



**Breaking Down Barriers to  
Implementing Community-based  
Vocational Training for Youth with  
Disabilities**

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**Goals of the Webcast**

- Identify The Benefits of Community-Based Vocational Training (CBVT) for Students with Disabilities
- Recommend Strategies for Addressing Potential Implementation Issues/Concerns Encountered From Administrators and Parents of Young Adults with Disabilities

**Goals of the Webcast**

- Present the Regulations and Guidelines for Providing Community-Based Vocational Training Experiences

**Community-Based  
Vocational Training (CBVT)**

Students with significant disabilities, who are 14 years or older, participate in a variety of vocational training and education experiences, including work for pay, within typical work settings in their local community.

**Goals/Benefits of Student  
Participation in CBVT**

- Expose students to a variety of work settings and occupations that might otherwise remain unknown to the student.
- Collection of authentic, vocational assessment data to facilitate and support student career goals and objectives for inclusion in the IEP.

### Goals/Benefits of Student Participation in CBVT

- Improve motivation for learning, self-esteem, and self-efficacy.
- Increase the relevance of classroom-based learning to applied contexts of all kinds.

### Goals/Benefits of Student Participation in CBVT

- Identification and validation of the employment support needs of the student.
- Promote understanding of workplace culture and expectations

### Goals/Benefits of Student Participation in CBVT

- Students obtain paid employment prior to exiting school.
- Develop evidence of student's knowledge, skills, and abilities to promote career advancement and mobility.

### Why Provide Community-Based Vocational Training for Students with Disabilities?

### Improve the Transition Outcomes

- Employment rate of young adults with disabilities still lags significantly behind their non-disabled peers
- Participation in an occupationally oriented vocational program or work experience linked to:
  - a greater likelihood of post school employment
  - a lower likelihood of dropping out of school.

### Renewed Emphasis on “Authentic” or “Contextual” Learning for All Students

- Addresses difficulties experienced by students with disabilities in generalizing tasks across settings
- Promotes the application of academic and knowledge-based skills while developing problem-solving strategies
- Provides opportunities to link state academic standards or alternative academic standards to real-world applications

### Differences Between School-Facilitated Services and the Adult Service World

- Long waiting lists for adult services in many localities
- Eligibility versus Entitlement Programs
- Increased need for individuals to utilize self-determination and self-advocacy skills

Why don't more students with significant disabilities participate in CBVT?

Why don't more students with significant disabilities participate in CBVT?

- Programmatic Barriers
- Parental Concerns

### Programmatic Barriers

- Administrative Philosophy Toward Students With Disabilities
- Transportation
- Staffing/Scheduling
- Liability
- Funding

### Parental Concerns

- Impact of "Work for Pay" on Government-facilitated Supports
- Impact of participation in CBVT and Educational/Academic Curriculum
- Safety
- Scheduling





## Strategies to Address Programmatic Concerns

- Program Development
  - Education & Advocacy
    - Integral component of school's regular education program
    - Part B State Performance Plan Indicators 2, 13,14
    - Benefits of CBVT
  - Transition or Special Education Advisory Councils

## Strategies to Address Programmatic Concerns

- Program Development
  - Professional Development
    - Increase collaborations
    - Relationship between standards-based education, inclusion, and workplace learning
    - Emphasis on individual work experiences and placement
    - Consideration of flexible policies for grading and issuing credit

## Strategies to Address Programmatic Concerns

- Program Development
  - On-going Program Evaluation
    - Post-school follow-up surveys
    - Participant Satisfaction

## Strategies to Address Programmatic Concerns

- Maximize the Use of School, Community, Employment, and Government Supports
  - Funding
  - Staffing
  - Transportation

## Strategies to Address Programmatic Concerns

- Liability
  - Become knowledgeable about insurance coverage
  - Require businesses to provide evidence of adequate insurance coverage and provide Worker's Compensation.

## Strategies to Address Programmatic Concerns

- Addressing liability issues
  - Involve insurance carriers
  - Check with parents/guardians regarding individual medical coverage
  - Be sure employer has Worker's Compensation
  - Have written documentation of liability insurance or, verification of the insurance co. name, policy # and dates of coverage.

## Strategies to Address Programmatic Concerns

- Addressing liability issues
  - Have Individual Training Agreement and Training Plan with roles/responsibilities signed/file
  - Provide and document safety training at school and on worksite
  - Review Fair Labor Standards Act (FLSA). Conduct regular worksite visits prior to and during the placement and document your evaluations
  - Identify the student's supervisor. Provide training and communication with that person.

## Strategies to Address Parental Concerns

- Promoting Education and Awareness
  - Benefits Counseling
  - Employment Experiences of Individuals with Disabilities
  - Relationship between Inclusion, Standards-based Education and Participation in CBVT
- Parent Mentors

## Regulations & Guidelines for Implementing CBVT

### **The Fair Labor Standards Act (FLSA)**

- Federal law enacted to protect the rights, safety and well being of workers in the United States, especially youth workers. It restricts the types of jobs and the number of hours students may work.
- Applies to "work for pay".

## Regulations & Guidelines for Implementing CBVT

### **Activities prohibited under FLSA - Hazardous Occupations**

- Manufacturing or storing explosives
- Driving a motor-vehicle and being an outside helper on a motor vehicle
- Logging and saw milling
- Using power-driven woodworking machines including saws
- Exposure to radioactive substances and to ionizing radiations
- Operating of power-driven hoisting devices, including forklifts, cranes and non-automatic elevators
- Use of power-driven metal forming, punching and shearing machines
- Mining

## Regulations & Guidelines for Implementing CBVT

### **Activities prohibited under the FLSA - Hazardous Occupations**

- Slaughtering or meat-packing, processing or rendering
- Operation of power-driven bakery machines
- Use of power-driven paper product machines
- Manufacturing of brick, tile, and similar products
- Use of circular & band saws and guillotine shears
- Wrecking, demolition and ship-breaking
- Roof operations
- Excavating

## FLSA – Child Labor Provisions

- 14 -15 years
  - Can not work more than 3 hrs on a school day
  - 18 or less hrs during a school week
  - Can not work more than 8 hrs on a non-school day
  - 40 or less hrs during a non-school week
  - 7:00 am – 7:00 pm except from June 1 through Labor Day (9:00 pm)

## FLSA – Child Labor Provisions

- 16 – 17 years
  - Can work anytime for unlimited hours in non-hazardous jobs

## Regulations & Guidelines for Implementing CBVT

### **The Fair Labor Standards Act (FLSA)**

- Career awareness/exploration, field trips and job shadowing are NOT subject to the FLSA.
- When a student is not an employee, wages are not paid and Federal Child Labor Laws do not apply, the experience is not subject to FLSA.

## Regulations & Guidelines for Implementing CBVT (DOL & DOE guidelines)

- Students have to be under the general supervision of school personnel
- CBVT must be clearly defined component of the student's educational program with a statement regarding the type of CBVT included in the student's IEP

## Regulations & Guidelines for Implementing CBVT (DOL & DOE Guidelines)

- Student and parent or guardian must be informed of the CBVT component of the IEP
  - Participation is voluntary
  - Student is not entitled to wages
- Students at CBVT sites do not result in an immediate advantage to the businesses

## Regulations & Guidelines for Implementing CBVT (DOL & DOE Guidelines)

- Recommendations that student participation be limited to less than:
  - 5 hrs per job experience – voc exploration
  - 90 hrs per job experience – voc assessment
  - 120 hrs per job experience – voc training

**Questions?**