



Questions & Answers and Suggested Resources from the NTACT/WINTAC Sponsored Webinar on Work Based Learning Experiences in a Virtual World 4-7-2020

Webinar Q & A

? Throughout the US, I hear VR will not assume any responsibility for the IEP for a student. Is this true?

Response: The Individualized Education Program (IEP) is the responsibility of the Local Education Agency/Education to implement the program developed by the IEP team, according to the law that governs special education – the Individuals with Disabilities Education Act (2004). If Vocational Rehabilitation (VR) is listed as external services on the IEP, and for some reason cannot provide the service/activity indicated on the IEP, then the education system is responsible for addressing that service/activity.

Each local provider (education and vocational rehabilitation) should refer to the laws that govern their work (e.g, Every Student Succeeds Act , 2015 – all education; IDEA, 2004 – special education; Workforce Innovation and Opportunities Act, 2014 – VR), their State agency’s guidance regarding legal responsibilities. It is also strongly recommended that the LEA and VR agency work collaboratively in continuing to provide meaningful services to students.

? I have questions mainly around workability - how can we pay our student?

? Can we pay students thru WAI for virtual work based learning?

? We have funding set aside to pay students for internships. With unemployment and economic issues rising, it seems wrong to have that money locked away until we can do these face to face again. Any suggestions in exploring online internships or releasing that funding in a way that is both beneficial to our Youth and working with VR agencies to utilize those funds?

Response: If this question is specific to using funds allocated to the pre-employment transition services reserve funds under the Rehabilitation Act, as amended by WIOA (2014) - to pay students for virtual work-based learning experiences – there are many different mechanisms for service delivery across VR agencies nationally. Therefore, it would be inappropriate for NTACT/WINTAC address specific questions related to allowable costs. If you have questions regarding services and costs associated with the provision of virtual work-based learning experiences, especially paid work-based learning experiences,

that can be allocated toward the minimum 15% Pre-ETS reserve funds; we strongly encourage VR agencies to reach out to their RSA state liaison directly for guidance. The WINTAC Pre-ETS team is also always happy to talk with states individually, and welcome anyone to reach out directly to the WINTAC Pre-ETS Team for additional guidance and support regarding pre-employment transition services and paid work-based learning experiences at <http://www.wintac.org/request-ta>.

? For clarification, should providers get permission from parents/guardians specifically for online services, even if there was already a permission form signed?

Response: Yes, it would be best practice to connect with parents/guardians and youth who are 18 or older about the change in format for service delivery. The following link provides information regarding how to obtain an electronic signature: [Indiana's Electronic Signature \(e-Signature\) Guidance](#), if needed. There are also additional resources on electronic signatures and other forms of acceptable signatures available on the WINTAC website at <http://www.wintac.org/content/resources-distance-service-delivery#electronic-sig>.

? How would we go about virtual job shadowing?

Response:

- To supplement existing on-line work-based learning curricula, we encourage partnering with VR business specialists and/or American Job Centers to identify employers willing to participate in virtual job shadowing (even if business is not currently open) using phone video/facetime, etc.
- Employers start by introducing themselves and explaining the work that their company does followed by an interactive discussion if possible with the student about their own interests and what they would like to do and learn during the job shadow. If job shadow is not able to be conducted live, discussion with the student can occur after they watch the recorded video.
- Employers can provide a virtual workplace tour, introduce the student to employees that may be on-site, and/or explain the job duties of employees.
- Employers can also explain and demonstrate their own work tasks and encourage opportunities, when appropriate, for the student to think about and identify related work tasks at home.
- Students should be encouraged and given time to ask any questions they have about the workplace and the work that employees do.

? What do you do for students with low incidence disabilities? Students that need hand on assistance for daily life.

? Our teachers are requesting curriculum resources to use with students with cognitive disabilities. Resources that use pictures and/or have simple reading levels.

? We offer instruction to ALL students who are staying on through age 21 or at least after 12th grade. Do you have ideas/ options for students with more significant needs?

Response: There will be webinar – Strategies and Resources for Students with Complex Support Needs - at Noon (Eastern) on April 14 from 12:00 – 1:30 PM (Eastern). [Register here](#). Additionally, here are a few resources and ideas.

- [Choice Board making resources](#)
- [Using Video Modeling to Teach Skills](#)
- [Center for Parent Information and Resources - Coronavirus Resources](#)
- [Hand Washing Steps](#)
- [Science Nature Webcams](#) (resources developed for elementary grades, but observations could be adapted for older students)
- [Accessible Chef](#) – online free visual recipes and resources to help teach cooking skills to individuals with intellectual and developmental disabilities
- [Managing Teen Anxiety During Coronavirus Outbreak](#)
- [Cabin Fever? 5 Effective Activities for Students with Autism During Social Isolation or Quarantine](#)

? Any resources on how to develop work from home internships in collaboration with community partners? Many students would benefit from using a work from home internship to identify what accommodations/ workplace supports they may need should they choose a career that allows them to work from home in the future. Students could also explore what work from home careers are available to try out. Many students with more significant physical or mental health needs and/or barriers to transportation might be interested in careers that allow them to work from home.

Response: That is a great idea, this would be an excellent time to discuss all of the jobs that individuals can do from home. Below are a few websites to go to for some videos on work from home jobs and we have also shared a few tips that we know about:

As long as you have a computer and an internet connection, there are plenty of possibilities to get online work. Here are some favorites:

1. Get a [digital marketing job](#). Many digital tech companies and agencies allow their workers to work from home.
2. You can learn [how to start a blog](#) and make money with multiple revenue streams like ads, courses, digital product sales, and more.
3. Data-entry jobs are in high demand and easy to do.
4. If you speak more than one language, you can be an online translator and translate web copy, books, documents, and more.
5. If you have coding knowledge, you can work from home as a web or app developer.
6. You can sign up for a site like Upwork or Fiverr to sell your digital services. This could be anything from freelance writing and [graphic design](#) to virtual assistant work and voice over work.
7. Work for a call center. Many businesses need people to answer phones, assist customers, and help generate sales.

Have them check into the following companies that typically hire work from home and may offer internships:

After social distancing became a new normal in many parts of the world, the number of companies hiring remote workers increased. Here are some of the top companies hiring remote workers this year:

1. Aetna
2. Cisco
3. Dell
4. Hilton
5. JPMorgan Chase
6. Phillips
7. Stryker
8. VMWare
9. Wells Fargo
10. Williams-Sonoma

<https://www.thesimpledollar.com/make-money/10-work-from-home-jobs/>

10 High Paying Work From Home Jobs https://www.youtube.com/watch?v=ylep_pe720s

? Is anyone using the MA Work Based Learning Plan to measure progress in specific job related skills twice per year for transition planning (particularly for your 18-22 year old programs)?

Response: A number of LEAs and LEAs in partnership with VR are utilizing this program for Work Based Learning Experiences (WBLE). The WBLP was developed by the Massachusetts Department of Elementary and Secondary Education through an interagency collaboration of employers, educators and workforce development professionals. The Massachusetts Work-Based Learning Plan (WBLP) is designed to provide structure and depth to work-based learning experiences: to identify the skills to be focused on in the work experience; to open conversations about learning opportunities; to provide a structured approach to skill assessment; and to encourage reflection about short-term and long-term goals. The Work-Based Learning Plan includes a job description, list of skills, and reviews.

It can be completed as a pen-and-paper document or through the online WBLP screens or the mobile WBLP screens. The online screens, mobile version and resources are found at <http://massconnecting.org> and/or <https://masswbl.org>

This resource is specific to residents of Massachusetts, however other states have similar online employment exploration and work based learning sites.

? Do you have resources? social stories etc to help students and young adults who have been furloughed or temporarily laid off. Some of my students are having difficulty understanding that this period of time is temporary and also coping with being laid off. Some are taking it very personally.

Response: This is a very difficult time for many of our students, especially those who were working or were about ready to start a job. While we do not have any specific resources related to this question we would suggest talking with the student and their family about the current employment/unemployment issues currently occurring in our country due to COVID-19. In addressing this issue you could include a

discussion regarding how the furlough is probably temporary and the student will be able to reengage with their job once the current crisis has subsided. You could all assist the student in reviewing the on-line career videos and informational interviews we shared during the [April 7th webinar](#) to see if there would be similar jobs or occupations to what the student had been doing, and talk with them about how their job was similar or different from how the individuals described it in the video, etc.

A few organizations have shared resources that may be relevant to your question. These do not necessarily address young adults; but, may include some content you could adapt for these conversations and explanations.

- <https://afirm.fpg.unc.edu/supporting-individuals-autism-through-uncertain-times>
- <https://www.nami.org/getattachment/About-NAMI/NAMI-News/2020/NAMI-Updates-on-the-Coronavirus/COVID-19-Updated-Guide-1.pdf>
- <https://thearc.org/covid/>

? How can I incorporate Peer-to Peer mentoring virtually and track at the same time?

Response: There are multiple apps to explore like Zoom, Houseparty, Slack, Jacbox, etc. that could be used to connect peers with one another. Consideration should be given to how you currently track face to face peer mentoring and then adapting that method or recording for a virtual application.

? I have received feedback for many of our VRCs that many of our local businesses are either feeling the pressure of being able to keep their doors open or finding enough staff in high essential occupations. Do you have suggestion about asking these employers to participate in informational interviews, career mentorships or virtual job shadows? It is hard to put any other pressure on our employers during this time. Any suggestions would help.

? What is your opinion regarding reaching to provider staff regarding immediate /urgent job openings in the grocery industry - is it too insensitive?

Response: Businesses are definitely overwhelmed, and we need to carefully navigate those relationships. Now might not be the best time to try and cultivate a new relationship with a business by asking them to take time to do some of these activities, and therefore you may want to consider using many of the existing career videos, and informational interviews from the resources that were shared during the webinar. However, we do encourage you to build on existing employer relationships as well. For example, reach out to the VR business specialist who has expertise in working with employers to see if any that have hired individuals with disabilities in the past would welcome the opportunity to talk about jobs within that business, how their service delivery has significantly changed over the past few weeks, and the difference between job tasks performed today vs job tasks performed in that business a few months ago.

? Do you have any specific resources for the Deaf population? Resources need to be captioned or even translated into ASL

? Any **NEW** ideas for DHH transition students whose families speak Spanish and student ASL. They have internet and computers and no one seems to know how to operate computer?

Response: The following resources provide information related to transition age students who are deaf/deaf hard of hearing (DHH)

- www.nationaldeafcenter.org
- [Virtual Activities for Teachers and Families - TX Sensory Support Network](#)

Resources Discussed During the April 7, 2020 Webinar

Online/Virtual Learning Related and Interagency Collaboration

- Distance Learning Platforms and Data Privacy
 - [CEC - Quick Takes - Online Instruction During COVID-19](#)
 - [Ed Week - Data Privacy Article](#)
 - [How to prevent Zoom-Bombing](#)
 - [Indiana's Electronic Signature \(e-Signature\) Guidance](#)
- Multicultural Resources:
 - [Culturally Responsive Education Practices for Online Learning](#)
 - Open Doors for Multicultural Families has free, translated Transition Guides for Families in nine languages <https://www.multiculturalfamilies.org/programs-services/youth-transition-program/transition-guide-download/>
- Supports for Sensory Impairment Resources:
 - [Blindabilities.com](#)
 - [The National Homework Hotline](#)
 - [Virtual Activities for Teachers and Families](#)
- Interagency Collaboration:
 - [Pre-ETS Guide for Collaboration Among State VR & Education Partners](#)

Pre-ETS - WBLE Specific

- WBLE Activities:
 - <https://explore-work.com/>
 - [Reality Check - Guiding Child to Career Success](#)
 - [T-Folio](#)
 - [Minnesota's Pre-ETS Toolkit with Resources](#)
 - [Nebraska General Virtual Pre-ETS Guidance](#)

- www.ncwd-youth.info/innovative-strategies
- [Work Based Learning Measures Series](#)
- Virtual Job Shadowing:
 - <https://www.youtube.com/user/CareerOneStop/playlists>
 - <https://www.careeronestop.org/Videos/CareerVideos/career-videos.aspx>
 - <https://www.virtualjobshadow.com/>
- Career Exploration/Virtual Tour:
 - <https://agexplorer.com/virtual-field-trip>
 - https://www.thecareerindex.com/dsp_intro.cfm
 - <https://www.findthepathway.com>
 - <https://www.eop.com/mags-CD.php>
 - <https://www.nepris.com/about>
 - <http://www.pathwayswv.org/print-materials.php>
 - <https://www.nebraskacareerclusters.com>
 - <https://www.education.ne.gov/wp-content/uploads/2017/07/InfoTech-1.pdf>
 - Career One Stop Videos
 - [mySkills - myFuture - Website](#)
 - Road Trip Nation
 - KQED Career Path Videos
 - Khan Academy Career Exploration Videos
 - Health care community liaison: What I do and how much I make?
- Employer Pre-boarding and Onboarding:
 - Employer Pre-boarding and Onboarding Videos
 - Zynga - Gaming Company: Onboarding Video

Other Shared Resources

- Resources for Autism and ID:
 - [Virginia's Autism Center for Excellence \(ACE\)](#)
 - [COVID-19 Information Packets, Videos, Visual Tools](#)
 - How To Videos to include [Model Prompting](#), and [Handwashing](#)
 - [Cabin Fever? 5 Effective Activities for Students with Autism During Social Isolation or Quarantine](#)

COVID-19 - Specific

- [OSERS Q&A](#)
- [USDOE Supplemental Fact Sheet - 3-21-20](#)
- [COVID-19 - Information and Resources for Schools and School Personnel](#)
- [Office of Civil Rights Fact Sheet](#)

- [CASE - COVID 19 - Considerations for Special Ed. Administrators](#)
- [COVID-19 Frequently-Asked Questions: WIOA Performance Accountability Provisions](#)
- [Education Week - COVID-19 Information](#)
- [USDOL - COVID-19 - Update - April 2, 2020](#)
- [Adapting to Evolving Employment Needs in Ohio During the COVID-19 Pandemic](#)
- [Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak \(March 2020\)](#)
- [Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities](#)
- <https://www.transitionta.org/covid19>
- <http://www.wintac.org/content/covid-19-resources>
- <http://www.wintac.org/content/resources-distance-service-delivery>
- <https://transitioncoalition.org/blog/webinar/transition-activities-online-at-home/>
- <https://ncsi.wested.org/>
- <https://www.casecec.org/>
- <https://gwcre.org/cit-vr>
- [COVID-19 \("Coronavirus"\) Information and Resources for Schools and School Personnel](#)
<https://www.ed.gov/coronavirus>
- <https://www2.ed.gov/policy/speced/guid/rsa/supporting/rsa-faq-wioa-vr-covid-19-03-26-2020.pdf>