



**DEPARTMENT OF HUMAN SERVICES
OFFICE OF REHABILITATION SERVICES**

“Helping individuals with disabilities to choose, find and keep employment”

PRE-EMPLOYMENT TRANSITION SERVICES: TRANSITION ACADEMY

I. PURPOSE OF SERVICE:

The Office of Rehabilitation Services funds the work based learning services for students with disabilities who attend Transition Academies. The local educational authority funds the academic and functional life-skill curriculum for students, 18-21 years of age, to complete their high school education. ORS funds, on a fee-for-service basis, the employment related preparation for and participation in community based work experiences.

II. PROGRAM ELEMENTS:

ORS funds vocational services that must include: review of any previous vocational assessments, work experiences, and recommendations. It is expected that vocational services will help students connect to work activities and expose them to future career opportunities. ORS funding supports the student's participation for a minimum of 60 days/year in an integrated community-based work experience related to the student's documented interests and aptitudes and, if applicable, in collaboration with the Career Development Plan. This experience offers the student an opportunity to interact in a real work environment to explore and support a vocational goal. The goal of ORS funding is to assist the student transition to integrated competitive employment.

III. EXPECTED OUTCOMES:

1. To learn about necessary job skills.
2. To prepare the student for participation in employment or to be ready for training/higher education.
3. To expose the student to the logistics of getting to and from work, being punctual and tolerating a work schedule.

IV. STEPS FOR IMPLEMENTATION:

1. ORS discusses referral with student, LEA and parent, facilitates a signed release of information, completes the Referral Form and generates an authorization for PRE-ETS TRANSITION Program.
2. The CRP accepts the referral, provides services, and completes report about student's work experience.
3. The CRP schedules two conferences with the student, (parent if necessary), the CRP, LEA, and the ORS counselor to review the report and identify support needs/recommendations. One meeting is scheduled at the conclusion of the second term, and one before the student leaves the program in June.
4. Bill and final report are forwarded to counselor within 2 weeks of completion of program/conference.

V. PRE-EMPLOYMENT TRANSITION SERVICES:

1. Category of Required PRE-ETS SERVICE: WORK-BASED LEARNING
2. Service Code: PRE-ETS TRANSITION ACADEMY
3. Fee: \$4,500.00 (paid in two increments with report: mid-point and end of school year)

(Items in red are information needed in report – blank report follows this sample report)

PRE-ETS TRANSITIONAL SERVICES WORK BASED LEARNING EXPERIENCE

TRANSITION ACADEMY REPORT

Student Name		DOB	
School District		Address	
ORS Counselor		Date of Program Entrance	
Authorization Period			Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/>

I. Background Information

A Summary of student

- o Reason for attendance
- o Transition goals needs

II. Vocational/Transition Assessment Results; (or lack thereof)

Recommendations from prior

- Vocational Assessments
- Transition Assessments
- Past Career Exploration activities or vocational experiences at school
- Current vocational goals

Current issues concerns and needs

- State the current needs for student and what she will be working on this year in a summary or in regards to the following categories
 - o Social Skills/communication
 - o Employment
 - o Independent Living

III. Current Program:

Academics;

topics/academics covered. EXAMPLE

Life Skills Math

- Schedules
- Pay Stubs- Reading and interrupting pay stubs
- Job Benefits
- Timesheets- figuring hours and pay
- Why people work, the concept of needs vs. wants
- Check writing- registers, deposits and withdrawals
- Shopping- Making a list, reviewing recipes, comparative shopping
- Self-advocacy, etc.
- Decision-making skills
- Laws in the work place

Soft Skill Training

Student progress on

- Hygiene, appropriate dress

- Interaction skills with peers, co-workers
- Workplace Attitude
- Self-Advocacy
- Dependability
- Organization
- Conflict resolution

Job Readiness Instruction:

Student progress on

- Resume development
- interviewing skills
- Job search skills

IV. Work Experiences: For each experience (in appropriate blocks below)

Career Exploration/Preparation

Work Site 1 Information			
Work Location			
Job Title			
Tasks Performed	List duties		
Schedule: days of the week & hours	O*Net/DOT: either provide this info. or delete	Duration: Dates of attendance	Total Days
Findings			
Attendance/Punctuality	Days missed		
Quality of Work	Quantity and quality of work, pace, level of supports needed		
Work Habits	Work habits, attitudes and behavior		
Productivity	Response to work load demands, stamina		
Interpersonal Relationships	How did they get along with others, constructive criticism		
Overall Performance	Summary and supports needed		

Career Exploration/Preparation

Work Site 2 Information			
Work Location			
Job Title			
Tasks Performed	List duties		
Schedule: days of the week & hours O*Net/DOT:	O*Net/DOT: either provide this info. or delete	Duration: Dates of attendance	Total Days
Findings			
Attendance/Punctuality	Days missed		

Quality of Work	Quantity and quality of work, pace, level of supports needed
Work Habits	Work habits, attitudes and behavior
Productivity	Response to work load demands, stamina
Interpersonal Relationships	How did they get along with others, constructive criticism
Overall Performance	Summary and supports needed

V. Transportation Training:

Does the student take public transportation? Independently or with support? Is this a viable mode for work?

VI. Summary of Current Progress/Recommendations

- Summarize progress, growth and support needs.

Recommendations:

- Were any of the work settings that the student experienced viable career paths? Why or why not
- If the student were to continue on this career path, what supports would he/she need to perform or maintain the job?
- If not, what limits in the persons physical or intellectual capacity?
- what other jobs would be a match?

Date

**PRE-ETS TRANSITIONAL SERVICES WORK BASED LEARNING EXPERIENCE
TRANSITION ACADEMY REPORT**

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School District	Click or tap here to enter text.	Address	Click or tap here to enter text.
ORS Counselor	Click or tap here to enter text.	Date of Program Entrance	Click or tap here to enter text.
Authorization Period	Click or tap here to enter text.		Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/>

I. Background Information

Click or tap here to enter text.

II. Vocational/Transition Assessment Results (or lack thereof)

Current issues concerns and needs:

III. Current Program:

Academics

Soft Skill Training

Job Readiness Instruction

IV. Work Experiences: For each experience (in appropriate blocks below)

Career Exploration/Preparation

Work Site 1 Information			
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Job Title	Click or tap here to enter text.		
Tasks Performed	Click or tap here to enter text.		
Schedule: Click or tap here to enter text.	O*Net/DOT: Click or tap here to enter text.	Duration: Click or tap here to enter text.	Total Days: Click or tap here to enter text.
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Work Habits	Click or tap here to enter text.		
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Overall Performance	Click or tap here to enter text.		

Career Exploration/Preparation

Work Site 2 Information			
Work Location	Click or tap here to enter text.		
Job Title	Click or tap here to enter text.		
Tasks Performed	Click or tap here to enter text.		
Schedule: Click or tap here to enter text.	O*Net/DOT: Click or tap here to enter text.	Duration: Click or tap here to enter text.	Total Days: Click or tap here to enter text.
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V. Transportation Training:

VI. Summary of Current Progress/Recommendations

Recommendations:

Click or tap here to enter text.

Click or tap here to enter text.

Date