

# Establishing Community Partnerships and Meeting Workforce Needs

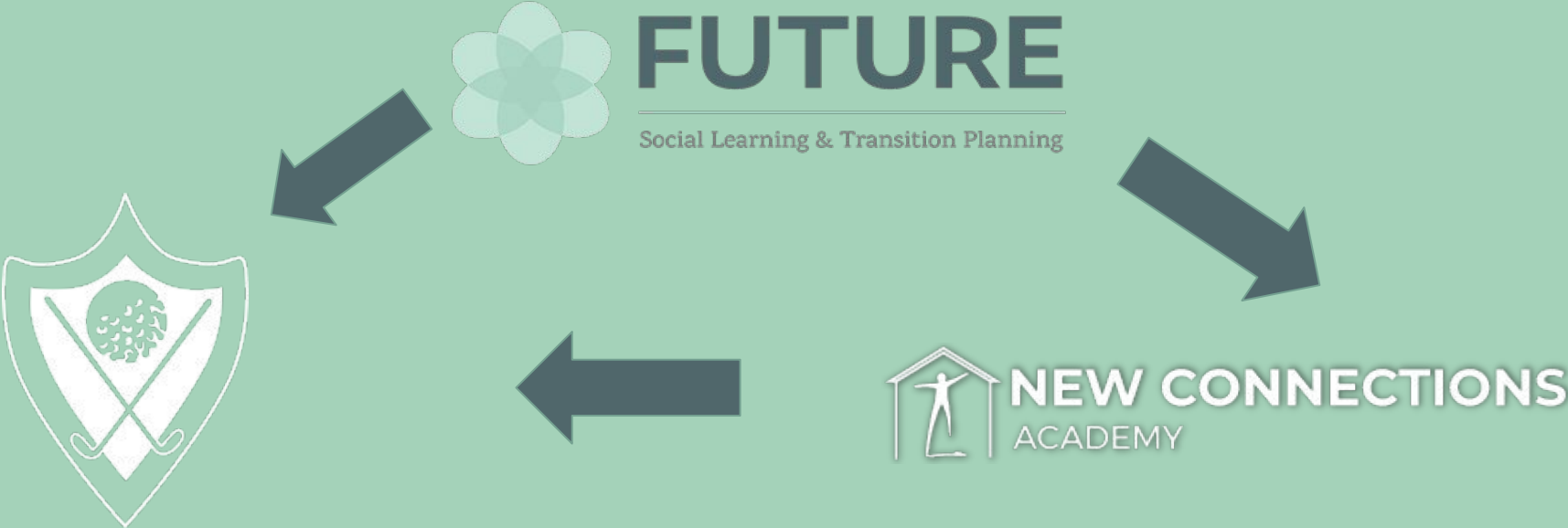
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Thursday, April 25, 2024



# Partnerships

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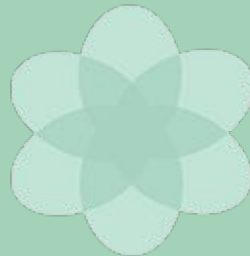
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**Lyndsay Palach Shelton**

Founder & Transition Specialist

FUTURE SLTP LLC

[futuresltp.com](http://futuresltp.com)



**FUTURE**

Social Learning & Transition Planning

# NCA Team Transition

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Amanda Boyd: Vocational Counselor

Stefanie Schroeder: Vocational Counselor

Rachel Merke: Transition Coordinator



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# Chuck Merriman

Inverness Golf Club (IGC)

General Manager

[cmerriman@igc-il.org](mailto:cmerriman@igc-il.org)



# IGC & NCA Partnership

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- Support community
- Assist with workforce needs
- Expand hiring practices to include a more diverse workforce
- Opportunity to practice vocational skills in the community
- New environment
- Letters of recommendation
- Potential to move into community employment

## ESTABLISHING COMMUNITY PARTNERSHIPS AND MEETING WORKFORCE NEEDS

### IGC & NCA PARTNERSHIP

- Support community
- Assist with workforce needs
- Expand hiring practices to include a more diverse workforce
- Opportunity to practice vocational skills in the community
- New environment
- Letters of recommendation
- Potential to move into community employment

### NCA PARTICIPANTS

8 students  
 1 Vocational Counselor  
 1 Transition Coordinator  
 1 Job Coach

### TIMELINE

**APRIL:** Identify tasks  
**LATE APRIL:** Students Apply at IGC  
**MAY:** Students interview  
**LATE MAY:** Orientation  
**ESY Dates (M, T, W, Th):**  
 June 6 - July 12th

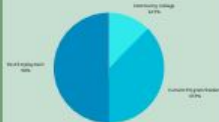
### VOCATIONAL SKILLS DEVELOPMENT

- Community Based Education
- Rotate work areas
- Students never fill 100% of the role
- Job carve positions which addresses a skill
- Connect tasks to broader skills
- 17 Vocational Skills Rubric

### NCA AGREEMENT

Consistent Work Crew  
 Transition Team Members On-Site  
 Liability Coverage Statement  
 20 Days of ESY

### OUTCOMES



### IGC & NCA AGREEMENT

- NCA student never replaces a staff position
- Maintain the same level of staffing without reduction of employees during shift due to students on site
- Maintain the same hiring practice without reduction of hiring due to students on site

SCAN ME



### CONNECT WITH US!

RACHEL MERKE  
 TRANSITION COORDINATOR  
 NEW CONNECTIONS ACADEMY

LYNDSAY PALACH SHELTON  
 TRANSITION SPECIALIST  
 FUTURE SLTP LLC

SCAN ME



### PARTNERSHIPS



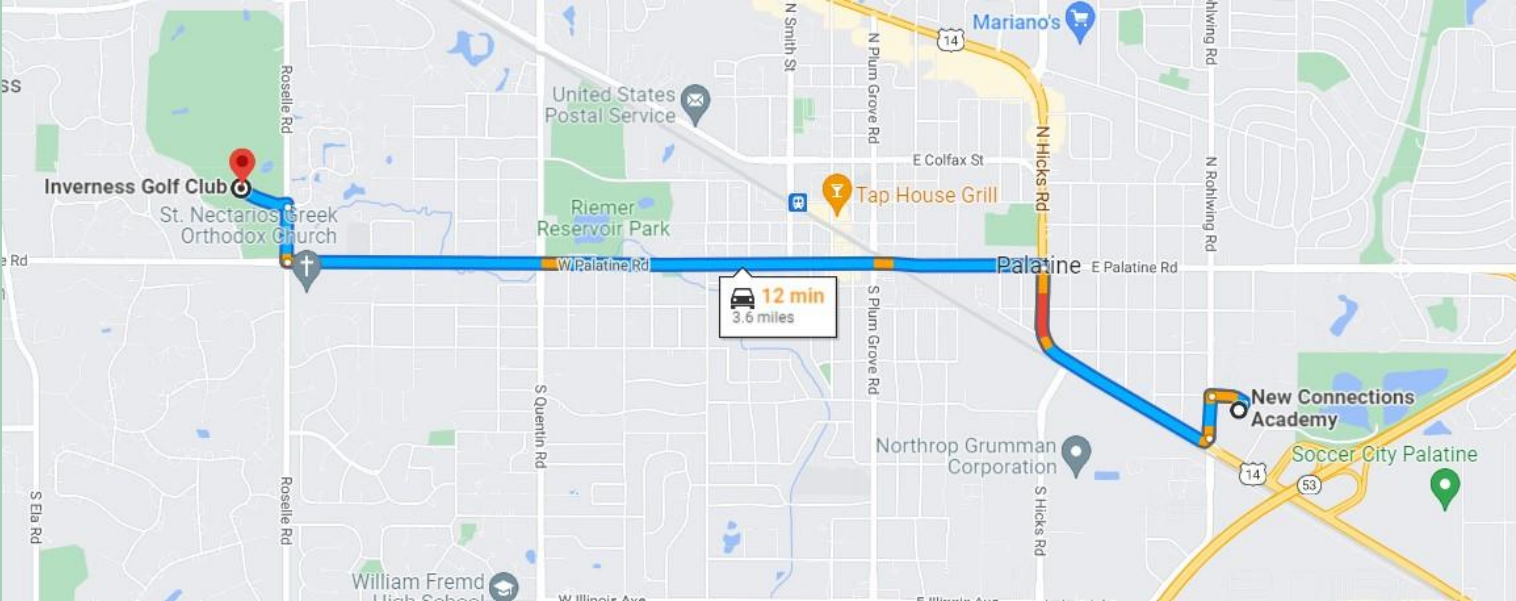
**FUTURE**  
 Social Learning & Transition Planning



**NEW CONNECTIONS**  
 ACADEMY



# Inverness Golf Club (IGC)





# Vocational Skills Development

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- Community Based Education
- Rotate work areas
  - Students never fill 100% of the role
  - Job carve positions which addresses a skill
    - Ex: “Beverage Deliverer”: Customer Service
- Connect Tasks to broader skills
  - Ex: Cleaning golf club; Manage efficiency or check with supervisor when done
- 17 Vocational Skills Rubric

# IGC & NCA Agreement

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- Our student never replaces a staff position
- Maintain the same level of staffing (no reduction of employee during shift due to students on site)
- Maintain the same hiring practice (no reduction of hiring due to students on site)

# NCA Agreement

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- Consistent Work Crew (12+)
- Transition Team Members On-Site
- Liability Coverage Statement
- 20 Days of ESY, Hours TBD



# Timeline

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- April: Partner with IGC on identifying tasks
- Late April: Students Apply for the Golf Course Crew
- May: Student Interviews at Golf Course
- Late May: Attend Orientation
- ESY Dates (M, T, W, Th): June 6 – July 12th

# Student Success Stories

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# Natural Job Supports

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# Planning for Employment

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## INDICATOR 14

**Targets for Federal Fiscal Year (FFY) 2020-25 (Typical survey window: May 1 - August 31)**

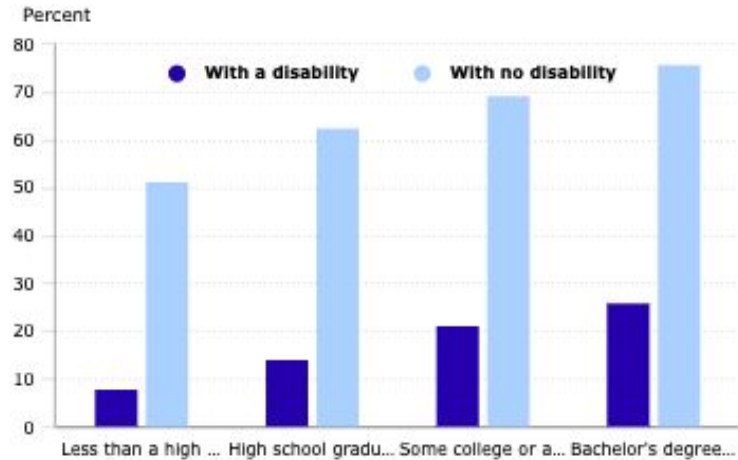
SPP 14A - FFY20-24 target of 29.6%, SPP 14A - FFY25 target of 30%

**EMPLOYMENT - SPP 14B - FFY20-24 target of 63.5%, SPP 14B - FFY25 target of 66%,**

SPP 14C - FFY20-24 target of 75.75%, SPP 14C - FFY25 target of 78.25%

# Planning for Employment

Employment–population ratios of people age 25 and older with and without disabilities, by educational attainment, 2014 annual averages





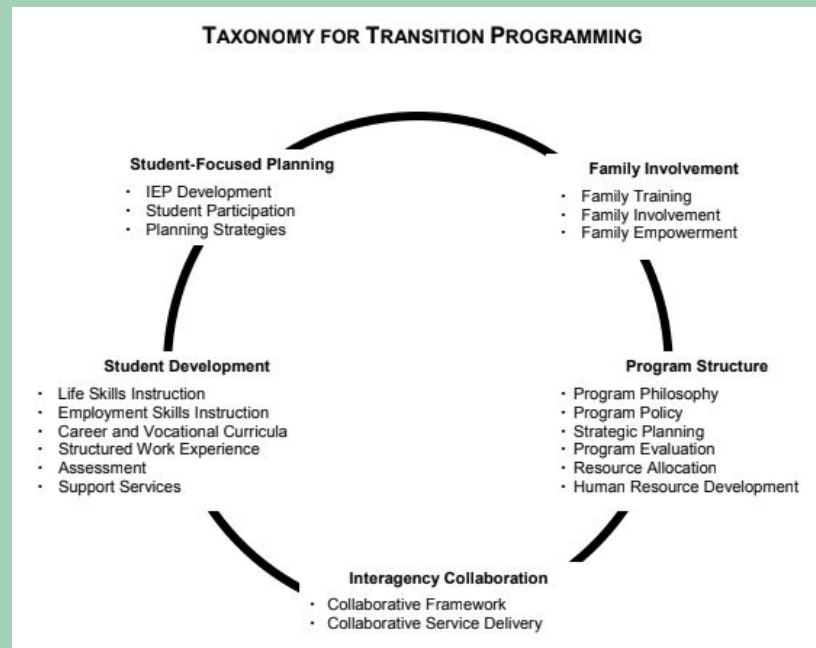
# Planning for Employment

Kohler, P. D. (1996). Taxonomy for transition programming: A model for planning, organizing, and evaluating transition education, services, and programs.

Champaign: Transition Research Institute,  
University of Illinois at Urbana-Champaign.  
Available at

## Taxonomy for Transition Programming

ILLINOIS TRANSITION PLANNING INSTITUTE



# Planning for Employment

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- Barriers to Employment
  - Services cliff
  - Self-identification
  - Community misinformation
  - Social obstacles
  - Vague job descriptions
  - Interviewing process

# Legal Rights & Responsibilities for Everyone

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## Laws, Regulations, and Guidance

- Americans with Disabilities Act
- Individuals with Disabilities Education Act 1997, 2004
- Perkins V
- US Department of Labor
- Rehabilitation Act of 1973 (PL 93-112)
- Ticket to Work and Work Incentives Improvement Act of 1999 (TWWIIA)
- Fair Labor Standards Act Training Agreement

# Legal Rights & Responsibilities for Everyone

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## Community Based Vocational Training (CBVT)

- Secondary programming for students with disabilities.
- Determine career preference, build career-related skills, and prepare for transition to the adult world
- Designed to teach student's job and job-related skills in business environments
- Services provided by IEP
- Subject to the Fair Labor Standards Act set forth by the U.S. Department of Labor
- Compliance is key!

# Legal Rights & Responsibilities for Everyone

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## Benefits of Compliance of FLSA 64c08

- Roadmap for Community Based Learning
- Street cred for your vocational program
- Protects Employer
- Empowers student
- Clear Best Practices

“It’s All About Who You Know -  
Connecting to Community  
Resources”

- Dr. Jennifer Bumble

## WITHIN THE SCHOOL SYSTEM

### SCHOOL SYSTEM

- SPECIAL EDUCATION SUPERVISOR
- TRANSITION COORDINATOR
- SCHOOL ADMINISTRATOR
- OTHER SPECIAL EDUCATION TEACHER
- GENERAL EDUCATION TEACHER
- CAREER AND TECHNICAL EDUCATION TEACHER
- GUIDANCE COUNSELOR
- SCHOOL PSYCHOLOGIST
- ASSISTIVE TECHNOLOGY SPECIALIST
- PHYSICAL OR OCCUPATIONAL THERAPIST
- SPEECH LANGUAGE PATHOLOGIST
- SCHOOL SOCIAL WORKER
- ORIENTATION AND MOBILITY SPECIALIST
- SCHOOL NURSE
- PARAPROFESSIONAL

## BEYOND THE SCHOOL SYSTEM

### SERVICE SYSTEM

- VOCATIONAL REHABILITATION
- TENNESSEE REHABILITATION CENTER
- SHELTERED WORKSHOPS
- SUPPORTED EMPLOYMENT PROVIDERS
- POSTSECONDARY ED PROGRAMS
- CENTER FOR INDEPENDENT LIVING
- GROUP HOMES OR SUPP LIVING
- SOCIAL SECURITY/ SSI
- RECREATIONAL PROGRAMS
- ADVOCACY GROUPS (E.G., THE ARC)
- DEPARTMENT OF INTELLECTUAL AND DEVELOPMENTAL DISABILITIES
- SUPPORT GROUPS
- MENTAL HEALTH SERVICES
- ADULT DAY PROGRAMS

### COMMUNITY

- U.S. ARMED FORCES
- JOB CORPS
- AMERICAN JOB CENTERS
- LOCAL EMPLOYERS
- CRAFT APPRENTICESHIP PROGRAMS (E.G., ELECTRICAL, PLUMBING, CARPENTRY)
- VOCATIONAL TRAINING PROGRAMS
- 2-YEAR COLLEGES
- 4-YEAR COLLEGES
- JUVENILE JUSTICE CENTER
- RECREATION ORGS (YMCA, DANCE STUDIOS,
- SERVICE ORGS (E.G., KIWANIS, ROTARY CLUB, KNIGHTS OF COLUMBUS)
- LOCAL TRANSPORTATION PROVIDERS
- CHAMBER OF COMMERCE
- FAITH COMMUNITIES

# Tools & Resources for Community Partnerships

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- Interviewing
- Disclosure
- Accommodation
- Knowledge
- Prep
- Oversharing
- Confidence
- [https://askjan.org/publications/consultants-corner/vol10iss01.cfm?cssearch=4403776\\_1](https://askjan.org/publications/consultants-corner/vol10iss01.cfm?cssearch=4403776_1)



# Tools & Resources for Community Partnerships

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**NTACT**  
THE COLLABORATIVE

National Technical  
Assistance Center  
on Transition

# Tools & Resources for Community Partnerships

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**O\*NET OnLine**

# Tools & Resources for Community Partnerships

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# Tools & Resources for Community Partnerships



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# Tools & Resources for Community Partnerships

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## CEC DCDT FAST FACT - Community-Based Vocational Exploration & Learning



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**CEC's DCDT FAST FACT**  
**Community-Based Vocational Exploration and Learning**

**Purpose:** To ensure schools are in compliance with the Department of Labor and Wage and Hour Division laws presiding over students involved with unpaid community based work learning. This fast fact will provide information related to legislation and guidelines for delivering community-based vocational exploration and learning experiences for students with disabilities.

# Q & A

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Thank you!

Go ahead... ask!

