FALLING OFF OF THE CLIFF

A 2013 REPORT FROM THE U.S. DEPARTMENT OF LABOR INDICATED THAT ONLY 26 PERCENT OF STUDENTS WITH DISABILITIES ARE EMPLOYED AFTER HIGH SCHOOL COMPARED TO ALMOST 64 PERCENT OF THEIR PEERS WITHOUT DISABILITIES.
YOUR EXPERIENCES

What Works and Why?
TWO TIERS: SYSTEMS CHANGE LOCAL IMPLEMENTATION
Collaboration

Strategy
- Policy
- Funding
- Outcome Data
- Capacity Development
- Innovation

Integrated Jobs

Leadership
Values

Hall et al (2007)
EMPLOYMENT LEARNING COMMUNITY DELPHI PANEL RESULTS (2016)

6 actions for action and policy change order of priority

Effective approaches to transition from school to work

Collaboration across state systems

Understanding the role of education and training for job seekers

Next steps within state systems

Generation and use of data and evidence to support integrated employment outcomes

Paths toward fair wages
GLEN COUNTY, CALIFORNIA, WILMINGTON, NORTH CAROLINA, WORCESTER, MASSACHUSETTS
LET’S GET TO WORK
WISCONSIN

Job coaches in schools
Pay for performance-incentive payments
Community conversations
Business case
MOU/5-year strategic plan
Family survey
WE LEARNED

- Paid work experiences during high school
- Extensive collaboration between providers, education, VR, DD, MH
- Family and student self determination
- Career counseling
Gold standard: real work, real pay, aligned with employment goals of the students aligned with interests, preferences, skills and support needs

Partners engage in transition planning
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>Job Shadowing</td>
<td>Identify skills, preferences, interests and support needs</td>
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<tr>
<td>Appropriate systematic student assessment</td>
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<tr>
<td>Industry tours</td>
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<td>Career fairs</td>
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<td>Internships</td>
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The required activities are direct services to be provided to students 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.
CAPACITY BUILDING
CHALLENGES

Time
Money
Training
Mobile workforce
Generational learning differences
Supervisory support
Coaching
Instruction
Training
Abilities
Knowledge
Potential
Education
Advising
Practice
Development
Skill
Mentor
Workforce Development
HOW PEOPLE LEARN

- **Lecture**: 10%
- **Reading**: 20%
- **Audiovisual**: 30%
- **Demonstration**: 50%
- **Discussion**: 75%
- **Practice doing**: 90%
- **Teach others**

-average student retention rates
BUT…….

effective on-line training requires a revamping tradition: use modalities such as:

videos
quizzes
discussion forums rather than pages and pages of written Power Points such as this slide.
TRANSITION
Curriculum written by national subject matter experts
Reviewed by 2 external editors
Scripted
Hosts introduce lessons
Actors with and without disabilities
COLLEGE OF EMPLOYMENT SERVICES - FEATURES

16 COURSES

4-8 LESSONS PER COURSE

20 MINUTES PER LESSON
LMS FEATURES

- Track students’ progress on online courses
- Announcements
- Discussions
- Integration of in-house content (content linking)
- Classroom training management
- Licensure tracking
- Report analytics
- Curriculum choices
- All-inclusive transcripts
QUESTIONS? ANSWERS!!

Thank you!

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