LEAs). Pre-employment transition services include required, authorized and pre-employment transition coordination activities and are to be an early start at job exploration. The required activities are direct services to be provided to youth with disabilities who are eligible or potentially eligible for VR services, which include: job exploration

counseling, work-based learning experiences, counseling opportunities for enrollment in comprehensive transition or postsecondary educational programs and institutions of higher education; workplace readiness training; and instruction in self-advocacy, including peer mentoring.

Although transition planning for youth begins at age 16 in most States, VR agencies may elect to provide pre-employment transition services at an earlier age to youth with disabilities who are enrolled in an educational program. These services may be provided to all youth with disabilities (including those who have individualized education programs (IEPs)and plans for accommodations or services under section 504 of the Rehabilitation Act) in coordination with LEAs to prepare youth with disabilities for CIE. Congress intended pre-employment transition services to be provided to the broadest population of youth with disabilities to ensure that as many youth with disabilities as possible are given the opportunity to receive the services necessary in order to prepare for and achieve a CIE outcome. In order to accomplish this intent, VR agencies need to work with SEAs and LEAs to ensure that the pre-employment transition services and transition services provided under IDEA create a seamless transition for youth with disabilities from secondary education to postsecondary education and employment.

What Transition Services Content and Activities Build Youth's Skills?

Activities necessary to achieve the student's post-secondary goals will occur both in the school and community. The opportunity for youth to participate in pre-employment transition services offered in collaboration with vocational rehabilitation will provide greater access to experiences that lead to the outcome of CIE that reflects a student's strengths, preferences, and interests. Transition services are best delivered in a framework where there is coordination between education and VR that actively involves the student and family and are focused on the outcome of CIE. The following transition services can assist in preparing the student for CIE.

Job Exploration Counseling. Job Exploration Counseling, or Career counseling/ guidance includes a wide variety of activities which help youth explore career options and opportunities available. Job exploring options are intended to foster motivation, consideration of opportunities, and informed decision making. Specific to youth, real-world activities ensure that youth recognize the relevance of a high school and post-school education to their futures, both in college and/or the workplace. Job exploration activities can be provided in conjunction with private, for-profit, public, or nonprofit businesses in your community and/or through webbased resources.

Job exploration and career development activities should be individualized and give youth an opportunity to be exposed to a number of different experiences to assist them in making informed decisions on careers which align with their preferences, interests, and skills. Activities at each grade level should promote a natural progression, with the goal being the student is employed after high school or after completion of their post-secondary training/education program.

<u>Examples of Job Exploration Counseling Activities</u>

Career (Vocational) Assessments are tests that come in a variety of forms and rely on both quantitative and qualitative methodologies. Career assessments can help youth identify and better articulate their unique interests, personality, values, and skills to determine how well they may match with a certain career. Some skills that career assessments could help determine are job-specific skills, transferable skills, and self management skills. Career assessments can also provide youth the opportunity to discover the tasks, experience, education, and training that are needed for a career they want to pursue (WINTAC, 2016)

Career Speakers provide an overview of a specific job or career area. The speaker typically presents to a class, large group, or small group of youth for a short period of time. Artifacts and or photos are used to enhance the presentation. These sessions are typically informative, motivational, and provide recommendations for additional career exploration activities (WINTAC, 2016).

Career and Technical Student Organizations (CTSOs) are vocational organizations primarily based in high schools and career technology centers. Often, on the state level, they are integrated into Departments of Education or incorporated as nonprofit organizations

Course of Study Alignment with Career Course of Study refers to a series or selection of courses that all youth are required to complete before they can move on to the next level in their education or earn a diploma. Youth should take and complete courses that are considered to be academically and culturally essential—i.e., the courses that teach youth the foundational knowledge and skills they will need in college, careers, and adult life.

Discovery Process is an evidence-based alternative to comparative, standardized assessments, and evaluations. Discovery is a person centered planning process that involves getting to know a person before supporting them in developing a plan for employment (Callahan, 2001)

Job Shadowing is a work experience option where youth learn about a job by walking through the work day as a shadow to a competent worker. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the student. Youth witness firsthand the work environment, employability, and occupational skills in practice, the value of professional training, and potential career options. Job shadowing is designed to increase career awareness, help model student behavior through examples, and reinforce in the student the link between classroom learning and work requirements. Almost any workplace is a potential job shadowing site.

Informational Interviews are an informal conversation with someone working in a career area/job that interests the student, who can provide them with information and advice. It is an effective research tool in addition to reading books, exploring the Internet, and examining job descriptions. It is not a job interview, rather a way the student can learn specifics about a particular business or job. (WINTAC, 2016)

Interest and Ability Inventories typically describe or illustrate (often with pictures and videos) many occupations and job tasks and ask youth to rate how much they would enjoy doing each job or task. By rating their level of interest in a wide range of occupations, these inventories help young people recognize their predominant interests and preferences (Timmons, Podmostko, Bremer, Lavin, and Wills, 2004). Career interest inventories can be used in school classes, in afterschool and community youth programs, in workforce development programs, and at home. (NCWD)

Labor Market Statistics and Trends Labor market statistics and trends are occupational requirements, and other labor market information that provides information about employer, business practices, and employer personnel needs in their local area and elsewhere, such as data provided by the Bureau of Labor Statistics and the Department of Labor's O*NET occupational system. Labor market information can assist youth in discovering career opportunities, as well as make informed career decisions.

Work-based Learning. Work-based Learning (WBL) is an educational approach or instructional methodology that uses the workplace or real work to provide youth with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. It is essential that direct employer or community involvement be a component of the WBL to ensure in-depth student engagement. These opportunities are meant to engage, motivate, and augment the learning process and should be provided in the most integrated setting possible.

If provided as pre-employment transition services, work-based learning may be provided in a group setting and may include a school-based program of job training and informational interview to research employers, work-site tours to learn about necessary job skills, job shadowing, or mentoring opportunities in the community. Work-based learning experiences on an individual basis could include paid or unpaid work experience, internships, apprenticeships, short-term employment, fellowships, and on-the job trainings in the community.

<u>Examples of Work-based Learning</u>

Apprenticeships are a federally recognized training system for occupations requiring a wide and extensive range of skills and knowledge. It involves on-the-job training combined with related (i.e., classroom) Instruction. In the United States alone, there are currently more than 800 different occupations with apprenticeships. Apprentice wages are based on the level of their skills and increase incrementally to the journeyman level upon successful completion of the apprenticeship. Preapprentices

and registered apprentices through the Department of Labor are not included as allowable pre-employment transition services.

Business Mentors are experienced individuals who can explain and provide information about the facets of owning or managing a business, such as: understanding and conducting market research, creating a business plan, securing financing, knowing hours of work required, etc. to youth so they can have a better understanding of the requirements and demands of owning and running a business.

Career Mentoring provides guidance and advice to a less experienced and often younger person. A career mentor focuses on helping a student understand the work environment and tasks of a specific career

Career Related Competitions are work-based learning activities that require youth to demonstrate mastery of career-related skills through presentations or competitions that are judged by professionals. Presentations demonstrate culminations of student effort over time, often involving teamwork. Career technical student organizations sponsor such competitions in the fields of agriculture, business, health, hospitality and industrial technology (WINTAC, 2016).

Informational Interviews are an informal conversation with someone working in a career area/job that interests you, who will give you information and advice. It is an effective research tool in addition to reading books, exploring the Internet, and examining job descriptions. It is not a job interview, rather ways a student can learn about a specific business or job. (WINTAC, 2016)

Internships are a temporary position emphasizing on-the-job training, and it can be paid or unpaid. An internship is an opportunity to learn the actual nature of a real job and to develop specific job related skills before you are qualified for an actual job (WINTAC, 2016).

Job Clubs can be school or community based groups that aim to help to equip youth with skills and resources to be successful in finding and keeping a job.

Job Shadowing is a work experience option where youth learn about a job by walking through the work day as a shadow to a competent worker. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the student. Youth witness firsthand the work environment, employability and occupational skills in practice, the value of professional training, and potential career options. Job shadowing is designed to increase career awareness, help model student behavior through examples, and reinforce in the student the link between classroom learning and work requirements. Almost any workplace is a potential job shadowing site.

Non-paid Work Experience offers youth the opportunity to explore careers and understand the nature of work through first-hand exposure to the workplace. Non-paid work experience is exploratory in nature and its intent is to expose an individual to a

variety of occupations for the purpose of building basic workplace competence and for purposes of informed choice.

On-the-Job Training is a form of training taking place in a normal working situation and is one of the earliest forms of training. It is a one-on-one training located at the job site, where someone who knows how to do a task shows another how to perform it.

Paid Work Experience can be general or vocational, focusing respectively on general workplace skills or career preparation activities within a specific industry or career area (WINTAC, 2016).

School-Based Work Experiences are arranged and occur in a school setting which can include student-led enterprises. Student led enterprises are school based enterprises that produce goods or services for sale or to be used by people other than the participating youth. This also provides youth the opportunity to learn employability skills.

Service Learning is a work-based learning activity that integrates meaningful community service with classroom instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities (WINTAC, 2016).

Volunteering is when a person donates his/her time or efforts for a cause or organization without being paid. It may be a one-time only or an on-going commitment. It should directly or indirectly benefit people outside the family or household or else benefit a cause, even though the person volunteering normally benefits as well. Most volunteer sites are non-profit organizations (WINTAC, 2016).

Work-Site Tours to learn about necessary job skills are group excursions for the purpose of first-hand observation to specific work sites. Youth learn about the business, meet employees, ask questions, and observe work in progress.

Workplace Readiness Training to Develop Social Skills and Independent Living

Workplace readiness traits describe a number of skills that employers expect from most employees. Workplace readiness skills are a set of skills and behaviors that are necessary for any job, such as how to interact with supervisors and co-workers and the importance of timeliness. These skills are sometimes called soft skills, employability skills, or job readiness skills. These abilities help employees learn and build an understanding of how we are

perceived by others. Employers value employees who can communicate effectively and act professionally. No matter what technical skills a job may require, every job requires good social skills/interpersonal skills (Test, Mazotti, et.al. 2009).

VR and local educational agencies may provide workplace readiness training to youth with disabilities as a required activity under pre-employment transition services. As such, workplace readiness training may include programming to develop social skills and independent living, such as communication and interpersonal skills, financial literacy, orientation and mobility skills, job-seeking skills, understanding employer expectations for punctuality and performance, as well as other “soft” skills.

Examples of work place readiness training

Communication Skills in the Workplace is the ability to convey information to people clearly and simply, both verbal and non-verbal, within an organization.

Financial Literacy is the ability to use knowledge and skills to manage financial resources effectively for a lifetime of financial well-being (2008 Annual Report to the President). It includes skills like long-term vision and planning for the future, and the discipline to use those skills every day.

Networking is the exchange of information or services among individuals, groups, or institutions; specifically, the cultivation of productive relationships for employment or business (Miriam-Webster, 2014).

Orientation and Mobility Skills teach youth the skills and concepts they need in order to travel independently and safely to access their community, school, and worksite.

Problem Solving and Critical Thinking is the process of working through details of a problem to reach a solution. Problem solving may include mathematical or systematic operations and can be a gauge of an individual's critical thinking skills.

Professionalism, in and of itself, is not one skill but the blending and integration of a variety of skills. Employers want workers to be responsible, ethical, and team oriented and to possess strong communication, interpersonal, and problem solving skills. When professionalism is demonstrated, it tends to be thought of as the entire package.

Teamwork is the process of working collaboratively with a group of people in order to achieve a goal. Teamwork is often a crucial part of a business, as it is often necessary for colleagues to work well together, trying their best in any circumstance.

Instruction in Self-Advocacy refers to an individual's ability to effectively communicate, convey, negotiate, or assert his/her own interests and/or desires. Self-determination means that individuals with disabilities have the freedom to plan their

own lives, set goals, and pursue the things that are important to them and to experience the same life opportunities as other people in their communities. It means understanding one's disability and taking the responsibility for communicating one's needs and desires in a straightforward manner to others. VR agencies may provide or arrange for the provision of instruction in self-advocacy as a required activity under pre-employment transition services. This instruction may be provided in a classroom or on an individual basis in which youth learn about their rights responsibilities and how to request accommodations or services and supports needed during the transition from secondary to postsecondary education and employment. Youth may conduct informational interviews or mentor with educational staff or individuals employed by or volunteer for employers, boards, associations or organizations. Examples of Instruction in Self-Advocacy:

- Requesting and Utilizing Accommodations youth's ability to request and utilize accommodations in the classroom, work site, or other settings in order for them to be able to learn, work, or receive services. Accommodations are designed not to lower expectations for performance in school or work but to alleviate the effects of a disability. (NCWD, 2016)

- Decision Making, Including Supported Decision Making is a process of supporting and accommodating an student with a disability to enable the student to make life decisions, including decisions related to where the he/she wants to live, the services, supports, and medical care they want receive, and where they want to want, without impeding the self-determination of the student.

- Disability Disclosure is the act of opening up, revealing, or telling. With regard to individuals with disabilities, it refers to the act of informing someone that an individual has a disability, including self-disclosure. It is often associated with a person's need to request accommodations (NCWD, 2016).

- Goal Setting and Attainment is the skill of determining how a student plans to accomplish what they want - setting the goal, planning for implementation, and measuring success.

- Leadership Skills (taking a leadership role) is the area of development that centers on creating positive skills, attitudes, and behaviors around civic involvement, work, and personal goal setting. Youth may participate in youth leadership activities offered in educational or community settings.

- Peer Mentoring is a form of mentorship that usually takes place between a person who has lived through a specific experience (peer mentor) and a person who is new to that experience (the peer mentee). Mentorship relationships can take different forms such as peer mentoring, disability mentoring, and group mentoring, or e-mentoring. (WINTACT, 2016)

- Personal Rights and Responsibilities provides knowledge and opportunities to learn about laws and regulations regarding education and employment, including those specific to disability.

- Self-Awareness and Knowledge is the ability to understand oneself separate from the environment and other individuals. It is having a clear perception of your personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Self-awareness allows you to understand other people, how they perceive you, your attitude, and your responses to them in the moment.

- Self Determination is the right and ability of all persons to direct their own lives, as well as the responsibility to accept the consequences of their own choices. Some of the skills that make someone self-determined or a successful selfadvocate are the following: knowledge of one's strengths and limitations, belief in one's ability to achieve goals, ability to start and complete tasks, ability to assertively assert one's wants, needs, and concerns, and the ability to make decisions and see other options.

Nebraska Pre-Ets Services

Goal

To goal of NE VR Pre-Employment Transition Services is to meet the employment needs of students with disabilities, Nebraska VR provides pre-employment transition services which include:

- Job Exploration Counseling
- Workplace Readiness Training
- Work-Based Learning Experiences
- Counseling on Comprehensive Transition or Post-Secondary Educational Programs Instruction in Self-Advocacy

3 Steps to Get Started

1. A parent or guardian, school staff member or other professional contacts Nebraska VR.
2. The student and parent or guardian completes a Pre-Employment Transition Services Consent & Release form.
3. The student meets with a Nebraska VR Pre-Employment Transition Services Coordinator to begin career exploration and work readiness activities.

Going Forward

Students meet individually and/or in groups with a Nebraska VR Pre-Employment Transition Services Coordinator throughout the school year. To learn about the world of work, students may participate in:

- Career exploration
- Exploring work accommodations
- Post-secondary planning
- Job search skill building
- Work-based learning experiences

The NE VR Program Manual identifies that Pre-Ets services

Watch the following video to understand how NE Pre-Ets services impact this project:

https://live.myvrspot.com/iframe?v=MzgyNzJlMzMzNGQxM2Y4NzQxN2ZhMzAzNWU5YTM5NTc

4 -2017

Pre-Employment Transition Services
Consent & Information Release

Note to Parent or Guardian: Your signature on this form gives permission for Nebraska VR staff to receive education records and information regarding the student named below from the school named below to determine if he or she is eligible to receive preemployment transition services from VR. VR is a joint state and federally funded program of the Nebraska Department of Education and works in cooperation with Nebraska high schools. There is no cost to you for the services your child or dependent may receive from Nebraska VR staff. We look forward to working with your student and hope to have an opportunity to talk to you in the near future.

Student name:		NSSRS (School) ID #:	Grade:	Expected graduation date:
School:		School contact name:	Gender: ☐ Male ☐ Female	Date of birth
Home phone:	Student phone:	Student email:	Best time to contact student:	Please indicate the best way to contact student: ☐ Email ☐ Home phone ☐ Work phone ☐ Cell phone ☐ Text
Student address:	City:	ZIP:		
If you are a high school student, please check if you have either a: ☐ 504 Plan or ☐ IEP (Individualized Education Program)	Describe your disability or work limitations:	Are you (pick one or more): ☐ White ☐ Asian ☐ American Indian or Alaska Native ☐ Pacific Islander or Native Hawaiian ☐ Black or African American		Are you Hispanic or Latino? ☐ Yes ☐ No

Parent, guardian, or legal representative name:	Signator phone: Work _____ Home _____ Cell _____	
Parent, guardian or representative address (if different than student):	City:	ZIP:
Parent, guardian or representative email address:	Please indicate the best way to contact you: ☐ Email ☐ Home phone ☐ Work phone ☐ Cell phone ☐ Text	
Who, besides the parent/guardian, would always know the student's address and phone number?		

I give VR permission to help my student plan for the future. This may include help to:

- Participate in Job Exploration Activities. • Learn about his or her strengths, abilities, and capabilities for work and • Learn habits, attitudes, and behaviors for work.
- Learn skills for adult living. • Identify goals for work and adult living.
- Take part in community work experiences. • Explore post-secondary training options.

I give the above school permission to release and allow electronic access to all records about my child to VR, including but not limited to:

- School Multidisciplinary Team Report. • Work experience information and records.
- Individual Education Program (IEP). • School cumulative grade records, including standardized test results.

- Psychological Evaluations and reports.
- School grades and progress reports.
- 504 Accommodation Plan.
- Career exploration information.

I hereby attest that my responses and the information provided on this form for services are true, complete, and accurate. I give my consent for Nebraska VR to exchange information with authorized school staff and/or authorized non-school personnel, such as mentors and Assistive Technology specialists, and Educational Service Unit staff. In addition VR can exchange information with the following persons, programs, or agencies serving my child:

Nebraska VR will not re-release the education records it receives from the above named school to any other person, program, or agency without my written consent unless it is required by law. I may end this consent at any time by providing VR a signed and dated statement to that effect. In any event, it will end one year from the date my child no longer receives VR services.

X Parent, guardian, or legal representative Date	Relationship to student: ❑ Parent ❑ Step Parent ❑ Foster Parent ❑ Sibling ❑ Grandparent ❑ Aunt/Uncle ❑ Cousin ❑ Guardian ❑ Professional Caregiver ❑ Other, please specify_____
X Student Date	X Nebraska VR Date

Canary- Parent or Guardian Pink-School Section 2

Section 1

Career Interest and Identification Inventories

Career Interest and Skill Inventories

It is important to begin the work-based learning process with career inventories to match job placements/training to student interest and skills. Many career inventories are available to you as teachers to determine the best fit. Some of them are available for a small fee and some of them you can access for free.

Nebraska VR and ESU 13 Transition have worked to make administering career inventories cost effective for schools. Both have inventories that would typically be purchased for a fee free to you upon request. Information on access to these items is provided below.

Resources Available Through Nebraska VR

Nebraska VR has the following inventories available to you upon request. Contact your local VR counselor or Pre-employment specialist to request administration. Youth must be connected to NE VR Pre-Ets services to have inventories administered by NE VR.

Career Cruising

Career Cruising is an online portfolio product for individuals of all ages that offers sections on interests, aptitudes, Indeed job search, workforce videos, resume development, and resources for financial aid and post-secondary training. A parent portal allows easy accessibility for family members to be involved in the career planning process as well as other team members the individual chooses to invite.

- Grade Level: 6th grade reading level
- Program recommended for: Pre-Employment Transition Services and Transition Services through career planning process. Clients will have access to their online portfolio as long as VR has an active account.
- Administration time: This is a portfolio program that can involve a substantial amount of overall time during high school.

You can access more information about Career Cruising at:

http://cdns.careercruising.com/brochure/mobile/index.html#p=4

Career Exploration Inventory (CEI)

Job seekers can explore and plan three major areas of their lives - work, leisure activities, and learning - with this inventory. Individuals respond to 128 questions and consider their past, present, and future interests. Scores connect to 16 career clusters developed by the U.S. Department of Education with related jobs, education and training options, and leisure activities listed for each.

- Reading Level: 6th Grade
- Range: High school, college youth, and adults
- Norms: Employed and Unemployed Adults ages 18-73
- Administration Time: 30 minutes

Self-Directed Search

An easy-to-use, comprehensive career exploration tool that allows people to gain insight into the world of work and discover an occupational “match.” Individuals answer questions regarding their aspirations, activities, competencies, occupations, and other self-estimates and discover occupations that best fit their interests and skills. The inventory yields a 3-letter summary code that designates the three personality types an individual most closely resembles. The six basic types are from John Holland’s theory. They are Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.

- Range: High school and college youth, and adults
- Norms: Normative data derived from a nationally representative sample of 2,603 youth and working adults.
- Administration Time: 35 minutes

Transition to Work Inventory

An inventory for people with little or no work experience. Non-work, leisure activities are matched to job options in this self-administered and self-scoring inventory. It matches ratings of 96 non-work activities to the 16 career clusters identified by the U.S. Department of Education.

- Reading Level: 7th grade
- Range: High school
- Administration Time: 25 minutes
- Scoring Option: Self-scoring

The Career Priorities Profile

The CPP provides a structured method for career exploration that leads individuals to identify whether their chosen careers are compatible with their personal and work priorities. The CPP contains steps in which individuals gather information about their preferences in regard to work, prioritize them, and relate those priorities to their careers of interest. The final step of the CPP involves an analysis of the information gathered and goal planning. The CPP is intended to stimulate discussion between career decision makers and the professionals working with them on specific career choices and the relative advantages and disadvantages of each.

The CPP aids in identifying potential conflicts, enables active planning, and facilitates an informed career choice.

The CPP is designed for all career decision makers but is particularly helpful for people who have to change jobs or careers due to the onset of a disability or a change in life circumstances. The CPP has proven to be helpful to a variety of individuals who are in the process of making life decisions about their long-term career paths or more immediate job placement decisions.

Resources Available Through ESU 13 Transition

ESU 13 has inventories for use and checkout. You can check out the materials as you need them. ESU 13 houses the following inventories:

Reading Free Vocational Interest 2: RFVI

The second edition of the *Reading-Free Vocational Interest Inventory* (R-FVII:2) measures the vocational interests of special populations. It uses pictures of individuals engaged in different occupations to measure the vocational likes and dislikes of youth and adults who are intellectually disabled, learning disabled, adult disadvantaged, or enrolled in alternative or vocational/career training programs. No reading or writing is required.

The R-FVII:2 is easy to administer and score. It can be administered in about 20 minutes to groups or individuals. It is self-administered and has no time limits. Consisting of a series of 55 sets of three drawings, each depicting different job tasks, the R-FVII:2 explores a wide range of jobs at the unskilled, semiskilled, and skilled levels.

The R-FVII:2 has separate norms for people who are intellectually disabled, learning disabled, and adult disadvantaged/work sheltered. The manual provides T scores, percentiles, and ratings for 11 areas of interest: automotive, building trades, clerical, animal care, food service, patient care, horticulture, housekeeping, personal service, laundry service, and materials handling.

The R-FVII:2 is for individuals 13 years and older. It is appropriate for use by teachers, psychologists, counselors, or other vocational and educational personnel in junior high, senior high, vocational/technical schools, sheltered work centers, and other job training and work placement career centers. This test has proven reliability (intellectually disabled individuals' range = .72 to .95). Test-retest reliability ranges from .70 to .97 across all groups. The R-FVII:2 complies with Title IX (prohibiting sex discrimination in education) by using a single Inventory Booklet for both men and women; both genders respond to the same illustrated job tasks in each of the occupational categories.

To check out the above inventory, please fill out the following form:
https://goo.gl/forms/DKrMNpNpFo0F2PaH3

To implement this inventory, please watch the implementation video at:
https://live.myvrspot.com/iframe?v=NmMzMzBkYWE4MTU5MjA0OTQwYjVlYzM5NTlmYTRiMDA

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COPS-PIC Picture Interest Career

The COPS-PIC provides job activity interest scores using pictures only, yielding measurement of the 14 COPSystem clusters for non-readers. The COPS-PIC can be used for those with motivational or language difficulties to measure interests for the following applications:

- in classroom group guidance units as a starting point for exploring the world of work
- as a source for examinees in exploring outside sources of information about specific occupations
- to assist youth in planning their high school and college/university major programs
- to assist youth in planning their high school training
- to help widen occupational horizons for potential dropouts by specifying occupational opportunities available to them within their particular areas of interest
- for individual counselling with college youth or adults

Range: Elementary through high school: non-verbal

To check out the above inventory, please fill out the following form:
https://goo.gl/forms/DKrMNpNpFo0F2PaH3

To implement this inventory, please watch the implementation video at:
https://live.myvrspot.com/iframe?v=NDQ5OWYxZTJiZWM0YzBiNzkxODE3Y2Y0YmY1MmIzNzI

**written permission to reproduce the sections shown within the video has been received directly from the company and is on file.*

Picture Inventory Career Survey-PICS 2nd Edition (Non-Adapted Version)

Self-scoring, self-interpreting, consumable, no other components needed.

Now there is an easy way for people with limited reading ability or special needs to explore their career interests and find a job that fits. The Picture Interest Career Survey (PICS) is a quick way for people to identify occupational interests by using pictures of people at work rather than text-based items.

Test takers are presented with 36 sets of three pictures and choose which of the three portrayed occupations seems most interesting. Based on the pictures selected, PICS creates a profile of the individual that leads directly to career information and potential job matches. The inventory takes less than 15 minutes to complete and score and is suited to both genders and people from all backgrounds. It can be self-administered and self-scored, given individually or in groups, and is ideally suited to today's changing workforce. PICS has solid reliability and validity and has been tested on a wide variety of populations. Being picture-based and easy to use makes PICS the perfect choice for individuals who might struggle with more traditional, text-based inventories.

PICS uses two of the most widely accepted occupational coding systems—RIASEC and people, data, things, and ideas. Test takers can easily deepen their career research by matching their test results with references that are based on these same systems, such as the O*NET and 50 Best Jobs for Your Personality.

This edition includes streamlined instructions, an updated design, some modified pictures for greater clarity, and expanded validity information.

To check out the above inventory, please fill out the following form:
https://goo.gl/forms/DKrMNpNpFo0F2PaH3

To implement this inventory, please watch the implementation video at:
https://live.myvrspot.com/iframe?v=Y2M2YWRkOTc0ZTFjYWE4MGQ0MzhkYThhNWFjMzgwYzM

**written permission to reproduce the sections shown within the video has been received directly from JIST and is on file.*

Picture Inventory Career Survey-PICS 2nd Edition (Adapted Version)

**This is the same inventory as the PICS-2, ESU 13 has increased the size of the pictures and made it possible to offer choices through tactile methods. This opens up the possibility of job interest identification for many youth.

Now there is an easy way for people with limited reading ability or special needs to explore their career interests and find a job that fits. The Picture Interest Career Survey (PICS) is a quick way for people to identify occupational interests by using pictures of people at work rather than text-based items.

Test takers are presented with 36 sets of three pictures and choose which of the three portrayed occupations seems most interesting. Based on the pictures selected, PICS creates a profile of the individual that leads directly to career information and potential job matches. The inventory takes less than 15 minutes to complete and score and is suited to both genders and people from all backgrounds. It can be self-administered and self-scored, given individually or in groups, and is ideally suited to today's changing workforce. PICS has solid reliability and validity and has been tested on a wide variety of populations. Being picture-based and easy to use makes PICS the perfect choice for individuals who might struggle with more traditional, text-based inventories.

PICS uses two of the most widely accepted occupational coding systems—RIASEC and people, data, things, and ideas. Test takers can easily deepen their career research by matching their test results with references that are based on these same systems, such as the O*NET and 50 Best Jobs for Your Personality.

This edition includes streamlined instructions, an updated design, some modified pictures for greater clarity, and expanded validity information. This inventory may be beneficial for youth who struggle to make decisions or have limited mobility.

To check out the above inventory, please fill out the following form:
https://goo.gl/forms/DKrMNpNpFo0F2PaH3

To implement this inventory, please watch the implementation video at:
https://live.myvrspot.com/iframe?v=Y2M2YWRkOTc0ZTFjYWE4MGQ0MzhkYThhNWFjMzgwYzM **To implement this inventory, please follow the instructions in the PICS 2 video but offer the selections as choices.

**written permission to reproduce the sections shown within the video has been received directly from JIST and is on file.*

Additional Career Interest Inventories

Additional career inventories can be located online for free. Some of them may require more reading and may need to be taken over an extended period of time.

O'NET Interest Profiler

This interest inventory is part of the Dept. of Labor website program for FREE. The profile scores will identify an individual's strongest work-related interests. The interest is identified by SOC codes that your youth can use to explore requirements and information about specific jobs.

Program recommended for: Career exploration & info

O*NET- http://www.onetonline.org

Child Preference Indicators

The Child Preference Indicators guide is a tool that can assist in developing individualized learning plans. It is designed to help professionals access a family's expertise about their child and to help families in giving that expertise to professionals. The Child Preference Indicators guide provides information that formal assessments typically do not address, and can be used by family members to identify and communicate what motivates their child. It covers seven domain areas that provide prompts for discussing important considerations with the child and his or her family members.

http://www.ou.edu/content/dam/Education/zarrow/Significant%20transition%20materials/childpreference-indicators.pdfCareer One Stop

Career One Stop

This FREE inventory allows youth to explore careers that might be a good fit. This site allows youth to look up careers and explore the skills and abilities necessary for that position while watching correlating videos.

https://www.careeronestop.org/ExploreCareers/Assessments/interests.aspx

Holland Career Assessment

This FREE inventory allows youth to identify their likes and dislikes to place them into a career type they may like. This is done in both words and pictures. Jobs in that career type are offered and links to find specific skills and abilities required are provided.

http://www.truity.com/test/holland-code-career-test

ISEEK Career Interest Survey

ISEEK is an online career interest survey that is FREE. Youth check items that describe their interests and it matches them to career clusters. More information is hyperlinked regarding specific jobs, types of businesses, and programs.

http://www.iseek.org/careers/clusterSurvey

Career Clusters/Exploration

Career Tech Programs provides an inventory for job preparation broken down by career clusters. It helps youth explore areas they may want to pursue. This inventory can also help you in building a strong course of study.

http://www.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf

My Next Move

My Next Move is FREE. Youth perform an online inventory that profiles their interests into categories. Then, job zones are explored. http://www.mynextmove.org/explore/ip

National Association of State Directors of Career Technical Education Consortium (NASDCTEC)

Career Clusters survey. Helps identify potential careers. Available in both English and Spanish.

http://www.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf

123 Career Test

This test is picture based and requires minimal demographic information to take for free.

What career best fits your personality? This free career test can offer insight into your career personality. Based on a characterization of your personality in terms of Holland Code personality types, you will learn what kind of work environments and occupations suit you best. The results of this career test provide you with a list of professions and occupations that fit your career personality.

https://www.123test.com/career-test/index.php

Section 2

Pre-employment Work-based Readiness Skill Training Materials

NE VR and ESU 13 Transition want to help you increase the pre-employment skills of your youth. Work-based learning skills are critical to student placement success. Pre-employment skill development and understanding provide successful learning opportunities for youth. Several curriculums and supports are available for checkout to increase the work-based skills of your youth. NE VR and ESU 13 Transition are available to support the implementation of these curriculums, but the goal is to allow you materials to implement in your everyday instructional practices.

There are three categories included within this toolkit. All of the following resources are available to use for FREE for youth who have a signed Pre-Ets consent form.

The following items are available for you to check out and use for youth who are linked with NE VR through a pre-employment consent form:

- *James Stanfield* First 90 Days Curriculum and Video Series
- *James Stanfield* Job Smart Curriculum and Video Series
- *Edmark* Functional Word Series: Job Words
- *Edmark* Functional Word Series: Community Signs
- *James Stanfield* Be Cool Conflict Management *Video Series* *James Stanfield* First Impressions Video Series

You can check out the above curriculums for use at:

https://goo.gl/forms/UqRE1Au3AmSYFKBs2

James Stanfield First 90 Days Curriculum

This item has been purchased by NE VR and ESU 13 Transition. It is available for checkout for schools to use.

The program consists of the following components:

Module 1: A Positive Work Ethic

Your youth will learn about proper work ethic, and how their personal habits affect work performance. They will see a boss's opinion matters most.

Module 2: Work Manners and Boundaries

This module teaches youth good workplace manners, overall conduct, and disposition. In the workplace, behavior can be even more important than experience.

Module 3: Learning the Job

Youth will learn the importance of listening to instructions, asking questions, and being honest about their abilities.

Module 4: No Whining, No Excuses

Youth will learn to take responsibility for their mistakes and complete tasks to the best of their ability without complaining, blaming others, or making excuses.

Module 5: Integrity at Work

Honesty and integrity are highly sought after qualities in a long-term employee. Youth will learn that stealing, lying, and breaking promises will all lead to termination.

Module 6: Getting Your Foot in the Door

Youth will learn that the interview starts when they enter the employer's door. Appearance, maturity, and appropriate body language will help them "win the interview."

You can check this curriculum out at: https://goo.gl/forms/UqRE1Au3AmSYFKBs2

James Stanfield Job Smart Curriculum and Video Series

This item has been purchased by NE VR and ESU 13 Transition. It is available for checkout for schools to use.

The program consists of the two following components to check out:

Job Smart 1

Your youth will see the top 10 things people do, or don't do, that keep them unemployed and what to do instead. They'll learn specific job skills they can use to find a job and that being employed is not a matter of good luck, who you know, or even a matter of talent! Job skills include:

- How to look for a job
- Making a job search plan
- Adjusting aspirations
- Dressing appropriately
- Appearing positive
- Communicating job skills
- Knowing self-worth
- Being flexible
- Compromising for future opportunity

Your youth will learn what is most irritating to co-workers and what to do instead. Humorous vignettes make this topic crystal-clear. Job skills include:

- Appearing friendly
- Avoiding distraction
- Respecting personal space
- Respecting work rules
- Maintaining good body hygiene
- Being helpful
- Taking responsibility for mistakes
- Avoiding gossip
- Avoiding being seen as a trouble maker

Your youth will learn the top 10 job skills employees need to be considered for a promotion and that, even with strong job skills, a bad attitude or work ethic would be noticed. Job skills include:

- Getting along well with others
- Showing enthusiasm
- Communicating willingness to do whatever tasks need to be done
- Working extra hours
- Volunteering for tasks

- Not being a clock-watcher

Job Smart 2

The Stanfield Comedy Players have a field day with this topic. The top 10 ways to irritate the boss are illustrated along with what to do instead. Job skills include:

- Avoiding taking too many breaks
- Being on time
- Staying at assigned work stations
- Avoiding personal calls
- Discouraging chatter with co-workers
- Following Instructions

Your youth will see actions and behaviors that can result in immediate termination and the top 10 ways to avoid being fired. Job Skills include:

- Treating customers with respect
- Obeying safety rules
- Not harassing co-workers Being honest
- Obeying supervisor's orders
- Not stealing/borrowing supplies
- Avoiding drugs/alcohol at work

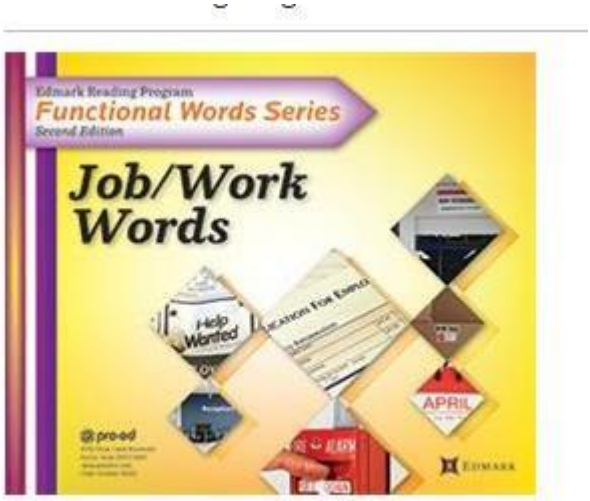
Your youth will learn the 10 most common ways people get hurt at work and the 10 ways to work safely. Job skills include:

- Wearing personal protective equipment
- Operating equipment at proper speeds
- Machinery precautions
- Using the right tool for the job
- Avoiding defective tools and machines
- Obeying safety signs/procedures
- Properly loading/storing materials
- Avoiding safety shortcuts

You can check this curriculum out at: https://goo.gl/forms/UqRE1Au3AmSYFKBs2

Edmark Functional Word Series: Job Words

This item has been purchased by NE VR and ESU 13 Transition. It is available for checkout for schools to use.



The *Edmark* Reading Program Functional Words Series–Second Edition teaches 400 functional sight words to youth who have a variety of learning differences. Youth with autism spectrum disorder, developmental delay, intellectual disability, hearing impairment, reading disability, or learning disability, as well as learners of English as a second language will benefit. The Functional Words Series can be implemented as part of a functional living and community skills program or as a supplement to other reading programs.

The Functional Words Series uses a word recognition method, involving repeated exposure to target words within a variety of engaging learning activities. Youth learn 100 new words at a moderate pace in each of four functional areas: Fast Food/Restaurant Words, Grocery Words, Job/Word Words, and Signs Around You. The second edition includes new stories, games, word cards, and photo cards.

Program Components:

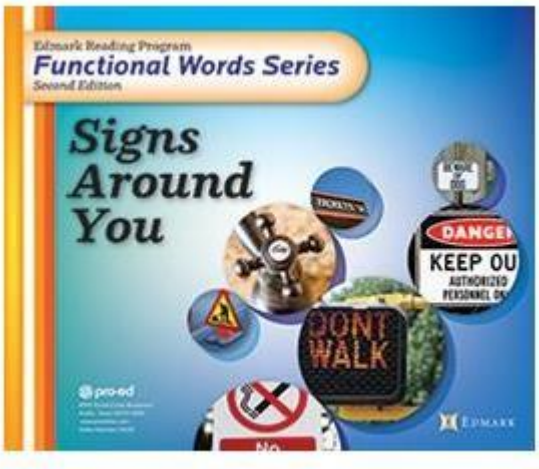
- Teacher's Guide: This detailed program guide addresses the research supporting the program and fully describes the program components and how to implement them. The Teacher's Guide also includes answer keys for the Stories Activities and the Reading and Social Skills Games lesson plans.

- Lesson Plan/Record: This reproducible guide for lesson planning also provides for continuous progress monitoring for the individual student. The Lesson Plan/Record is useful in adjusting the pace of instruction to meet the needs of individual youth.
- Word Recognition: Two spiral-bound books contain the target words in order of presentation. Target words are first introduced within the Word Recognition activity.
- Posttests: The Posttests measure retention of each group of 10 words and are included in the Word Recognition books.
- Vocabulary Exercises: Vocabulary Exercises reinforce recognition and understanding of the meaning of the target words through matching words to illustrations. These 300 reproducible activities are presented in a variety of formats.
- Stories and Stories Activities: Five storybooks containing 50 stories allow youth to practice using the newly learned target words while listening to, reading, and discussing the stories. Character Illustrations aid in comprehension. Stories Activities provide prereading and post-reading exercises to strengthen comprehension at the sentence, paragraph, and story level.
- Reading and Social Skills Games: Games reinforce the functional vocabulary and promote generalization by requiring youth to use reading skills in a social setting. Youth also develop social skills and a basic understanding of various game playing procedures. The Games include a full color game board, playing pieces, and dice.
- Photo Cards100 full color photo cards reinforce vocabulary, comprehension, and extend youth understanding of the newly learned words.
- Word Cards Word List:100 word cards are included in each kit. The lesson numbers are in the upper right corner.
- CD-ROM (CD-ROM Copyright Notice) includes printable files for: ○ Lesson Plan/Record
  ○ Vocabulary Exercises – 300 reproducible pages per kit ○ Stories Activities and Character Illustrations ○ Reading and Social Skills Games lessons and materials ○ Word Lists

You can check this curriculum out at: https://goo.gl/forms/UqRE1Au3AmSYFKBs2

Edmark Functional Word Series: Community Signs

This item has been purchased by NE VR and ESU 13 Transition. It is available for checkout for schools to use.



The *Edmark* Reading Program Functional Words Series–Second Edition teaches 400 functional sight words to youth who have a variety of learning differences. Youth with autism spectrum disorder, developmental delay, intellectual disability, hearing impairment, reading disability, or learning disability, as well as learners of English as a second language will benefit. The Functional Words Series can be implemented as part of a functional living and community skills program or as a supplement to other reading programs.

The Functional Words Series uses a word recognition method, involving repeated exposure to target words within a variety of engaging learning activities. Youth learn 100 new words at a moderate pace in each of four functional areas: Fast Food/Restaurant Words, Grocery Words, Job/Word Words, and Signs Around You. The second edition includes new stories, games, word cards, and photo cards.

<u>Program Components:</u>

- Teacher's Guide Sample: This detailed program guide addresses the research supporting the program and fully describes the program components and how to implement them. The Teacher's Guide also includes answer keys for the Stories Activities and the Reading and Social Skills Games lesson plans.
- Lesson Plan/Record: This reproducible guide for lesson planning also provides for continuous progress monitoring for the individual student. The Lesson Plan/Record is useful in adjusting the pace of instruction to meet the needs of individual youth.
- Word Recognition Sample: Two spiral-bound books contain the target words in order of presentation. Target words are first introduced within the Word Recognition activity.
- Posttests: The Posttests measure retention of each group of 10 words and are included in the Word Recognition books.

- Vocabulary Exercises Sample: Vocabulary Exercises reinforce recognition and understanding of the meaning of the target words through matching words to illustrations. These 300 reproducible activities are presented in a variety of formats.
- Stories Sample and Stories Activities Sample: Five storybooks containing 50 stories allow youth to practice using the newly learned target words while listening to, reading, and discussing the stories. Character Illustrations aid in comprehension. Stories Activities provide pre-reading and post-reading exercises to strengthen comprehension at the sentence, paragraph, and story level.
- Reading and Social Skills Games Image: Games reinforce the functional vocabulary and promote generalization by requiring youth to use reading skills in a social setting. Youth also develop social skills and a basic understanding of various game playing procedures. The Games include a full color game board, playing pieces, and dice.
- Photo Cards Sample: 100 full color photo cards reinforce vocabulary, comprehension, and extend youth understanding of the newly learned words.
- Word Cards Word List 100 word cards are included in each kit. The lesson numbers are in the upper right corner.
- CD-ROM (CD-ROM Copyright Notice) includes printable files for: ○ Lesson Plan/Record
  ○ Vocabulary Exercises – 300 reproducible pages per kit ○ Stories Activities and Character Illustrations ○ Reading and Social Skills Games lessons and materials ○ Word Lists

You can check this curriculum out at: https://goo.gl/forms/UqRE1Au3AmSYFKBs2

James Stanfield *BeCool*: Conflict Management Program

This item has been purchased by ESU 13 Transition. It is available for checkout for schools to use.

Conflict Management is a soft skill necessary for job success. Learning how to handle teasing, coping with teasing, taking criticism, and dealing with bullying is something youth may face on the job. The James Stanfield Company's (2006) version of *Be Cool: Conflict Management* offers a visual and verbal lesson plan for pre-teaching these skills.

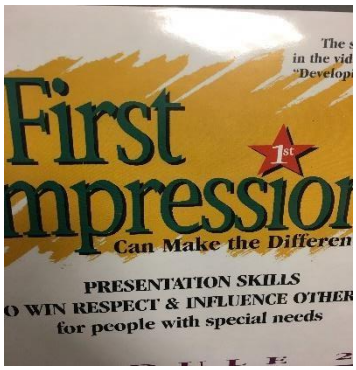
This program consists of 4 modules including:

- Module 1: Coping with Teasing
- Module 2: Coping with Anger
- Module 3: Coping with Criticism
- Module 4: Coping with Bullying

Each of these can be checked out from ESU 13 by filling out the form at: https://goo.gl/forms/UqRE1Au3AmSYFKBs2

James Stanfield *First Impressions Can Make a Difference*

This item has been purchased by ESU 13 Transition. It is available for checkout for schools to use.



Without awareness and training, many youth with developmental, learning, and emotional challenges are especially vulnerable to the “First Impression Effect”. We all do it. We quickly size people up. Within a few minutes of meeting someone (more likely seconds), we start to make judgments about their personality, their character, and their values. If our first impressions are positive, we’re more likely to accept and like the person. If our first impressions are negative, we’ll avoid the newcomer socially or, if we’re an employer, eliminate them from job consideration.

There are four basic things that make an immediate impression on someone else: cleanliness/hygiene, grooming, dress, and attitude. The wrong impression in any of these areas may cause your youth to be undervalued and dismissed. With the right impression, they will be given a chance to prove themselves. First Impressions was developed from hundreds of sources of information, including interviews with experts in the fields of hygiene, fashion, dermatology, and psychology.

With the help of our “Video Models” and our on-screen medical experts, your youth will see clear, step-by-step demonstrations of essential everyday hygiene practices and will be brought “up to speed” in the four key areas that make up a first impression.

First Impressions strips away misconceptions and myths, takes on media hype, and brings you the latest research. The series features the wildly popular Stanfield Comedy Players, which let youth learn by watching the laughable behaviors of others. Using comedy to teach wince worthy lessons reduces their bite and helps youth feel less self-conscious when they discover they've done many of the same things. Learning simple "First Impression" skills could be enough to tilt the odds in your youth' favor and convince others to give them a chance to prove themselves.

Four modules make up this series and include:

- Module 1: Hygiene
- Module 2: Grooming
- Module 3: Dress
- Module 4: Attitude

Each of these can be checked out from ESU 13 by filling out the form at:
https://goo.gl/forms/UqRE1Au3AmSYFKBs2

Online Curriculums and Programs

You may access the following Job Skill Curriculums for free on the internet:

Soft Skills to Pay the Bills-FREE Curriculum

These activities were created for all youth, regardless of disability or differences in learning style, and as such have been designed with an inclusive spirit and a structure supporting universal design for learning. Each exercise consists of an activity designed to get young people thinking about, practicing, and discussing skills important for career and personal success – soft skills.

Additionally, these activities are not weighed down with instructional methodology or specific teaching strategies, since it is the youth service professional who knows his/her audience best, and what might work well for one group of youth participants may clearly not work well for another. As a facilitator, you are encouraged to modify these activities in any way that better meets the needs and interests of your particular group.

https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf

Stepping Forward: A Self Advocacy Guide for Middle and High School Youth

The lessons within each chapter are arranged in order and are designed to build upon one another. You will have the opportunity to select and participate in activities that will help you learn more about yourself (your likes, dislikes, strengths, weaknesses, and needs). You will also have the opportunity to select and participate in a variety of activities that involve gathering information about your community (e.g., other people, programs, jobs, laws, transition planning options). Remember that everyone is unique and will progress through the various chapters and lessons at different rates. As you participate in this process, you will learn how to use the information you gather to make decisions, develop transition planning goals, and begin advocating for yourself.

http://www.ct.gov/brs/lib/brs/pdfs/guidepostdocs/steppingforward_color_interactive_14.pdf

NE Learn Career Readiness Course: NE Department of Labor & Nebraska Department of Education

This course will help users improve basic skills for job readiness. The career development process includes awareness, exploration, preparation, and application of those skills, culminating in life-long career management.

http://nelearn.myelearning.org/

NE Works: NE Department of Labor Job Training Resources

NE Works offers several resources to help youth learn about the skills necessary for job success. Specific links to workplace skills instruction are available.

https://neworks.nebraska.gov/vosnet/OnlineLearning/Resources.aspx

ME! Lessons for Teaching Self-Awareness & Self-Advocacy (University of Oklahoma Zarrow Center)

The ME! Lessons were developed to help educators teach youth critical transition skills. Prior to beginning the lessons, please review the Scope and Sequence and the Lesson Plans. We recommend that educators teach the units and lessons in the order presented in the scope and sequence. We also encourage educators to include additional activities as they see appropriate to further enrich the lessons.

http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-educationmaterials/me-lessons-for-teaching-self-awareness-and-self-advocacy.html

Recorded and Prepared Student Trainings

The following resources can be used to provide instruction to youth in the classroom or during job experience preparation time:

Ladders of Workplace Communication

This curriculum has been created by Pamela Brezenski, EdD, and Ashley Meyer, MEd, BCBA, to examine the social skills needed within the workplace. It was an existing project of ESU 13. You may openly use these training materials to provide pre-employment education to youth for educational purposes. Permission must be obtained to use the materials for purposes other than education.

This training explores appropriate communication in the workplace. Youth will explore how to communicate with co-workers, supervisors, and customers. You may openly use these training materials to provide pre-employment education to youth.

You can access the Training Video at:
https://live.myvrspot.com/iframe?v=YjcxNDg1YmNjMjc2OGU3YzdhYzVmZTcwMWY0MmYxMmU

Nebraska Department of Education Career Readiness Toolkit

This toolkit has been created to examine the importance of career readiness. You may openly use these training materials to provide pre-employment education to youth.

You can access the PowerPoint at: https://www.education.ne.gov/nce/career-readiness-toolkit/

Nebraska VR Training Materials “Communication”

This PowerPoint has been created to examine the importance of the skill of time management in the workplace. You may openly use these training materials to provide pre-employment education to youth.

You can access the PowerPoint at:
https://live.myvrspot.com/file?v=YjJiOGM4NGMyYjAzZGMzNDg5YjNjOTYyMzBmMzNjN2M.pdf

Nebraska VR Training Materials “Professionalism”

This PowerPoint has been created to examine the importance of the skill of time management in the workplace. You may openly use these training materials to provide pre-employment education to youth.

You can access the PowerPoint at:
https://live.myvrspot.com/file?v=OWEyMzA1YjhjMWMyZTVhNmVjOGY1NDQ5ZTg5M2NkYmM.pdf

Nebraska VR Training Materials “Team Work”

This PowerPoint has been created to examine the value of teamwork in the workplace. You may openly use these training materials to provide pre-employment education to youth.

You can access the PowerPoint at:
https://live.myvrspot.com/file?v=YWRmN2JkNTVmZmYxMmQyYjJjZDc1OTM1OWVjOTQzMTE.pdf

Nebraska VR Training Materials “Time Management”

This PowerPoint has been created to examine the importance of the skill of time management in the workplace. You may openly use these training materials to provide pre-employment education to youth.

You can access the PowerPoint at:
https://live.myvrspot.com/file?v=YTM0MTFkZTZjNzYxNjFlMzg1YWQzMTU1YTM4MjM1MmI.pdf

Social Rules of the Breakroom: Do's and Don'ts of the Breakroom

This curriculum has been created by Pamela Brezenski, EdD; Jessica Broderick, MSEd, CCCSLP/L, ATP; and Ashley Meyer, MEd, BCBA, to examine the "Dos and "Don'ts" of the break room. This curriculum has been created as a project of ESU 13 to work in conjunction with the "Ladders of Workplace Communication" training. You may openly use these training materials to provide pre-employment education to youth for educational purposes. Permission must be obtained to use the materials for purposes other than education.

You can access the Curriculum at:
https://live.myvrspot.com/file?v=MGY0NTY5NDgxN2M3YmI0NWQ4OGQxODg4MjcyZWY5MGQ.pptx

Section 3
Pre-Employment Job Skill Readiness Materials

Nebraska VR and ESU 13 Transition identify that it is important for youth to have basic job skills when beginning a work-based learning opportunity. Being prepared with specific skills can help youth and employers make the work place transition happen more smoothly.

For this reason, a large purchase of Project Discovery work skill kits was made. These will be made available for check-out to teachers wanting to prepare youth for their work-based learning positions.

Further information about the availability of the Project Discovery kits can be seen below.

Project Discovery Materials

The Project Discovery Career Education/Transition System is a series of hands-on kits designed to provide young adults with a realistic approach to career education and transition. Rather than just watching a video to determine interests and abilities, youth actually get to experience real job tasks with real tools of the trade. They will truly learn about their interests and abilities in a meaningful and relevant manner. Job tasks and competencies are taken from many nationally-validated sources including the O-Net, the U.S. Dept. of Labor's job qualifications profiles, and the National Occupational Competency Testing Institute (NOCTI).

The System comes complete with...

- Materials, tools and equipment needed to perform jobs listed.
- Instructor's Notes containing manipulative and cognitive skill requirements, math, language and reasoning skill levels, Pre/Post Tests, Work Performance Benchmarks, Scope and Sequence implementation plan, Student Activity Worksheets, Job Qualifications Profiles
- Student Instructions that detail step by step the tasks to perform
- Internet resources - sites to research more about careers
- Community Involvement Component - foundation to establish business/community partnerships with kit activities
- Special Education Component - designed specifically for youth with special needs, this component includes a "First Look" PowerPoint CD that breaks the terms and concepts down to a 2nd-4th grade reading level and includes assistive technology with real-voice audio that reads thru the PowerPoint slides.

Project Discovery has the following goals:

1. to help prepare for decision making and provide skills in career areas to help youth successfully transition to the workforce or further education.
2. to expand the experience base for youth with grade/functioning level appropriate handson career exploration activities.
3. to gain awareness of which work activities interest them and which do not
4. to gain awareness of which work activities they have ability for and which they do not
5. to integrate academic with technical instruction through an applied, hands-on approach
6. to provide motivation for youth to stay in school by linking the worlds of school and work.

Kit selection was based on a September 2017 survey conducted within ESU 13 regarding the types of businesses/positions available to youth. Teachers and administrators identified the skills most needed for their communities. The goal of this method is to increase student skills within desired areas of employment within a student's own community. Components of this project included:

- Specific training will take place based on the position(s) students have interest in and will be placed in for employment. Teachers will be able to check out Project Discovery work kits and curriculum from the ESU to teach each skill.
- A survey of job skills needed for employment in the 21 communities was conducted. The top skills to match jobs in Panhandle communities included: Child Care, Grocery Clerking, Cleaning and Maintenance, Food Service, Mail Handling, Mechanics, Installers and Repairs, General Office, Table Service, and Lawn Service.
- Kits would be purchased to support the skill attainment and teachers would be able to check them out as needed. Teachers would perform the local implementation of the kits.

Kits purchased and available include:

- Cleaning and Maintenance
- Grocery Clerking
- Child Care Assistant
- Food Service Assistant
- Table Service/Waitressing
- Mechanics, Installers, and Repairers
- Retail Stocking Assistant
- Animal Care
- Mail Handling
- Lawn Care Assistant
- General Office Support

Based upon results of Project Discovery Kit use during the 2017-2018 NE DD Planning Council Sub-award, it is recommended that you follow the implementation guidelines below:

1) Show videos of individuals in the careers that relate to the kits (any found online).
2) Implement Project Discovery Curriculum from beginning to end.
3) Set up a practice employment site relating to the kit within your school and practice until youth meet desired level of job success.
4) Practice the skills within a local community business related to the selected kit.
5) Evaluate the student’s interest level related to the job. Define if it is something they would like to continue doing.

Because of the diverse population of students in ESU 13’s service area, the decision was made to purchase some kits in an “adapted” version. The adapted kits incorporate more visual supports and simpler language and activities for students who may require extra support. Adapted versions of kits are noted below.

An introduction to the use of the Project Discovery kits can be accessed at:

https://live.myvrspot.com/iframe?v=M2VjNjNjMGI1MzZmYjBjMGZjM2VkZGM3OTAwM2ExZTM

Due to high demand, there may be a waiting list for kits. Please reserve your kit at the following link: https://goo.gl/forms/KIZgUtmi1NtrsV7F3

Available Kit Selections and Descriptions

Auto Detailing Basic

Youth experience hands-on training for the many duties of auto body repair, refinishing, and auto-detailing. Through practice on “volunteer” automobiles, youth will gain skills in the areas of interior auto detailing as well as basic repairing of body damage.

Sample Activities:

- Auto Detailing-interior and exterior
- Straightening damaged areas and filling dents
- Priming the work area and painting
- Compounding a repaired area

Child Care Adapted

Youth learn proper techniques for holding, lifting, and carrying an infant; how to feed an infant; how to diaper an infant; how to dress and infant; bathing techniques; and safety tips. Youth also learn important life skills.

Sample Activities:

- Feeding the baby
- Lifting and carrying the baby
- Diapering the baby
- Dressing the baby

Cleaning and Maintenance Non Adapted & Adapted

This module emphasizes the importance of cleaning and maintaining large buildings such as schools, hospitals, etc. Youth will learn the techniques and responsibilities of workers in this career area.

Adapted: Includes all the contents of beginning cleaning maintenance as well as simplified text with integrated visuals, functional academic worksheets, communication supports, and adapted activities.

Sample Activities:

- Cleaning a desktop/chalkboard
- Cleaning windows/mirrors
- Washing walls
- Dusting, mopping, sweeping

Food Service Adapted

Youth will come to understand how germs spread, how to prepare attractive meals, how to fill orders, and how to use food groups to plan school lunches. Activities will include tasks that are typical in a food service environment.

Sample Activities:

- Conducting cleanliness tests
- Investigating spread of germs
- Planning school lunches
- Filling orders

General Office Assistant

With this curriculum, youth learn about many of the general office duties typically encountered in a business setting. This curriculum will provide instruction in office and administrative functions and help youth learn how to help a business run efficiently and effectively.

Sample Activities:

- Performing general office duties
- Sorting mail and calculating postage
- Wrapping and packaging items
- Filing by different categories

Grocery Clerking Non Adapted & Adapted

This module provides a good introduction for youth who would like part time jobs working in a grocery store. Youth gain actual hands-on experience with sorting food, bagging groceries, making prices, sorting money, and facing shelves.

Sample Activities:

- Bagging groceries
- Sorting food and non-food
- Using a price marker
- Sorting money and facing shelves

Lawn Care Worker

Youth will gain skills in various lawn care tasks with this hands-on module. Youth will learn about lawn mower safety and landscape power tools, as well as learn how to service/repair a small engine.

Sample Activities:

- Using a lawn mower and maintaining lawn
- Trimming walkways and edging a landscape with a weed trimmer
- Solving lawn problems
- Servicing/Repairing a small engine

Let’s Discover Mechanics, Installers & Repairers

Youth develop an understanding of what it means to be a mechanic, installer or repairer and why it’s important to have these workers in the community. This module offers guided exploration of jobs in areas such as heating and air conditioning repair, carpet installation, wall coverings, and mechanical repair. Youth gain awareness of the duties, skills, and training required and the typical tools and equipment used.

Sample Activities:

- Wallpapering a box
- Measuring rooms to estimate carpet costs
- Building with Legos
- Building ductwork with construction paper

Mail Handling Beginning

In this module, youth will gain knowledge of how to sort, stamp, wrap, address, and process mail for a variety of purposes. Youth learn about the many activities and tasks performed by workers who handle the mail-both at the post office and in large institutions.

Sample Activities:

- Sorting mail
- Calculating postage by weight
- Wrapping and packaging items
- Waiting and addressing letters

Retail/Stock Assistant

Youth explore the everyday operations of a retail business. Youth will explore everything from ordering product and pricing to customer service and handling complaints. This kit culminates in a class retail project.

Sample Activities:

- Customer service and handling complaints
- Pricing items and taking inventory
- Ordering and displaying merchandise
- Business loss/prevention techniques

Table Service Beginning

Explore the jobs of waiters, waitresses, and busboys/girls with this hands-on module. This kit introduces youth to the actual tasks performed in table service, including taking orders and serving meals, setting the table, computing and presenting the check, and bussing the table.

Sample Activities:

- Taking orders and serving meals
- Setting the table
- Computing and presenting the check
- Bussing the table

Section 4
Work-based Learning Set Up and Support

Work-based Learning (WLB) is an educational approach or instructional methodology that uses the workplace or real work to provide youth with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. It is essential that direct employer or community involvement be a component of the WLB to ensure in-depth student engagement. These opportunities are meant to engage, motivate, and augment the learning process. WBL requires an evaluation of acquired work skill.

To help you support this approach, Section 4 will provide you ready made resources to complete this task. Some forms have been shared by the *Nebraska Department of Education Career and Tech Ed Work-based Learning Toolkit.*

Positive Personal Profile (Short Version)

Name: _____

Dreams & Goals:	**Talents:**
Skills & Knowledge:	**Learning Styles:**
Interests:	**Positive Personality Traits:**
Temperaments:	**Values:**
Environmental Preferences:	**Dislikes, Quirks, Idiosyncrasies:**
Work Experiences:	**Support System:**
Possibilities & Ideas:	

Positive Student Profile

1. **Student Name**

2. **School**

Interests and Preferences

Please complete the following questions to the best of your ability

3. **What are some activities the student enjoys or passions they have?**

4. **What are some leisure time activities they participate in (i.e. sports, hobbies, clubs, etc.)**

5. **What environmental conditions does the student thrive in? What do they best prefer. (Check any and all)**

Check all that apply.

- [ ] Indoor
- [ ] Outdoor
- [ ] noisy
- [ ] quiet
- [ ] a lot of people
- [ ] few people
- [ ] fast pace
- [ ] slow pace
- [ ] early morning
- [ ] afternoon
- [ ] hot
- [ ] cold

6. **Any other thoughts you would like to share about environment?**

7. **What are talents the student holds?**

8. **How does the student learn a new task? What are the best methods to use?**

9. **Any additional thoughts on interests or preferences you would like us to know?**

Life and Community Experiences

Please complete the following questions to the best of your ability

10. **What life skills tasks has the student learned through school coursework?**

11. **What household chores are completed regularly?**

12. **What community activities does the student participate in?**

13. **What clubs did the student participate in in high school?**

14. **Does the student have a driver's license?**
Mark only one oval.

- ◯ Yes
- ◯ No
- ◯ Maybe

15. **Does the student drive themselves to school/work?**
Mark only one oval.

- ◯ Yes
- ◯ No
- ◯ Maybe

16. **Has the student used the Roadrunner for transportation?**
Mark only one oval.

- ◯ Yes
- ◯ No
- ◯ Maybe

17. **Other/Additional comments about work and life you would like us to know?**

Skills and Knowledge

Please complete the following questions to the best of your ability

18. **Please describe any paid or unpaid work experiences the student has completed. List places but keep a focus on the tasks.**

19. **Has the student been involved in any vocational classes that have offered specific training in skills?**
Mark only one oval.

- ◯ Yes
- ◯ No
- ◯ Maybe

20. **If so, what courses and skills did the student learn?**

21. **Is the student connected to VR?**
Mark only one oval.

- ◯ Yes
- ◯ No
- ◯ Maybe

22. **Did the student complete a Paid work experience through VR?**
Mark only one oval.

- ◯ Yes
- ◯ No
- ◯ Maybe

23. **Has the student completed any service learning/volunteering?**
Mark only one oval.

- ◯ Yes
- ◯ No
- ◯ Maybe

24. **What accommodations/supports/redirections did the student receive on the job?**

25. **Did the student use any assistive technology on the job?**
Mark only one oval.

- Yes
- No
- Maybe

26. **If so, what did you have in place? Please be specific.**

Dislikes

Please complete the following questions to the best of your ability

27. **List any activities the student really dislikes**

28. **Are there particular situations you recommend we avoid when searching for opportunities? If so, what are they?**

29. **Are there any other thoughts you would like to share?**

Work-Based Learning Brainstorming

Use the checklist to identify possible work-based learning opportunities for each student:

Directions:
https://live.myvrspot.com/iframe?v=ZmRlZDA1NzhhN2MyNmIzM2IyNDAyYzBiZDE5MjUxMGQ

Student Name: _____

Check if You Are Considering	Type of Work-Based Learning Opportunity	Possible Locations
	Apprenticeships : on-the-job training combined with related (i.e., classroom) instruction	
	Business Mentors: experienced individuals who can explain and provide information about the facets of owning or managing a business	
	Career Mentoring: focuses on helping a student understand the work environment and tasks of a specific career	
	Career Related Competitions: require youth to demonstrate mastery of careerrelated skills through presentations or competitions that are judged by professionals	
	Informational Interviews: informal conversation with someone working in a career area/job that interests you, who will give you information and advice	

	Internships: temporary position emphasizing on-the-job training; can be paid or unpaid	
	Job Clubs: school or community based groups that aim to help to equip youth with skills and resources to be successful	
	Job Shadowing: youth learn about a job by walking through the work day as a shadow to a competent worker	
	Non-paid Work Experience: opportunity to explore careers and understand the nature of work through first-hand exposure to the workplace	
	On-the-Job Training: training taking place in a normal working situation and is one of the earliest forms of training	
	Paid Work Experience: general or vocational, focusing respectively on general workplace skills or career preparation activities within a specific industry or career area	
	School-Based Work Experiences: occurs in a school setting which can include student-led enterprises	

	Service Learning: work-based learning activity that integrates meaningful community service with classroom instruction	
	Volunteering : a person donates his/her time or efforts for a cause or organization	
	Work-site tours to learn about necessary job skills : group excursions for the purpose of first-hand observation to specific work sites	

Work-Based Learning Record

Use the following form to record student work-based learning sites:

Directions:
https://live.myvrspot.com/iframe?v=ZmRlZDA1NzhhN2MyNmIzM2IyNDAyYzBiZDE5MjUxMGQ

Student Name: _____

Type of Work-Based Learning Opportunity	Location Placed	Date Placed	Supported/ Unsupported
Apprenticeships : on-the-job training combined with related (i.e., classroom) instruction			
Business Mentors: experienced individuals who can explain and provide information about the facets of owning or managing a business			
Career Mentoring: focuses on helping a student understand the work environment and tasks of a specific career			
Career Related Competitions: require youth to demonstrate mastery of career related skills through presentations or competitions that are judged by professionals			
Informational Interviews: informal conversation with			

someone working in a career area/job that interests you, who will give you information and advice			
Internships: temporary position emphasizing on-thejob training; can be paid or unpaid			
Job Clubs: school or community based groups that aim to help to equip youth with skills and resources to be successful			
Job Shadowing: youth learn about a job by walking through the work day as a shadow to a competent worker			
Non-paid Work Experience: opportunity to explore careers and understand the nature of work through first-hand exposure to the workplace			
On-the-Job Training: training taking place in a normal working situation and is one of the earliest forms of training			
Paid Work Experience: general or vocational, focusing respectively on general workplace skills or career preparation activities within a specific industry or career area			

School-Based Work Experiences: occurs in a school setting which can include student-led enterprises			
Service Learning: work-based learning activity that integrates meaningful community service with classroom instruction			
Volunteering:a person donates his/her time or efforts for a cause or organization			
Work-site tours to learn about necessary job skills : group excursions for the purpose of first-hand observation to specific work sites			

Created by Pamela Brezenski; ESU 13 Transition Coordinator

Work-Based Learning Paid Training Agreement (Sample)

Student: **Age:**	**Name of Business:**
School:	**Address of Business:**
Teacher/Job Coach:	**Business Phone Number:**
School Phone Number:	**Business Supervisor:**

E-Mail Address of Business:_____ Date Placement Begins:_____ Wages Earned:_____

Anticipated Work Times:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Business Responsibilities Are To:

- Assume responsibility for providing meaningful work
- Provide the student with a safe and healthful workplace that conforms to federal and state laws
- Meet periodically with school personnel to provide evaluation of student's work
- Notify school personnel **immediately** if a problem should arise regardless of how big or small the problem may be.
- Provide worker's compensation coverage equal to that of other employees

_____

Employer Representative Date

School Responsibilities Are To:

- Place youth in appropriate work-based learning opportunities based on tested interests, aptitudes, and abilities.
- Provide orientation, on-site training, and general safety instruction to the student.
- Serve as a consultant to all parties concerned with this Training Agreement.
- Provide training and support to the student in meeting the requirements of the Training Plan.
- Complete all necessary data and documentation, including a written evaluation from the employer each grading term.
- Support the student and business with remediation of any problems which might develop.

_____

School District Representative Date

Student Responsibilities Are To:

- Maintain regular school attendance
- Abide by the company's policies and procedure regarding confidentiality, safety, and rules of conduct.
- Notify the employer and school personnel if I am unable to work.
- Maintain acceptable performance on the job and participate in scheduled progress reviews.
- Terminates employment only after consulting with the school/job coach.

_____

Employee Date

Parent/Guardian Responsibilities Are To:

- Encourage the student to carry out his assigned duties and responsibilities on the job
- Acknowledge that Work-Based Learning has certain risks and we accept these risks as part of this experience.

_____

Parent/Guardian Date

In order for this training agreement to be valid, a related training plan must be attached, outlining the specific skills that the student will be learning

Work-Based Learning Nonpaid Training Agreement (Sample)

Student: **Age:**	**Name of Business:**
School:	**Address of Business:**
Teacher/Job Coach:	**Business Phone Number:**
School Phone Number:	**Business Supervisor:**

E-Mail Address of E-Mail Address of Business:_____

Date Placement Begins:_____ Anticipated Work Times:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

By signing this agreement, all parties understand and agree to the following terms:

- The employer derives no benefit from the activities of the student
- The student does not displace a regular employee and is closely supervise;
- All parties understand the student is not entitled to receive any wages during the agreement times
  All parties understand the student is not entitled to a job at the end of the experience.

Business Responsibilities Are To:

- Assume responsibility for providing meaningful work
- Provide the student with a safe and healthful workplace that conforms to federal and state laws
- Meet periodically with school personnel to provide evaluation of student's work
- Notify school personnel **immediately** if a problem should arise regardless of how big or small the problem may be.
- Provide evidence of general liability insurance coverage for visitors and volunteers.

_____

Business Representative Date

School Responsibilities Are To:

- Place youth in appropriate work-based learning opportunities based on tested interests, aptitudes, and abilities.
- Provide orientation, on-site training, and general safety instruction to the student.
- Serve as a consultant to all parties concerned with this Training Agreement.
- Provide training and support to the student in meeting the requirements of the Training Plan.
- Complete all necessary data and documentation, including a written evaluation from the employer each grading term.
- Support the student and business with remediation of any problems which might develop. Provide general liability coverage to youth involved in community-based training.

In order for this agreement to be valid, a related training plan must be attached outlining the specific skills that the student will be learning.

_____

School District Representative Date

Student Responsibilities Are To:

- Maintain regular school attendance
- Abide by the company's policies and procedure regarding confidentiality, safety, and rules of conduct.
- Notify the employer and school personnel if I am unable to work.
- Maintain acceptable performance on the job and participate in scheduled progress reviews.

_____

Employee Date

Parent/Guardian Responsibilities Are To:

- Encourage the student to carry out his assigned duties and responsibilities in the program
- Provide health and accident insurance for the student
- Acknowledge that Work-Based Learning has certain risks and we accept these risks as part of this experience.

_____

Parent/Guardian Date

Created for LifeLink Nebraska; ESU 13

Job Shadowing Training Agreement (Sample)

Student's Name: _____Birth Date: _____Age: _____
Student's Address:

_____
Telephone: _____Email: _____
Parent/Guardian Name: _____Phone: _____
Parent/Guardian Name: _____Phone: _____
Current Career Objective:

_____
School System: _____
School Name: _____School Phone: _____
Business Shadowing: _____Business Phone: _____
Teacher: _____Shadow Date: _____

This training agreement briefly outlines the responsibilities of the student, parents, teacher, and business/industry.

Parent/Guardian

1. Approves and agrees that the student may participate in the job shadowing experience.
2. Encourages the student to effectively carry out the requirements and all components of the program.
3. Assumes responsibility for the conduct and attendance of the student.
4. Responsible for transportation arrangements for the student to and from the job shadow site (if transportation not provided by school system) and will be responsible for any liability involved.
5. Holds the school, school system, CTE teacher and training agency harmless for risks associated with transportation and indirectly monitored activities (e.g., Job Shadowing).

Student

1. Complies with the rules and regulations of the healthcare site.
2. Adheres to all policies and regulations as set forth by the school, CTE teacher, and business/industry.
3. Shall not perform duties in which he/she has not received instruction.
4. Any student failing to comply with policies, rules and regulations is subject to dismissal from the program.
5. Shall be responsible for transportation to and from the job shadow site if applicable.
6. Shall not displace adult workers who can perform such work as assigned in the work-based experience.

CTE Teacher

1. Secures appropriate experiences for job shadowing based on the student's career objective/pathway.
2. Counsels the student about the shadowing experience, behavior, attitude, academics, etc.
3. Reinforces career shadowing experience with related classroom instruction.

Business/Industry

1. Recognizes that the student is participating in a Job Shadowing experience designed for career exploration.
2. Provides supervision and instruction of the student in acquiring the competencies necessary for success in their career objective during the job shadowing experience.
3. Employs a non-discrimination policy with regard to race, color, handicap, sex, religion, national origin, creed, or age.
4. Adheres to wage/hour; child labor; and all federal, state, and local laws pertaining to student employment.

Signatures are required for student to participate in Job Shadowing. Date: _____

Parent/Legal Guardian	Student	CTE Teacher

Created by Nebraska Department of Education; Career and Technical Education Department

TRAINING AGREEMENT FOR WORK-BASED LEARNING (Sample)

Student's Name: _____Birth Date: _____Age: _____
Student's Address:
_____
Telephone: _____Email: _____
Parent/Guardian Name: _____Phone: _____
Parent/Guardian Name: _____Phone: _____
Current Career Objective:
_____
School System: _____
School Name: _____School Phone: _____
WBL Site: _____WBL Phone: _____
WBL Supervisor: _____
WBL Beings: WBL Ends:

This training agreement briefly outlines the responsibilities of the student, parents, employer, and the Workplace Experience Coordinator. The second part of this document is entitled "Training Plan" and consists of tasks and competencies for the specific student's career objective/pathway.

Parent/Guardian

1. Approves and agrees that the student may participate in Work-Based Learning.
2. Encourages the student to effectively carry out the work experience requirements in all components of the program.
3. Assumes responsibility for the conduct of the student.
4. Provides transportation for the student to and from the Work-Based Learning site.
5. Holds school and Cooperative Education Teacher-Coordinator harmless for risks associated with transportation and indirectly monitored activities (e.g., work-based experience).

Student

1. Complies with the rules and regulations of the Work-Based Learning site.
2. Observes the same regulations that apply to other employees.
3. Adheres to all policies and regulations as set forth by school administration and the Cooperative Education Teacher-Coordinator.
4. Will not displace adult workers who can perform such work as assigned in the work-based experience.

5. Attends an annual employer appreciation if required by the Cooperative Education Teacher Coordinator or instructor of the career pathway course.

Cooperative Education Teacher-Coordinator

1. Assists in securing an appropriate work-based experience based on the student's career objective/pathway.
2. Works with the supervisor/mentor in developing a training plan for the student.
3. Visits the Work-Based Learning site at least once per month to confer with the employer and student; verify that student's duties correlate with job description; observe working conditions; help develop progressive skill-building activities; observe and evaluate student progress; and resolve questions, issues, or concerns.
4. Counsels the student about his/her job progress, behavior, attitude, academics, etc.
5. Terminates employment/participation when it serves the best interest of the student as determined in collaboration with the employer.
6. Determines the student's final grade for the Work-Based Learning experience.
7. Reinforces work-based learning experiences with related classroom instruction.

Employer/Training Mentor

1. Recognizes that the student is enrolled in a Work-Based Learning experience designed to prepare for a career in _____.
2. Provides supervision and instruction in each of the applicable tasks listed on the Training Plan to assist the student in acquiring those competencies necessary for success in the career objective.
3. Evaluates and documents student progress.
4. Employs a non-discrimination policy with regard to race, color, handicap, sex, religion, national origin, creed, or age.
5. Adheres to wage and hour, child labor, and all other federal, state, and local laws pertaining to student employment.
6. Completes the Work-Based Experience Evaluation and returns it to the Cooperative Education Teacher-Coordinator by the required date.

_____ _____ _____

(Parent/Guardian) (Employer/Training Mentor) (Student)

_____ _____ _____

(Workplace Coordinator) (School Administrator) (Date)

Work-Based Learning Student Safety Checklist (Sample)

Worksite_____

Student_____

Business Contact_____

Safety Concern	Trainer	Date
1. Knows Fire Evacuation Route		
2. Knows where to go and what to do in case of tornado		
3. Knows location of fire extinguishers		
4. Wears protective clothing/equipment if necessary		
5. Student understand how to report an accident and to whom		
6. Student has been taught how to clean up work area.		
7. Student has been taught how to lift a heavy object.		
8. Student has been trained on equipment safety features as/if necessary.		
9. Student will not handle or tamper with any electrical equipment unless they have received specific instructions.		
10. Student has been trained on using the correct tool for the job.		
11. Each day, youth are trained to inspect their work area and inform supervisor of any hazards.		

Section 5
Supporting Youth Participating in Work Based Learning Opportunities

Once a work-based learning site has been identified, students are ready to begin working! It is important for those who support them to know how to fade their support through natural supports and accommodations to encourage independence. Everyone wants to be able to live and work to greatest level of independence, and this is the primary goal of this project. This section will provide you with effective training for support staff and resources to reach independence.

Resources

Fading Supports on the Job

This recorded webinar, created by Pam Brezenski; ESU 13, offers a professional development opportunity to learn about how fading can benefit student independence. This is free access to train anyone who is supporting youth on a job.

You can access the training at:

https://live.myvrspot.com/iframe?v=ZDdmNWViZTZlNjk4ZmNjY2Q3N2NjZjI3MWFlZWE3NzA

Ask Jan

This site provides opportunities to ask questions about worksite accommodations, the American Disabilities Act or other related legislation. You are able to identify the accommodations that may be necessary based on the diagnosis category of the student's disability.

https://askjan.org/

Comprehensive Fading Plan

This fading plan was adapted from TransCen. It is a comprehensive form that evaluates several elements of the job to arrive at a well-planned comprehensive fading plan. The plan can be found below and directions for use can be accessed at:
https://live.myvrspot.com/iframe?v=NTFkMjVlYTc5ODE5ODlhNGQwNzZlODU5MTA1YTFjMDI

Simple Fading Plan

An additional fading plan can be used from:

https://live.myvrspot.com/file?v=MTE4NjBmYjM1NzdmYzVjMWMyM2FkNDE2MjA0MjZlNzg.docx

Job Analysis/Support Plan (Sample)

Employee Name: _____

Date: _____ **Revision Date:** _____

Employer Information		
Company Name:		
Address:		
City:		**State/Zip:**
Contact:		**Phone Number:**
Directions to Business:		
Transportation Plan for Student:		
Emergency Information and Contacts:		
Intended Job Information		
Position		

Start Date:	**End Date:**
Is the Position Paid? ___Yes ___No	**If so, pay schedule?**
Managers/Supervisors:	
Direct Co-workers:	
Uniform: ___Yes ___No	**Dress Code:**
Special Items Needed for Position:	
General Job Duties:	
Work Schedule:	

Student Information
Learning Style (e.g. visual, verbal, kinesthetic, interpersonal, etc.):

Intervention techniques that are the most effective:
Motivators:
Assistive Technology Needed:
<u>Skills Necessary to Complete Job</u> **Strength:** **Movement:** **Attentional:** **Endurance/Stamina:**

Training and Set-Up

What does the work area look like? ***(Draw a sketch)***

Pre- Job Task Analysis

Set up a time to observe the position prior to placing the student in the site; complete form

Employee Task	Support Techniques Anticipated

Specific skills to train on:
Pre-skill training completed prior to the job:

Job Support

On the Job Task Analysis

Keep a continual record of all tasks completed on the job and the support techniques used

Employee Task	Support Techniques/Reinforcement/ AND Who Provided

Fading Plan			
Task	**Strategy that will be used**	**Date Started**	**Date Completed**

Adapted by ESU 13 with permission from TransCen

Section 6
Functional Vocational Evaluations and Data Collection

A functional vocational evaluation is an essential component in supporting youth who are learning employment skills. Completion of a functional evaluation determines a student's strengths, abilities, and needs in an actual or simulated work setting or in real work sample experiences. NE VR and ESU 13 have provided some sample forms that you may choose to use or you may determine a self-created option is best.

The following tools are forms that have been compiled and provided for your use. These are just options and are not meant to replace any assessments you may be already using. The assessment should be based on the growth needs of the youth in the work experience.

Career Readiness Skills Evaluation

Student: _____ Date: _____

Factors	Very Good	Good	Average	Poor
Quantity of work	Usually high output ☐	Produces above requirements ☐	Produces standard quantity ☐	Below requirements ☐
Initiative and Follow Through	Regularly seeks out tasks that need to be done ☐	Often shows initiative in tasks Limited redirection ☐	Seldom needs help or follow through ☐	Needs constant redirection and follow through ☐
Problem Solving	Identifies problem and creates solution independently ☐	Identifies problem but struggles with solution ☐	Average ability to identify problems and arrives at solution ☐	Unable to identify problem or solution ☐
Cooperation	Cooperates fully with all coworkers ☐	Cooperates effectively; pleasant to deal with ☐	Cooperates when asked ☐	Cooperates reluctantly ☐
Conflict Resolution	Handles conflict in a positive way and achieves resolution ☐	Handles conflict in a positive way and initiates a resolution ☐	Struggles with positive conflict management ☐	Does not handle conflict in an appropriate manner ☐
Dependability	Never tardy or absent; calls in if so ☐	Meets obligations; seldomtardy/absent ☐	Average tardy/absents ☐	Often tardy/absent ☐
Personal Appearance	Presents an appropriate, wellgroomed appearance ☐	Usually is very careful of appearances ☐	Acceptable appearance; needs improvement ☐	Often neglects care of personal appearance ☐
Communication	Communicates clearly and effectively ☐	Communicates adequately ☐	Some struggle sharing thoughts and ideas ☐	Struggles to share thoughts and ideas ☐

Created by Pamela Brezenski; ESU 13 Transition 2018

Work-Based Evaluation Report

Student: _____ Date: _____

Employer: _____ Supervisor: _____

Performance on the Job:

Quality of Work		Speed		Initiative	
5	Thorough and Exceptional	5	Very Fast	5	Self-Motivated
4	Few Mistakes Made, Almost exceptional	4	Fast	4	Little Redirection or Prompting needed
3	Some Errors	3	Average	3	Average
2	Careless	2	Slow	2	Not Self-Motivated
1	Many Errors	1	Very Slow	1	Needs Constant Prompting

Attendance	
5	No Tardies/No No-Shows
4	Seldom Calls In or Tardy
3	Misses Occasionally
2	Absent/Tardy Frequently
1	Excessive Concerns

Attitudes Towards Work:

Attitudes Towards Coworkers		Attitudes Towards Supervisor		Customer Contact	
5	Respects Others View and Input	5	Respects Supervisors' View and Input	5	Excellent Customer Service
4	Very Limited Displays of Frustration/ Disagreement	4	Very Limited Displays of Frustration/ Disagreement	4	Pleasant Towards Customers
3	Some Disagreement	3	Some Disagreement	3	Average

2	Demonstrates Attitude Towards Co-Workers		2	Demonstrates Attitude Towards Supervisor		2	Needs Improvement
1	Does not Get Along with Peers		1	Does not Get Along with Supervisor		1	Disrespectful

Enth ısiasm			**Dress and Grooming**			**Customer Contact**	
5	Eager to Learn and Open to Ideas		5	Looks Professional/Dresses for Success		5	Excellent Customer Service
4	Enjoys Job; Sometimes Not Open to Learning		4	Most Often Dresses for Success/Good Appearance		4	Pleasant Towards Customers
3	Partially Enjoys Job and Open to New Ideas		3	Occasionally Poor Hygiene/Dress		3	Average
2	Often Not Open to Learning or New Ideas		2	Poor of Inappropriate Hygiene or Dress		2	Needs Improvement
1	Does Not Like to Work; Very Limited		1	Always Inappropriate Hygiene or Dress		1	Disrespectful

Additional Comments:

Completed By: _____ Date: _____

(SAMPLE)
Work-Based Learning Evaluation Report

Student_____ Supervisor/Mentor _____

Job Title _____ Agency _____

Directions: Evaluate the personal qualities below for your student. Rate the student's performance by using the numerical key below to mark the appropriate space. List the specific job tasks that are performed by the student each grading period. Your report will be used in determining a grade and for counseling the trainee. Careful attention should be given so as to present a true picture of your trainee's work and progress each grading period.

Personal Qualities/Job Tasks Key: Excellent (9-10) Good (6-8) Fair (3-5) Poor (1-2) Unacceptable (0)

Rating of Trainee for Year _____ - _____						
Nebraska Career Readiness Standards	**Grading Period**					
	1	**2**	**3**	**4**	**5**	**6**
Applies appropriate academic and technical skills						
Communicates effectively and appropriately						
Contributes to employer and community success						
Makes sense of problems and perseveres in solving them						
Uses critical thinking						
Demonstrate innovation and creativity						
Models ethical leadership and effective management						
Works productively in teams and demonstrates cultural competency						
Utilizes technology						
Manages personal career development						
Attends to personal and financial well-being						
Progressive Job Tasks *(List specific job tasks performed from Training Plan.)*	**Grading Period**					
	1	**2**	**3**	**4**	**5**	**6**
TOTAL (***Personal Qualities + Job Tasks)***						
Average: Total ÷Total Possible Points						

Evaluator's Signature: _____ Date: _____

Pre-Employment Transition

Work Based Learning Experience Report

Client: _____

VR Specialist: _____

Job Title: _____

Work Site/Company: _____

Report period From: _____ To: _____

Attendance: (Is the client on time, prepared to work and working scheduled days?)

Unsatisfactory ☐ Satisfactory ☐ Exceeds Expectations ☐

Comments:

Compliance: (Does the client complete tasks as directed, follow policies, and respect authority?)

Unsatisfactory ☐ Satisfactory ☐ Exceeds Expectations ☐

Comments:

Production: (Does the client work steadily without prompting, easily learn tasks, and completes an adequate amount of tasks in an allotted time frame?)

Unsatisfactory ☐ Satisfactory ☐ Exceeds Expectations ☐

Comments:

Team Work: (Is the client able to cooperate with co workers, participate in team activities, and take direction and feedback?)

Unsatisfactory ☐ Satisfactory ☐ Exceeds Expectations ☐

Comments:

Overall Progress/Other: (Grooming, attitude and work habits)

Unsatisfactory ☐ Satisfactory ☐ Exceeds Expectations ☐

Comments:

Completed by:	Information provided by:	Date:

Student Employment Evaluation

Student Name: _____ Date: _____

Position: _____

Placement Site: _____ Work

Place Support Staff: _____

Ratings:

0-Not observed or completed
1-Unsatisfactory performance or progress
2-Tasks completed with support and redirection at all times
3-Some independence, but tasks completed with support most of the time
4-Tasks completed with increasing independence; less support needed
5-All tasks completed independently

Task Assigned	0	1	2	3	4	5	Comments

Created by Pamela Brezenski; ESU 13 Transition Coordinator, 2017

Time on Task Recording Form

For Directions: https://live.myvrspot.com/iframe?v=MDczY2Y5OTcwOWQwZmE4NDg0NjQyZTUwYjRkNjQ1MmU

Student Name: _____ Date:_____

Minute	Requested Job Task	On Task	Off Task	Comments
:30				
1:00				
1:30				
2:00				
2:30				
3:00				
3:30				
4:00				
4:30				
5:00				
5:30				
6:00				
6:30				
7:00				
7:30				
8:00				
8:30				
9:00				
9:30				
10:00				
10:30				
11:00				
11:30				
12:00				
12:30				
13:00				
13:30				
14:00				
14:30				
15:00				

Percent On Task: _____ Percent Off Task: _____

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