New York State Education Department
Office of Special Education
Educational Partnership

New York State Education Department
Office of Special Education
Educational Partnership

Work-Based Learning (WBL)—Supplemental Module A

How to Effectively Build and Manage Business Relationships for Work-Based Learning Experiences (WBLEs)

Produced by the Technical Assistance Partnership for Transition at Cornell University.

New York State Education Department
Office of Special Education
Educational Partnership

Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Blueprint for Improved Results for Students with Disabilities

Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Multi-Tiered Support

Schools provide multi-tiered systems of behavioral and academic support.

Inclusive Activities

Schools provide high-quality inclusive programs and activities.

Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Introductions

Discussion

- Name

- Educational Organization (EO)

- Position

A Review of the WBL Series

Goals of the WBL Series (1 of 2)

Part 1

- Define quality WBL and its essential components

- Review the state and federal laws and regulations related to work-based learning experiences (WBLEs)

- Identify both registered and unregistered WBL experiences available to students

- Discuss the career development process and the EOs role

- Review the commonalities between WBL and the Career Development and Occupational Studies (CDOS) Commencement Credential

Part 2

- Identify ways to document and incorporate work-based learning throughout the Individual Education Program (IEP)

- Compile proper documentation needed for WBL

- Select high quality instructional practices that support implementation of work-based learning

- Determine specific areas that may increase the success rate of the WBL program

Goals of the WBL Series (2 of 2)

Supplemental Module A

- Identify methods and approaches to positively engage with employers
- Utilize strategies designed to effectively recruit employers and build rapport
- Recognize and identify the family's role in job search and retention

Supplemental Module B

- Describe the role and expectations of a job coach
- Recognize the importance of effective communication and problem-solving for successful WBLEs aligned with the student's IEP
- Create or utilize job and task analyses and training methods to support skill acquisition
- Identify and utilize methods for observing, collecting, and sharing student data
- Explain strategies used to encourage successful inclusion into the workplace

Learning Objectives

Participants will be able to:

- Identify methods and approaches to positively engage with employers
- Utilize strategies designed to effectively recruit employers and build rapport
- Recognize and identify the family's role in job search and retention

K-W-L Activity 1

Take a moment to complete the first section of the "K-W" Activity and "L" Planning Tool.

- **K**—What do you **know** about **developing business partnerships to support WBLEs**?

- **W**—What do you **want** to know about **developing business partnerships to support WBLEs**?

- **L**—**How can you apply what you learn** here today to your EO?

Benefits of WBL

Benefits for Employers

Businesses benefit from WBL because training can be tailored **specifically** to both their needs and the needs of the participants, leading to **increases in productivity and engagement** from workers.

Additional Benefits for Employers

- Provides the opportunity for employers to reinforce academic and social skills

- Offers an effective and appropriate vehicle for employers to help build and retain their future workforce

- Provides an opportunity for companies to support local schools and to help develop a highly skilled and productive future workforce

- Builds awareness in the community of the employer's role in the local economy and offers a public relations benefit

Keys to Successful Communication

Speaking Business

- Business vs. Employer
- Business development vs. Job placement
- Qualified vs. Job ready

Use Business-First Language

- Use business language to describe what you can do for the employer

- Emphasize you are helping prepare the future labor force rather than promoting the work you are doing to develop WBL opportunities for youth

- Avoid using language, terms, and acronyms, such as vocational experience, WBL, IEP, Workforce Innovation and Opportunity Act (WIOA), work-study, and cooperative learning

Understanding the Employers' Needs

- View businesses as customers

- Take steps to understand their needs

- Recognize businesses make decisions based on business needs, not rehabilitation needs

- Adjust the products and services delivered to meet those business needs

Meeting Employer Needs

- Competent and convenient assistance in receiving youth referrals

- Good matches of youth skills and interests to job tasks

- Support in training and monitoring the youth at the work site

- Formal or informal disability awareness and training for the youths' coworkers (when the youth chooses to disclose disability)
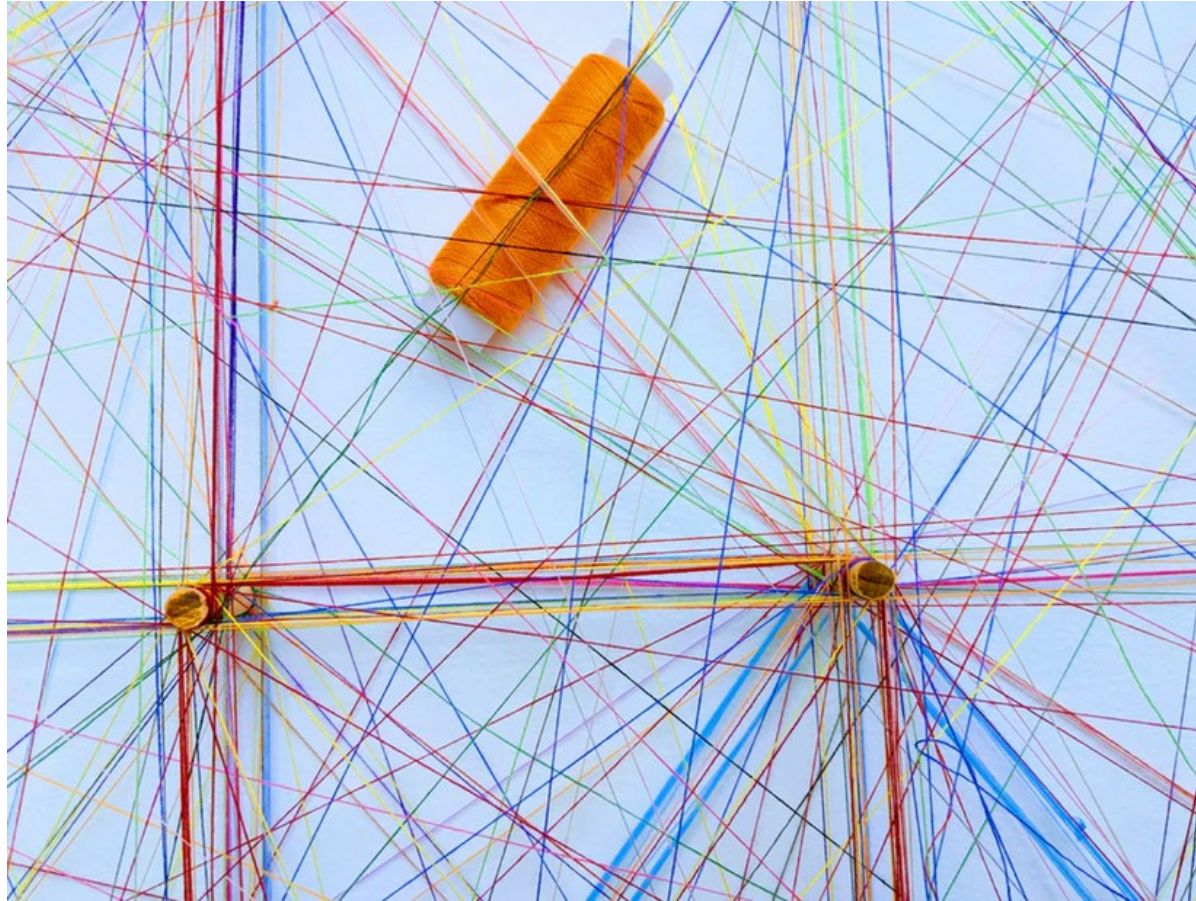
K-W-L Reflection 1

Reflection

Identify new learning and action items on your "L" Planning Tool.

Strategies for Finding and Recruiting Employers

Networking

Our networks are stronger than we might think!

Networking Activity

Take a few minutes to complete your WBL network handout:

- Who do you know who can identify an employer contact?
- List your networking resources.
- What business organizations might you join?

Develop an Elevator Speech

Elevator Speech Activity

Develop an elevator speech you would use in trying to secure new WBL placements for your students.

- What do you think is important to include?

- What should you leave out?

Small Message Big Impact

BLANK ELEVATOR SPEECH SHORT OUTLINE FORM (4X6 CARD)

I. INTRODUCTION
- Grab the listener's attention...
- Tell them where you are going..

II. BODY
- Talking point #1...
- Talking point #2...
- Talking point #3...

III. CONCLUSION
- Wrap up. (Allude to a couple of strong points you wish to discuss in detail if given additional time.)
....

IV. CLOSE: CALL TO ACTION
- Ask for an appointment time to give them a longer, more in-depth presentation.
....

Conduct Informational Interviews

- Ask to meet with a person knowledgeable in the business

- Make the meeting request easy to fulfill

- Be prepared

- Indicate an interest in understanding the business' staffing and operational needs and learning how you may be able to assist the employer in meeting them

- Keep it short

- Thank the employer for their time

Establish a Single Point of Contact

- Helps employers have an easy time understanding and relating to your EO

- Allows the contact to become actively involved with and responsive to the employer's needs

- Decreases the confusion and duplication when connecting with multiple people from one organization

- The individual will maintain professional and responsive contact with the employer

Under-Promise and Over-Deliver

This simply refers to giving the employer more than they expect so they will come back, as well as tell others about their experience.

For example:

- Turning in paperwork before expected

- Helping employer recruit employees

- Ensuring the student excels at their position and is ultimately hired after the WBLE ends

Match Youth Skills and Interests to Job Tasks

- Know both the youth's capabilities and interests and the employer's circumstances thoroughly

- Identify tasks that are important to both the youth and the employer

- Customize assignments as necessary

- Propose and negotiate task assignments

K-W-L Reflection 2

Identify new learning and action items on your "L" Planning Tool.

Strategies for Retaining Effective Employer Participation

Support Training and Monitoring of the Student at the Worksite

Clarify employer expectations about job training, coaching and follow-up

- How often will you be on-site?

- What happens if a problem arises?

- Is there a written support plan?

Follow through on agreed follow-up procedures

- Remember, under-promise and over-deliver

Solicit Employers' Feedback

In order to elicit useful feedback, ask these basic questions:

- What does the employer like about the student's work performance?

- What does the employer not like about it?

- What can be improved?

K-W-L Reflection 3

Reflection

Identify new learning and action items on your "L" Planning Tool.

Final Reflection

1. List any strategies that you and/or your EO **currently** use to build and maintain business relationships.

2. Reflect or list any strategies **learned** today that you will incorporate into your practice.

3. Share and swap ideas with colleagues.

Building and Maintaining Business Relationships

What is your present status? What is your desired level?

Where do you currently stand with regard to building and maintaining business relationships to improve student outcomes in your district/agency?

What new ideas do you have after having dialogue with professionals from other districts?

SEEK FIRST TO UNDERSTAND THEN TO BE UNDERSTOOD

K-W-L Activity 2

Take a few moments to review and edit the "K-W" Activity and "L" Planning Tool based on the information you learned today.

- **K**—What do you **now know** about **developing business partnerships to support WBLEs**?

- **W**—What do you **still want** to know about **developing business partnerships to support WBLEs**?

- **L**—Identify **new learning** about **how you can apply what you learned** here today to your EO.

Preview of Supplemental WBL Modules

Preview of Supplemental Module B

Supplemental module B

- Describe the role and expectations of a job coach

- Recognize the importance of effective communication and problem solving for successful WBLEs aligned with the student's IEP

- Create or utilize job and task analyses and training methods to support skill acquisition

- Identify and utilize methods for observing, collecting, and sharing student data

- Explain strategies used to encourage successful inclusion into the workplace

Questions

Resources

[Engaging Employers: A Guide for Disability and Workforce Development Service Providers](#)

[Promising Practices in Work-Based Learning for Youth](#)

[Preparing for Employment: On the Home Front. Promoting Effective Parent Involvement in Secondary Education and Transition](#)

References

Luecking, R. G. (2009). *The way to work: How to facilitate work-based experiences for youth in transition.* Brookes.

National Technical Assistance Center on Transition (2015). *A guide to developing collaborative school-community-business partnerships.* Richard Luecking, Ann Deschamps, Ruth Allison, Jacque Hyatt, and Christy Stuart.

https://transitionta.org/community-partnership-guide/

Lerman, R., Eyster L., & Chambers, K. (2009). The benefits and challenges of registered apprenticeship: The sponsors' perspective. Table 5.1: Sponsor Views of Potential Benefits of Registered Apprenticeship.

https://www.urban.org/research/publication/benefits-and-challenges-registered-apprenticeship-sponsors-perspective
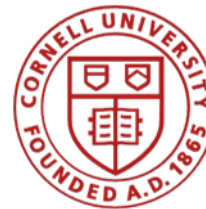
Contact Us

TAP for Transition

Amber McConnell, Director

TAPtransition@cornell.edu