

Community Based Work Transition Program

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CBWTP & Transition

- Transition services include:
 - Instruction
 - Related services
 - Community experiences
 - Employment
 - Daily Living Skills
 - Functional vocational evaluation
 - Post school adult living
- CBWTP meets Transition needs by:
 - Providing instruction
 - OVR - related service
 - Providing community experiences
 - Providing employment opportunities
 - Conducting Individual Functional Vocational Evaluations

Overview - CBWTP

- is designed to provide a positive beginning in the world of work for special education students during their last two years of high school.
- Goal - Students should have positive employment outcomes (good paying jobs) when they graduate – a starting place for a good career.
 - Time is spent with the student &/or on behalf of the student in order to learn about their interests, abilities, likes, dislikes, etc.
 - Jobs need to reflect student individuality with an eye toward vocations and potential careers.
 - Jobs should be in agreement with each student's vocational strengths and interests as described in his or her transition plan, Individualized Education Plan (IEP), and Individualized Plan for Employment (IPE).

CBWTP

- serves students having a range of abilities who need personalized support exploring potential careers, pursuing challenging work experiences, maintaining employment, and seeking job advancements in their communities.
- is a cooperative effort between:
 - local school districts,
 - the Kentucky Office of Vocational Rehabilitation (OVR),
 - the Kentucky Office for the Blind (OFB)
 - the Kentucky Department of Education (KDE),
 - and the Human Development Institute at the University of Kentucky (IHDI).

CBWTP

- is a fee-for-service reimbursement program. School districts that have been approved to participate in the program submit an annual program budget to the OVR and pay a local match of 25%. Ultimately OVR provides from 30% to 75% of school district budgets for the CBWTP.
- works collaboratively with school districts and OVR to provide individualized services such as evaluation and training to students participating in the program

CBWTP

- In the CBWTP, each school district employs a student employment coordinator who supports students in determining appropriate types of work, securing desired positions, learning the job, and maintaining employment.
- The employment coordinator also works closely with students and their families/guardians, teachers, OVR Counselors, adult service providers, and any other interested parties.

Who is eligible?

- The CBWTP is for special education students who are in their last two years of high school.
- It is for students, who because of a disability require a personalized vocational service in order to obtain and maintain employment.
- The student and his or her family have expressed a desire for the student to obtain employment, and be in the program.
- There is equal access for students with the most significant disabilities.
- Students must be eligible for Office of Vocational Rehabilitation (OVR) or Office for the Blind (OFB) services.
- Eligible students cannot benefit from other school or vocational training programs. (The CBWTP cannot replace other suitable vocational programs.)

How are students referred?

- The student's Admissions and Release Committee (ARC) makes referrals to OVR for services.
- Referrals should typically be made to OVR or OFB in the spring prior to the student's final two years of high school.
- It is best to have a designated individual at each school district facilitate the referrals between the ARCs and OVR/OFB. (The student employment coordinator should not be responsible for coordinating the referral process. Ten students per full-time job coach is standard).
- This designated individual will refer students expected to be eligible for the CBWTP to the OVR/OFB counselor assigned to the school district.

Roles and Responsibilities

School Administrator:

- Coordinates application to CBWTP.
- Hire Student Employment Coordinator (SEC)/Job Coach.
- Oversees fiscal control (paperwork, billing, payments).

Teacher:

- Coordinates the development of the Individual Education Plan (IEP).
- Implement the IEP
- Assist with each students Vocational Evaluation/Profile.
- Provides guidance and direction to the SEC.

Roles and Responsibilities

Student Employment Coordinator:

- Coordinates students evaluation/training
- Works with employers & students to develop a good job match
- Maintain needed documentation
- Provide feedback to teachers
- Activity seek advancements for student (when needed)

Roles and Responsibilities

OVR Counselor:

- Determine student eligibility.
- Assist SEC with Vocational Evaluation/Profile.
- Develop an Individual Plan for Employment (IPE) for eligible students.
- Provides guidance, support and expertise in the provision of vocationally required services to the SEC on behalf of the student.

Roles and Responsibilities

Student and Family:

- Contribute ideals and information that might help discover the students interests, gifts, abilities, passions, skills, capabilities, and special considerations.
- Participant in employment planning.
- Provide feedback to Student Employment Coordinator (SEC).

Roles and Responsibilities

CBWTP Staff at IHDI/UK:

- Develop instructional materials and curriculum.
- Provide/coordinate statewide CBWTP Workshops.
- Provide follow-up consultations and other support according to school district's needs.
- Collect relevant project data.

Flow of Services Phase I - Evaluation

- **Initial Planning Meeting:**
 - A meeting to discuss what initial evaluation information is being requested by OVR and how it will be obtained. Minimum attendance at this meeting includes the student, OVR Counselor, and employment coordinator (\$50.00).
- **Monthly Evaluation Services:**
 - Services provided by the employment coordinator (Job Coach) on behalf of the student in order to determine a good job match.
 - With a 10 months maximum (\$150.00 per student - per month).
 - unused evaluation months may be rolled over to training.

Flow of Services Cont.

- **Vocational Evaluation Report:**
 - A comprehensive summary of vocationally relevant information obtained through the provision of monthly evaluation services. Written by the SEC (\$900.00 per report).
- **Individual Plan for Employment (IPE) Planning Meeting:**
 - A meeting to discuss the findings of the Vocational Evaluation Report as well as to allow the OVR Counselor to develop the Individualized Plan for Employment (IPE).
 - Minimum attendance at this meeting includes the student, OVR Counselor, and employment coordinator (\$150.00).

Flow of Services Phase II – Job Development, Job Analysis, etc.

- **Monthly Training Services:**
 - **Job Development/Job Analysis**
 - Services provided by the employment coordinator to the student in order for the student to obtain the employment goal as documented on the IPE.
 - With 10 months minimum, any unused evaluation months may be used (\$150.00 per month – per student).
- **Exit Interview:**
 - A meeting to review such data as contact information and the IPE goal as well as to ensure that referrals/contacts with adult service providers have been initiated.
 - Minimum attendance at this meeting includes the student, OVR Counselor, and employment coordinator (\$100.00).

Flow of Services Cont.

- **Job Placement:**

Sixty days of post school paid employment in the planned vocational goal.

 - A form filled out by the Job Coach after the student is hired, after the exit mtg. sent to OVR on behalf of the student, that tells students job title, date hired, etc.
 - Fee of \$200.00
- **Employment Follow-Up:**
 - Sixty days of post school paid employment in the planned vocational goal.
 - SEC provides any needed training and/or support to the student and employer
 - Fee of \$800.00

Performance Expectations & Support Plan

- Based on participating students who maintain employment in the chosen vocational goal (as documented on the Individual Plan for Employment (IPE)) for 60 days after exiting school.
- Data for number of participating students exiting the program in 2008-09 will be collected from OVR Counselors in October

- School districts will be notified of performance expectation target numbers by the end of October each year
- 2008-2009 Target Number
 - 50% no less than 1
 - Uneven calculations will be rounded (i.e. 3.4 = 3)
 - Example: 10 participants, 3 exiting school in 2009, Target Number = 2
 - Example: 4 participants, 1 exiting school in 2009, Target Number = 1

- Achievement of performance expectation target numbers will be measured by paid invoices by OVR for the *Employment Follow-Up* payment milestone, which must occur prior to August 1 of the year the student exits school (2009)

Questions ?????

First things first...

Getting to know the student through the person centered job selection process/evaluation.

I want to work!!

For many of us this is a given, for others it takes creativity, imagination, and a vision to see what can be and making that happen!!

Why do the person centered job selection/evaluation?

- A way to get past preconceived notions and to see the possibilities.
- A way to “get ready/prepared” for job development. Road map for where you are going.
- As opposed to just sticking someone into a job and guessing whether or not it will work out.

Ways to get information: It all starts with the person/student!

- TRUST- Relationship building
- People: person, family, friends, teachers, etc.
- Observations: familiar places, school, home, community
- Job shadowing
- Record Review: caution
- Take info learned and interpret into employment

Why questions can't be your only means of getting info..

- People will give answers based on what they have experienced
- People may tell you what they think you want to hear

When spending time with student

- Look at things the student enjoys doing such as favorite class, how do they spend time at home, in community, etc.
- Look at not only job tasks, but what kind of people does student work best with, also what kind of environment
- Don't assume-always investigate-build on interests
- Look at what works and doesn't work and why

Randy

- The light bulb moment!
- Picture of WHY spending time with people is so important!

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RANDY

- Worked at Food Lion as a bagger
- Worked part time
- Attended TRP on days off
- Did sweeping and mopping at TRP
- Organic brain disorder
- Mental Retardation
- Autism
- Limited language skills
- Violent behavior
- Lots of support



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RANDY-PCJS

- Needed a job with consistency
- Job with predictability
- Quality vs. quantity
- Small group of people
- Not a lot of interaction with variety of different people
- Memorizes numbers
- Likes to take things apart
- Once learned something, knows it!

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How was information learned?

What activities were done?

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Home Visit

- Met with family
- Explained process
- Expectations
- Relationship building/trust
- Familiar places first
- “Check your money, please”
- What was learned? Where to go from here?



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Home-Garage

- Observation
- What was learned? Where do we go from here?



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TRP

- Talked with staff
- Observation
- Familiar place-already attending
- “check your money, please”
- What was learned? Where do we go from here?



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Pizza Hut

- Went with family to eat
- Observed family dynamics/social skills
- “check your money, please”
- What was learned? Where do we go from here?



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Movies

- Why the movies? Only place himself
- Part of his typical routine
- “check your money, please”
- What was learned? Where do we go from here?



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Record Re



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Randy after PCJS

- Working in a factory taking things apart
- Put in boxes marked by certain numbers
- Works full time with benefits
- Works with 2-3 other guys around
- Takes vacations
- No violent behavior
- **BIG QUESTION?**-Would Randy have come up with this job without the pcjs process??

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Compare the jobs



- Worked every other day-no consistency
- Groceries needed to be bagged at a fast pace
- Lots of people interaction
- Needed a lot of support
- Worked everyday and knew routine
- Quality was important
- Same people every day who knew him
- Reduced support

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Looking Back!

- Didn't really look at Randy's unique skills and preferences
- Didn't facilitate natural supports at Food Lion
- Should have tried to figure out why we had to keep going back to job site rather than why Randy wouldn't stay on task
- As a result, Randy hit a co-worker-communication-blame the consumer

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Questions?

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