

Career Visions Training Plan – Adult Transition Model

Revised 9/2014

Program Structure:

Scenario I

Applies to New CV Supported Students Only (assumes placement services during spring semester):

Step 1:

Instructors to use CV curriculum and other resources on campus to reinforce work readiness skills in the following key areas (suggested activities):

- **Exploration and Career Development** (inventories, guest speakers, exploration trips).
- **The Job Hunting Process** (internet, classifieds, phone, interview panels).
- **The Application Process** (online, paper, resume, cover letter, references, etc.)
- **Interviewing Preparation** (role playing, community based exercise, video taped review)
- **Job Retention** – HUGE! (hygiene, ethics, sexual harassment, resignation, soft skills, etc)

Interest inventory results should be shared with CTAs early in the game in order foster a seamless transition from PAES to appropriate community placement.

Step 2:

Career Visions Program Referral is generated if not already on file. TLC CTA to verify with CTA at referring high school, and communicate existing referral to instructors prior to entry. <http://www.hartdistrict.org/careervisions/forms/>

Step 3:

Student completes initial 8-10 week or baseline and work readiness evaluation in the PAES Lab. (Initial assessment not to exceed 10 weeks before Step 4 consideration).

- PAES Lab staff to receive continual PAES training as needed. CV to cover the cost of training.
- PAES Lab staff to coordinate PAES scheduling with School Psychologist and Case Manager.
- Classroom / community CV observation to be coordinated by Case Manager during the PAES process.
- Mobility training to be coordinated by Case Manager.

- CV Work readiness evaluation is completed prior to advancing to **Step 4**. Evaluation results are reviewed by the student and their Case Manager.
A minimum work readiness score of 80% is required for a student to move to Step 4. Evaluation must be completed with consult from Case Manager if assessed by an Instructional Assistant.
- Students receiving an evaluation score of less than 80% continue the work readiness assessment process for an additional 8 weeks, either participating in on-campus work activities, or continuing the next assessment level in the lab as availability allows. On campus work activities are coordinated and monitored by non CV staff.
- CV Work readiness evaluation is completed after an additional 8 week review period prior to advancing to **Step 4**.
A minimum work readiness score of 80% is required for a student to move to Step 4. Evaluation must be completed with consult from Case Manager if evaluated by an Instructional Assistant.
- Any student not meeting the 80% requirement after second review period may be moved to Step 4 at Case Manager discretion. If this option is recommended the participating student must receive a satisfactory work readiness evaluation before proceeding to Step 5. All work readiness evaluations expire June 30th and cannot be carried over from one school year to the next.

Step 4:

Student completes forty (40) hours of volunteer work.

- Placement guided by interest inventory results. Non CV staff to arrange placement services.
- CV to provide limited job coaching services (to be determined) during orientation period.
- All progress to be recorded weekly in student's WAI Case Notes.
- CV Work readiness evaluation is completed prior to advancing to **Step 5. A work readiness score of 80% will determine whether a student is suitable for community placement.**
 - * Approved – CV to begin job placement services.
 - * Declined – Team to decide appropriate course of action including extension of volunteer service term.
- Students referred to the TLC who are within 12 months of exit may be placed in a paid work experience prior to completing forty (40) hours of volunteer work at CTA discretion.

Step 5:

Student completes fifty (50) hours of subsidized (paid) work.

- Placement guided by interest inventory results and / or PAES results. CTA to arrange placement services.
- CV to provide limited job coaching services (to be determined) during orientation period.
 Prior to conclusion of initial fifty (50) hours of paid training, CTA will advise Case Management Instructor pending completion of hours. The Case Manager will then schedule a meeting with the IEP team to decide best course of action:
 - * Termination of training contract at conclusion of 50 hour subsidy.

- * Renewal of training contract at conclusion of 50 hour subsidy.
- * Transition to unsupported employment (direct hire) with limited support during orientation.
- * Transition to supported employment (Case Manager to coordinate vendor referral with Regional Center service Coordinator no less than 6 months prior to exit if deemed appropriate by IEP Team).

- Work readiness evaluation is completed by employer and CTA prior to advancing to **Step 6**.

Step 6:

Implementation of seamless transition plan by Case Manager and Regional Center Service Coordinator with appropriate resource support within 6 months of exit.

Scenario II

Applies to Returning CV Supported Students ONLY

- Assumes CV referral on file and placement services in both fall and spring semesters: Complete: Steps 1 (abbreviated), 4, 5, & 6.

Seamless Transition Model (Action to be initiated within 6 months of exit) :

- A. Case Management Instructor contacts Regional Center Service Coordinator and initiates a case conference, inviting all applicable transition resources including CV.
- B. In a case where supported employment is deemed an appropriate transition avenue, the IEP team, under direction of, student, family, and RCSC will decide which vendor is best suited to overall employment goal.
- C. In the case where unsupported employment is deemed appropriate, a TPP referral may be made provided that the student is within 14 months of exit.
- D. With regard to post secondary support, DOR will consider training support provided that:
 - 1) The student is carrying a full course load. Or in the case of pursuit of a training certificate, the student can demonstrate a reasonable timeline for completion .
 - 2) The subject / major / certificate being pursued is in alignment with students overall Individualized Plan of Employment (IPE) goals. In the case where there is not alignment, the IPE may be amended at the student's request.

TPP Referrals while enrolled in the TLC program:

- A. Assuming the student has a CV referral on file, a TPP referral may be made within 14 months of exit (whether an RC client or not) provided that :
 - 1) The student wants to work and there is no job coach required.
 - 2) The ultimate goal, upon exit, is to work.
- B. A TPP referral should not be made for any client who is within 6 months of exit.
- C. If the student expresses no desire to work, a TPP referral is not appropriate. If the student decides to reconsider sometime in the future after exiting the school District, they can access either Regional Center or DOR services as a walk-in generalist. Walk-in orientation at DOR is currently held Tuesday of every week at 9am.