



Creating Work-Based Learning (WBL) Opportunities

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What is Work-Based Learning?

Work-based learning (WBL) expands academic and technical learning and accelerates advancement along career pathways.

WBL develops readiness for work as well and skills that support entry or advancement in a particular career field.

Source: [Employer Guide To Work-Based Learning](#)

WIOA: Work-Based Learning

- WIOA requires that pre-employment transition services, including **work-based learning experiences**, be made available to students with disabilities in need of such services who are eligible or potentially eligible for VR services.
- Work-based learning experiences may include in-school or after school opportunities, or experiences outside the traditional school setting (including internships), that are provided in an integrated environment to the maximum extent possible.



How can DRS help with WBL?

DRS Work-Based Learning Programs and Experiences

What Does DRS Do?

- **DRS** helps individuals with disabilities prepare for work, obtain work, and maintain work in competitive integrated employment (CIE)
- Starting with youth at age 16; there is no upper age limit.
- Eligibility is determined just like for adults:
 1. documented disability;
 2. barriers to employment; and
 3. rehabilitation services necessary and beneficial for employment.

A critical piece is the ability and the desire to work independently in a competitive job in the community.

Examples of DRS WBL Programs

- Work Adjustment Training
(WAT)
- School Work Study (SWS)
- Working on the Wichita's
(WOW!)
- Summer Transition
Employment Program (STEP)
- Project SEARCH

Work Adjustment Training (WAT)

- A work readiness preparation program for students with more significant disabilities who need more assistance preparing for the world of work
- Participants in WAT are not quite ready to enter into work experiences such as Work Study
- The WAT Program provides participants a chance to identify their work interests, and learn and build work skills with an ultimate goal of preparing them for competitive community employment

School Work Study (SWS) Key Points

- Primary goal is to gain valuable Work Experience. The paycheck is an added benefit.
- May work **up to 15 hours per week** during the school year. Not all HAVE to work 15 hours.
- Students must be given school credit for their participation.
- School staff and DRS counselor provide important guidance and instruction. This is a privilege.

Camp WOW!

- Camp outdoors and earn money while gaining work skills and experience
- One week during the summer



Summer Transition Employment Program (STEP)

- Summer work training and experience program
- One week of classroom instruction, then up to 25 hours of work in the community throughout the summer

Project SEARCH

- Students attend the program for a full school year in the host business as an intern.
- Unpaid internship with three rotations with the business
- The most important criterion for acceptance into Project SEARCH is a desire to achieve competitive employment.

Creating the WBL Programs (DRS Perspective)

- Constant communication with any potential partners, i.e. places of business, teachers, parents. Keep the conversation about the program alive.
- Gain buy-in from all partners – (Businesses, Students, Teachers, Parents, Community Partners) Why would this program benefit me??
- Create a proposal and define responsibilities
- Nail down contracts, funding, and timelines
- Communicate some more – keep everyone in the loop and updated on program status. Communication and Networking are your friend.

Transition Resources on DRS Website

1. Go to okrehab.org.
2. Click on **Job Seekers**.
3. Click on **Transition: School to Work**
 - Transition Brochure
 - Transition Checklist
 - Timeline of Transition Activities
 - Transition Folder in English & Spanish
 - Dream Big Video



WBL Example in Owasso

Owasso High School
Vanessa Borders

Owasso's Transition Programs

- Work Study – Job coaches work with the students at a community business receiving on-the-job training and job shadowing experience. Students also learn important job skills and receive valuable work credentials such as their food handlers permit.
- Work Adjustment Training – Bridges Tulsa – Students with more significant disabilities or who are not quite ready for work study go out with the Bridges staff and receive job sampling opportunities. This helps students determine what they are interested in doing after high school while learning some basic job skills and personal management skills.

Owasso's Transition Programs Cont'd

- iJobs/STEP – Summer program – The Summer Transition Employment Program (STEP) allows a small group of students in the Owasso and Collinsville area an opportunity to receive their first job experience while receiving on-the-job training and support from the job coaches.
- Students are working at their jobs independently, job coaches do not stay on-site but do come in to do weekly evaluations and are available to accommodate or assist in learning a new task.
- Students who participate in the 8-week STEP program receive 1 week of classroom based instruction before beginning their jobs and 1 day of classroom instruction a week throughout the remainder of their summer employment.



WBL Example in Broken Arrow

Broken Arrow High School
April Lodes

WBL Example #1:

Tiger Loving Care Food Pantry

- Broken Arrow Public Schools, Broken Arrow Neighbors and Community Food Bank of Eastern Oklahoma has partnered together to implement a service learning project by developing a food pantry within the high school named the Tiger Loving Care Food Pantry (TLCFP).
- The goal of the TLCFP is to not only alleviate hunger within our district for students at risk but also to serve as a vocational program for our students with severe/profound disabilities grades ninth through twelfth.
- Programming provides real-life work experience combined with training in employability and independent living skills to help students with significant disabilities make successful transitions from school to productive adult life.

Tiger Loving Care Food Pantry

- General education Peer Tutors are integrated into the program to enhance the acquisition of the employability and daily living skills taught to the students.
- Peer Tutors assist in creating a supportive environment, providing positive social experiences and role modeling appropriate social interactions to reinforce the students learning much needed soft skills.
- Operations of the food pantry are performed cooperatively amongst the Peer Tutors and the students to meet the needs of our school community.



Food Pantry Daily Duties:

- Stocking
- Facing
- Rotating Food
- Inventory
- Completing Orders
- Labeling & Sorting Food
- Filing Paperwork
- Order Delivery



Tiger Loving Care Food Pantry (Cont'd)

- Students follow a daily schedule which include three daily vocational tasks within the food pantry. Vocational tasks change daily to encourage flexibility and to develop sufficient skills for employment.
- Task analysis are provided to the students for each vocational task on their individual schedules. Peer Tutors assist students by modeling the expectations in the task analysis.
- Students with speech/language impairments utilize communication devices to effectively communicate within the pantry regarding their specific vocational tasks and to express their wants or needs.



Tiger Loving Care Food Pantry (Cont'd)

- Some students require behavioral support to encourage task completion which is often highlighted on their individual Behavior Intervention Plan.
- Success is measured differently for each student based on their IEP's.
- Data is taken daily through charting, based on each students' goals, work production and behavior. All data is analyzed to determine success.



Tiger Loving Care Food Pantry (Cont'd)

- TLCFP provides students with essential skills necessary for transitioning into employment within the community while also earning elective credits toward graduation.
- Program benefits for the student:
 - Improvement in overall job readiness skills
 - Increased confidence
 - Ability to identify personal strengths/weaknesses
 - Independence
 - Improvement in communication and social skills



WBL Example #2: Work Study

- Broken Arrow provides students the option to participate in unpaid Work Study. This offers students a chance to participate in Work-Based Learning that is completely integrated in the community.
- The Work Study program provides students a means to meet their academic requirements for graduation while preparing for employment outside the traditional school setting.



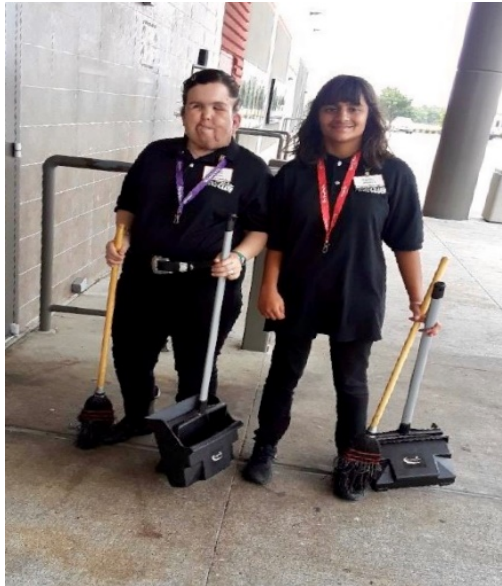
Work Study (Cont'd)

- Participating students earn 6 credits per year toward graduation by working 3 hours daily.
- Students in grades 11th & 12th are eligible to participate.
- Throughout the week students work at different sites each day. This gives students the chance to explore their interests, develop unique talents and acquire the skills and behaviors necessary to transition into the workforce.



Work Study (Cont'd)

- Each student receives Job Coaching to assist them in developing employability skills and positive work habits with emphasis placed on the following areas:
 - Dependability
 - Respectfulness
 - Following Instructions
 - Communication
 - Conflict Resolution
 - Accepting Constructive Criticism
 - Developing Solid Skill Base
 - Establishing Natural Supports within the Workplace
- As students become independent the Job Coach will gradually fade encouraging students to rely on natural supports established within worksites.
- Job Coaches fade but never leave students unattended at worksites.



Work Study (Cont'd)

- Some of the local businesses that participate in Work Study include:
 - ❖ Stoney Creek Hotel & Convention Center
 - ❖ Hampton Inn
 - ❖ Duffy's Diner
 - ❖ Stone Mill BBQ & Steakhouse
 - ❖ Cinemark
 - ❖ Reasor's
 - ❖ BA Neighbors Food Pantry
 - ❖ Broken Arrow Public Library
 - ❖ The HUB Gym
 - ❖ Big Lots



Work Study (Cont'd)

- Job Coaches evaluate student performance weekly to measure success.
- Evaluations are reviewed regularly by students and are incorporated into the ME! Lessons to develop self awareness.
- After completing the Work Study program the students should:
 - Gain practical work experiences
 - Have a better understanding of the working community
 - Develop an understanding of real life expectations
 - Be able to contribute to their transition plans by self advocating

Wrap Up

- Questions
- What change can I make to **increase student success?**

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