Ohio | Department of Education

Job Training Coordinating Program Manual

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State Board of Education of Ohio

Ohio Department of Education
Office of Career-Technical Education

25 South Front Street
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T a b l e   o f   C o n t e n t s

Introduction

Dear Educator:

The Ohio Department of Education espouses that all students can learn. Setting high expectations and offering the necessary tools and opportunities for learning play a large role in student success.

The Job Training Coordinating Program, which serves students with disabilities, aligns with this philosophy. The Department's Office of Career-Technical Education provides leadership for the Job Training Coordinating Program work. Over the past decade, the job placement rate for students in the program has been a consistent 95 percent. Students and graduates of Ohio's Job Training Coordinating Program have a positive impact on the workplace.

This guide is designed to help with the start-up of new Job Training Coordinating Programs as well as to reinforce principles and guidelines for current programs. It is our hope that you will use this document to incorporate or expand the Job Training Coordinating Program in your continuous improvement plan.

Sincerely,

Kathy Shibley, Director

Transitions

Supported Employment through Job Training Coordinating Programs

Purpose

This guide was prepared by the Ohio Department of Education, Center for Curriculum and Assessment, Office of Career-Technical Education. The contents illustrate best practices of the Job Training Coordinating Program. It is designed to assist current and potential educators of special needs students and is based on the most current and best practices for the design and implementation of effective programs. The guide contains techniques, examples, form samples and space to update information.

A Job Training Coordinator, Transition Coordinator or other school district staff members and administrators can use this document as a reference for designing, implementing, evaluating and improving the Job Training Coordinating Program. This manual does not supersede any local district policy or state or federal guidelines.

Mission & Philosophy

Mission Statement

The Job Training Coordinating Program provides support and assistance to students who require intensive support in order to transition from school to the work environment. Its goal is to help students obtain and maintain competitive or supported employment through individualized and community-based training, collaborating with business partners and developing a support network.

Philosophy

The Job Training Coordinating Program philosophy is based on the knowledge that people with significant disabilities are employable. Turning that belief into a reality is the function of the Job Training Coordinator (JTC).

The primary objective is to match a student's abilities and interests with the needs of an employer and provide the necessary supports so that the student can be successful in the work environment. This occurs through a support network of individualized, on-the-job training facilitated through job coaches.

Job Training Program Models

What does a Job Training Coordinating Program look like? The program is extremely flexible. Through the years, a variety of successful models have been developed. The four basic models are described in this section.

Individualized Placement

In this model, JTC works with a group of students who all have different jobs in different companies. The JTC develops or secures the job, accompanies the student to the interview and works with the employer on a specific set of competencies to be performed. A Job Coach or trainer also intensively supports and evaluates the student on the job. When the student becomes competent on the job, the JTC and the Job Coach fade or minimize their support to an occasional check system.

Some locations for this model include:

Westerville City Schools
East Liverpool Schools
Mayfield High School

An "Individualized Placement" Student Success Story
Joe has multiple disabilities and diabetes. Through the Job Training Coordinating Program work experiences developed in his comprehensive high school setting, Joe discovered that his interests and abilities could be applied to a job in the Hospitality and Tourism Career Field. Joe had difficulty with the interview process, but was hired by a restaurant manager willing to give Joe a chance. Using a picture book with job task sequences, the Job Training Coordinating Program staff and the job coaching service staff together developed strategies that enabled Joe to work independently at a local fast food restaurant. Joe graduated from high school and has been employed at "his" restaurant for more than six years.   He is very proud of his five-year service award as well as other recognition by the restaurant's employees. Customers look forward to his friendly smile and greeting as he clears trays, cleans tables and keeps "his" restaurant in tip-top shape.

Community-Based Work Site

Some JTCs are based full- or part-time at a community-based work site. These employment sites include hospitals, shopping malls, strip malls, hotels and restaurants. The JTC works with the employer to develop several different job training try-out sites. The student has part-time experiences at each site, while the JTC gathers information on the student's preferences and skill performance. The JTC finds a suitable and preferred paid job for the student. Eventually, the student can work full-time. PROJECT SEARCH is a Community-based work site model.

Some locations for this model include:

Great Oaks Institute of Technology and Career Development (Cincinnati)
Akron Public Schools
Mayfield City Schools
Polaris JVSD (Cleveland)
Penta Career Center (Perrysburg)

A "Community-Based Work Site" Student Success Story

Jeremy is a 12th grade student with a cognitive disability. Prior to his enrollment in the Job Training Coordinating Program, he had no paid work experience and minimal responsibilities at home. In his high school junior year, Jeremy participated in an unpaid internship at a nursing and rehabilitation center where daily support services were provided to students with disabilities by a Job Training Coordinator (JTC). Jeremy's JTC concentrated on providing basic foundational skills and developing work readiness. Training opportunities were offered in many departments of the nursing center including laundry, occupational therapy, building maintenance and dietary. Jeremy completed two semesters at the center and was able to identify several experiences as areas of interest for competitive employment. His evaluations from the experience also indicated a satisfactory skill level for his selected areas of interest. Jeremy's JTC from the internship site was instrumental in relating his experience at the training site to his IEP team at the school. This communication was pivotal in coordinating services and affording Jeremy the opportunity to shift from unpaid training to employment. Jeremy used his internship experience on his resume and, with assistance from his JTC, obtained part-time employment at the nursing center. After graduation, Jeremy will be eligible for full-time employment and benefits from his employer.

Part-time Career-Technical Programs – Community Site

Some students are not able to complete a two-year career-technical program. An Individual Education Plan (IEP) team determines that a modified program could benefit the student. Initially, a student can enroll in a traditional career-technical program. A match between the student and certain skills of the program are determined. The career-technical instructor trains and evaluates the student on these skill areas/competencies. The JTC monitors the progress and secures a job for the student when he/she is competent. A student could return to the program for more competencies if needed.

Some locations for this model include:

Tri-Rivers JVSD (Marion)
Pioneer JVSD (Shelby)
Mayfield City Schools

A "Part-time, Career-tech" Student Success Story

Mary is a 22-year-old graduate of the Job Training Coordinating Program. She had participated in the program for three years. Her first two years were dedicated to Life & Community classes at the career center. She had many hands-on experiences throughout the community as well as situational daily living skill experiences. In her last year, she was offered the opportunity to work at a training site with the assistance of a job coach provided by the career center. Her job involved simple essential clerical duties; therefore, the job coach was able to fade quickly. Employees at the site took Mary under their wing, providing natural supports and a very safe and positive environment. Mary was eventually offered the job as a permanent position, rather than a temporary training experience. With service coordination between the Job Training Coordinator and MR/DD, transportation and work schedules were created so that she could get to and from work. Today, Mary has her own desk, independently performs her daily work routine, and has proven to be quite an asset to the business

Combined

Some school districts combine or use portions of the three models. For example, a JTC may be based in a business during the morning session and complete individual placements in the afternoon. Other districts may place a JTC in several different companies or businesses. Sometimes, students are in "intense" training, or they may be close to graduation and are therefore placed on an accelerated schedule. Other students are still exploring job placement and thus placed in a modified program. Finally, there are some students who start in a Job Training Coordinating Program, complete the competencies for one position and return to the JTC for more challenging work-based learning or a higher-level position.

Some locations for this model include:

Cleveland Heights High
Auburn JVSD (Concord Township)
Trumbull JVSD (Warren)

A "Combined" Student Success Story

Doug, a young man with a strong interest in computers, transferred to the Job Training Coordinating Program from a business program. Doug would bounce back from hospitalizations for complications from Spina-Bifida with renewed determination to sharpen his computer skills and obtain employment. Doug's first year of Job Training was spent learning adaptive computer skills in a pilot computer class at Cleveland State University. The JTC's role was to support Doug and to collaborate with other career-technical teacher's. In his second year of the Job Training Coordinating Program, Doug volunteered at his neighborhood community center doing data entry, maintaining records, and greeting patrons. As his organizational and computer skills improved, we began to seek competitive employment. In his third year, Doug obtained a position as an accountant's assistant. His duties included entering data into quick books, printing reports, and taking information from clients. Doug's attention to detail, warmth to clients, "can-do" attitude and computer skills earned the respect of his employer and gained Doug continued employment.

C h a p t e r 1

A Brief Program History

Prior to 1980, students with disabilities were not actively involved in career-technical (formerly vocational) education programming. Many times, the more severely disabled students left high school without a diploma and with only the option to remain at home or work in a sheltered workshop environment.

In 1980, what were known as the divisions of Special Education (now Exceptional Children) and Vocational and Adult Technical Education (now Career-Technical Education) established a formalized partnership to provide appropriate career-technical education for all students with disabilities.

One result of this partnership was the development of the "State Superintendent's Task Force on Career-Technical Education for Students with Disabilities." This task force recommended to the state superintendent a continuum of Career-Technical Placement Options to guide the delivery of career-technical services to students (ages 16-21) with disabilities.

Federal legislation including the Individuals with Disabilities Education Act (IDEA) and Carl D. Perkins Vocational and Applied Technology Education Act, addressed the need for added access for students with disabilities; specifically, it was mentioned that these students should have more transition options, such as vocational training. Several options were developed to serve students on Individualized Education Plans (IEPs).

In the early 1980s, a state task force developed a continuum of vocational placement options for students with disabilities. This continuum outlines the various options available to students on IEPs. For some Ohio high school students with disabilities that pose significant barriers to employment, traditional career-technical training designs may not be appropriate. These students could benefit from special assistance, such as that provided by the Job Training Coordinating Program (Option IV), and need the most support in the training and work environment that meets their specialized needs. The career-training designs were labeled Option I (regular participation in a traditional career-technical program), II (career-technical program enrollment with minimal special needs assistance), III (modified career-technical program with special needs assistance) and IV (structured and intensive special needs assistance in a job-training environment or community-based site). Table 1.1 has historically been used to describe these options.

1.1 Continuum of Career-Technical Options

Option	Definitions
I	Regular participation in a traditional career-technical program
II	Career-technical enrollment with minimal special needs assistance.
III	Modified career-technical program with special needs assistance.
IV	Structured and intensive special needs assistance in a job-training environment or community-based site.

Option IV was designed to provide access to career-technical education for students who need more extensive support. In 1983, approximately 15 Option IV Programs were piloted around the state. Intensive training was provided on supported employment techniques. These students ranged in age from 16 to 21.

In the 1990s, the term "Option IV Coordinator" was changed to "Job Training Coordinator" (JTC) to facilitate the understanding of the job role. The workforce development program was therefore called the Job Training Coordinating Program, which is how it will appear throughout this manual. This program has grown to include 129 coordinators who serve between eight and 15 students each. Some districts serve more students when more support is available. The statewide placement rate for these students in Fiscal Year 2009 was 79.9 percent.

One out of every six students (18 %) in Ohio high school career-technical work-force development programs has one or more disabilities. That's 29,757 students, ages 16 to 21, in Fiscal Year 2009. Each of these has an Individual Education Plan (IEP).

The Ohio Department of Education, through the Office of Career-Technical Education and the Office for Exceptional Children, is actively involved in developing career-technical opportunities for all students with disabilities. Students with disabilities have access to career-technical education programs in all 92 career-technical planning districts throughout Ohio.

There are career possibilities in numerous programs in 16 career fields:

- Agricultural and Environmental Systems
- Arts and Communication
- Business and Administrative Services
- Construction Technologies
- Education and Training

- Engineering and Science Technologies
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law and Public Safety
- Manufacturing Technologies
- Marketing
- Transportation Systems

In Ohio, *Whose IDEA is This? A Parent's Guide to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA)* serves as the procedural safeguards notice in accordance with and as required by 34 Code of Federal Regulations Part 300.504. In November 2004, the United States Congress passed the Individuals with Disabilities Improvement Act of 2004 (IDEA). This new version of the federal law governing special education became effective July 1, 2005. The federal regulations implementing the IDEA (34 Code of Federal Regulations Part 300) were effective October 13, 2006. The Ohio law governing the education of students with disabilities (Chapter 3323 of the Revised Code) was updated effective September 29, 2007, to conform with IDEA, and the state rules in chapter 3301-51 of the Administrative Code implementing the Ohio law were updated effective July 1, 2008. These rules are referred to as the *Operating Standards for Ohio Education Agencies Serving Children with Disabilities.* This document is located on the Ohio Department of Education web site www.education.ohio.gov . Use the search box located at the top right of the web site and enter keyword search: Educating Students with Disabilities

C h a p t e r   2

Program Criteria

A district must meet certain criteria in serving students enrolled in the Job Training Coordinating Program. The following criteria were developed with input from the Job Training Coordinator (JTC) Task Force:

Population Served

It is recommended that a student in the Job Training Coordinating Program has an Individualized Education Plan (IEP) with a transition plan indicating community-based employment as a reasonable outcome with referral to this program.

In addition, the Job Training Coordinating Program serves students who:

1. Have evidence of significant needs in transitioning from school to employment.
2. Are 16 years of age through age 21 and eligible for school services.
3. Show evidence of pre-employment activities or training experiences through current special education programs and activities.
4. Have participated in pre employment activities.
5. Have evidence of attempts to access other career-technical options, if appropriate.
6. Have evidence of parental support.

Roles and Responsibilities of the Job Training Coordinator

Many of the responsibilities of the Job Training Coordinator are listed in Table 2.1.

2.1 Roles and Responsibilities of the JTC

- **Coordinate activities and supports for the student's transition from high school to competitive or supported employment**
- **Facilitation of individual student's transportation plan to and from work/training sites.**
- **Provision for a comprehensive career-technical assessment/evaluation for each enrolled student.**
- **Documentation of access to other career-technical options, if appropriate.**
- **Coordination of student enrollment process and establishment of procedures for program participation**
- **Development of specific job analysis, task analysis and job-matching activities.**
- **Provision of job placement, work monitoring and job adaptation.**
- **Identification of Job Coach/Trainer funding sources to employ or contract through collaboration and adequate number of Job Coaches/Trainers to provide job-specific training.**
- **Coordination of Job Coach/Trainer activities in accordance with the IEP and Job Training Plan.**
- **Assistance in the development of IEP prior to enrollment. JTC or designee should attend the IEP meeting if possible.**

Coordinator Responsibilities

The four major responsibilities of a Job Training Coordinator (JTC) are:

1. Assist in coordinating each student's transition to work and adult life.
2. Use the job development process and facilitate an individual job training plan for employment outcomes of each student.
3. Coordinate linkages for employment support.
4. Ensure continuous program improvement through program evaluation and feedback from business advisory committee members and employers.

JTCs must be available to coordinate community job sites and handle student emergency situations throughout the day. Therefore, JTCs should maintain schedules that reflect this commitment. They should also have a communication system and appropriate office space to ensure confidentiality and access to secretarial services.

Job Training Coordinators are funded by budget changes to Evidence Based Model (EMB) that applies to city, exempted village, and local school districts and career-technical workforce development weighted funding provided at the funding level of FY09 plus ¾ of 1% increase for FY10 and FY11. The exact funding procedures are found on the Ohio Department of Education web site using keyword search CTE Funding Guide.

2.2   Ohio Department of Education Program Approval and Funding Guidelines

EMIS Information	
Subject Code:	990371
Subject Name:	**Job Training Coordinating Program**
Type of Program:	**Workforce Development**
Curriculum Type:	**VN, VC, V3**
Hours per Year:	**450-1080**
Other Requirements/ Restrictions:	**It is recommended that all students have an Individual Education Plan**
Recommended Minimum Number of Students:	**8 (6 if multi-handicapped)**
Recommended Maximum Number of Students:	**15**
Credits awarded:	**One credit for each 120 hours of instruction**

Coordinator Qualifications

The minimum qualifications that a JTC must possess are stated in Ohio Administrative Code 3301-24-05(E):

1. Valid Ohio Standard Intervention Specialist/Special Education Certificate/License (preferred); or a valid Ohio Standard Career-Technical (Vocational) Job Training Certificate/License.

2. Prior experience in planning/training individuals with disabilities in community-based settings.

3. A Transition-To-Work (TTW) endorsement from an approved university provider. (See Chapter 9 for details)

- JTCs employed after January 1, 1997, must obtain a Transition-To-Work (TTW) Endorsement on one of the above certificate/licenses.

- Job Training Coordinators employed before and working on January 1, 1998, must present a grandfathered TTW Endorsement.

It is recommended that coordinators participate in all pre-service and in-service workshops and regional meetings for JTCs. New coordinators would benefit from a one-year mentorship with an experienced JTC.

Program Approval

School districts that operate Job Training Coordinating Programs can request career-technical funding for this workforce development program. The following steps are recommended in order to begin this process:

1. Contact the Office of Career-Technical Education for a Job Training Coordinating Program consultant for technical assistance.

2. Contact and tour established Job Training Coordinating Programs.

3. Determine model designs for the specific Career-Technical Education Planning District (CTPD).

4. Obtain, complete and submit a CTE-26 JTC to the Ohio Department of Education, Office of Career-Technical Education, 25 South Front St., Columbus, Ohio 43215-4183. Forms are located on the ODE web using keyword search: CTE-26 JTC.

5. After obtaining the CTE-26 JTC approval, hire an individual with a TTW Endorsement or a TTW-eligible candidate.

6. Develop an advisory committee of Job Training Coordinating Program stakeholders.

C h a p t e r 3

Program Operations

Function of the Job Training Coordinator

The Job Training Coordinator (JTC) assists students with disabilities in making the transition from school to work and obtaining and maintaining employment. JTCs, with the assistance of Job Coaches, facilitate on-the-job training and establish a support network to ensure the student's job success.

JTC Program Administration

Job Training Coordinating Program administration varies depending on the model for services delivery. Individual school districts set up Job Training Coordinating Programs to meet the needs of their student populations. All JTCs work cooperatively with the student's teachers, parents or guardians, employer, and support personnel. Table 3.1 gives suggestions for operating a program to project a professional image.

3.1   Office Operations

Office Setup
- **Office with privacy**
- **Desk**
- **Computer and printer**
- **Fax machine**
- **Secretarial Assistance**
- **Lockable storage (filing cabinet)**

Communication needs
- **Telephone and cellular phone, if possible**
- **Voice mail and E-mail**
- **Letterhead**

Marketing Tools
- **Business cards**
- **Job Training Coordinating Program brochure**

Community Resources
- **Chamber of Commerce Directory**
- **Social service agency information**
- **Local service club information**

Professional Resources
- **JTC Directory**
- **Education Management Information System (EMIS) Guide**
- **ODE website: www.education.ohio.gov use keyword search students with disabilities**
- **JTC list-serve and website**

3.2   Coordinator Duties and Responsibilities

Referral and Identification
- **Developing and implementing a student identification, selection and assessment process**
- **Securing comprehensive career-technical assessment/evaluation for each enrolled student**
- **Participation in IEP conferences for identified students who will be enrolled in the Job Training Coordinating Program**
- **Maintaining records**

Job Development
- **Assisting with web-based job searches, application & pre-employment tests**
- **Contacting employers to identify and develop specific job-training sites**
- **Placing students on competitive sites and formulating training plans**
- **Matching the appropriate Job Coach to the student and job site**
- **Assisting in the arrangement of transportation for students and coordinating travel training when needed**
- **Development of specific job analysis/task analysis for each student**
- **Determination of appropriate accommodations and/or job modifications and negotiation of them with employer**

Support Services
- **Assisting counselors and teachers in scheduling students to meet academic requirements**
- **Serving as a liaison with students' classroom teacher(s) and other support staff on job-related activities**
- **Coordinating employment efforts with all participating associate school representatives**
- **Participating in curriculum design such as employability skills, career-technical skills and social skills**

Job Coach Supervision
- **Assisting in the selection, training, supervision and evaluation of the Job Coaches.**
- **Identification of Job Coach funding sources**
- **Conducting workshops and ongoing in-services for Job Coaches**

Networking
- **Developing linkages among other agencies such as Rehabilitation Services Commission (RSC) and the Department of Developmental Disabilities (DODD) to ensure effective transition from school to work**
- **Developing and conducting program marketing for community, schools and parents**
- **Conducting evaluation of all components of the program**
- **Accessing Workforce Development Act (WIA) program for possible wage and tax incentives**

The JTC is responsible for maintaining a variety of records – examples are listed in Table 3.3.

3.3   Record Maintenance

Record	Information Included	Maintenance Schedule
Student Information	**Student Profile** **Medical data** **Current IEP/Evaluation Team Report (ETR)** **Release of information**	**Ongoing**
Employment Information	**Employment training site data** **Training agreement** **YTD hours worked** **YTD wages/benefits** **YTD taxes paid** **Training plan(s)** **Performance evaluation** **Employment date(s)** **Accommodations** **Task analysis**	**Ongoing**
Program Requirements	**Program roster** **Annual report** **Advisory committee minutes** **Job training plan(s)**	**On file in director's office prior to employment**

Student Scheduling

Helping students to learn the job seeking process and to maintain jobs is a year-long process. Students may need pre-employment activities before they are ready for employment. Job Coaches often work flexible schedules to meet student needs.

Because job seeking, job placement and support needs occur throughout the year, it is important to devise contingency plans for instances when the JTC or a Job Coach is not available to assist the student. Problems occur at all times including holidays, weekends, the summer months and evenings, so make certain support is available.

It is recommended that students' employers be informed when the JTC won't be available and provided with the telephone number of a contact person in case a problem or emergency arises.

Effective and creative scheduling can ensure there is ample support for the student at all times. Extended time beyond the traditional school year is recommended.

Additional assistance may be necessary and can be funded in a variety of ways including district and private-industry funds. Creative use of a JTC's contract and extended time can provide support for the student the entire year. Flexible use of time enhances the work of the JTC and Job Coaches. Effective time-management tips crucial to the program's success are listed in Table 3.4.

3.4 Time-management Tips

- **Use a phone messaging and e-mail system.**

- **Develop a file to remind you of specific monthly activities and duties.**

- **Schedule office hours to maintain correspondence, communications and documentation.**

- **Schedule employer follow-up job calls and business errands in the same geographical area to use time and mileage efficiently.**

- **Maintain marketing materials (brochures, business cards, etc.), student information (resumes, emergency forms and information), navigation information and electronic calendar.**

- **Maintain a calendar in the office so co-workers know your schedule in the event of an emergency.**

- **Keep accurate records of prospective employers and employer contacts.**

- **Maintain documentation of daily work activities.**

Short- and long-range goal setting is crucial. In addition to a daily to-do list, monthly goals are important to chart the student's progress throughout the year.

Liability Issues

A JTC is required to be up to date on the most current school, state and federal employment laws. A JTC may want to refer to the Ohio Department of Education's publication, *Labor Laws and Issues: A Guide for Planning and Implementing Work-based Learning Opportunities for Minors,* for further information. This publication plus state and federal minor labor law resources are on the Web at www.education.ohio.gov keyword search Minor Labor Laws. Federal labor laws (Fair Labor Standards Act) can be accessed on the U.S. Department of Labor web site www.dol.gov/compliance/laws/comp-flsa.htm and state labor laws at the Ohio Department of Commerce web site www.com.ohio.gov/.

A district can reduce its liability by hiring a properly certified Transition-To-Work (TTW) endorsed candidate. The required teacher education courses address placement issues.

Each school district has local guidelines that address liability issues. It is recommended that each JTC discuss issues related to transportation of students, work agreements with employers and coverage of students with their immediate supervisor. If a student is training in an unpaid work site, the site must comply with state and federal regulations. Some districts utilize specific forms to address various liability/employment issues.

A JTC may want to obtain professional liability coverage through professional organizations such as the National Education Association (NEA), the Ohio Education Association (OEA), the Ohio Association for Career and Technical Education (Ohio ACTE) or the Council for Exceptional Children (CEC).

Funding Sources for Job Coaches

The Ohio Department of Education emphasizes the commitment of the district by recommending that the district secure funding sources for all Job Coaches. Job Coaches can be hired as part-time or full-time employees or on an as-needed basis. Suggestions for obtaining job-coach funding include:

- Career-Technical Planning District (CTPD) funds including Carl D. Perkins Funds.

- Rehabilitation Services Commission (RSC) can contract to provide job-training services to specific students. RSC can only reimburse a Commission on Accreditation of Rehabilitation Facilities (CARF)-accredited agency for providing job-training services to a student.

- Workforce Investment Act (WIA)

- Local, private foundations.

A combination of these resources can be utilized to meet most job-training needs.

Advisory Committees

Advisory committees are essential for program evaluation and improvement in the Job Training Coordinating Program because the needs and interests of students are diverse. Possible committee members include employers, parents, guardians, school administrators, social service agencies or local government officials.

Although each advisory committee will define its own role, committees overall have been known to provide advice and assistance with long-range planning, marketing, public relations assistance, introductions to potential employers and help to recognize and define the benefits to employers who hire students with disabilities.

Two (2) advisory board meetings must be conducted each year. The JTC frequently serves as the chair, but a business partner can chair the committee and will often host the meetings. Every effort should be made to involve members from the business community.

C h a p t e r 4

Marketing

Job development and marketing are closely related activities that often occur simultaneously. Many activities accommodate both areas. Examples include contacting potential employers, developing marketing materials, analyzing marketing opportunities in the community, delivering presentations to community or business groups, networking with other agencies that provide job information and touring possible businesses and job sites.

To understand the connection between job-development activities and marketing, it is helpful to understand a few basic marketing principles. Effective marketing programs almost always run parallel with basic principles governing marketplace success or failure.

Laws of Marketing

A few basic marketing principles include:

- The law of perception

Marketing is a strategy of perceptions, and for the Job Training Coordinator (JTC) marketing practices that change perceptions require strong messages to change misperceptions about the capabilities of students with disabilities. A positive perception of students, emphasizing their strengths rather than their disabilities, should be clearly communicated to employers so others perceive them as competent prospective employees. Be consistent in the message delivered from employer to employer.

Because marketing is based heavily on perceptions, it is important to remember simple marketing messages when selling the program and students to employers. Some examples include: "You never get a second chance to make a first impression," and "How people see you is based on how you see yourself."

Professional appearance contributes to the perception of competence. JTCs and Job Coaches should project a business-like appearance through how they dress, behave, write and interact with others. It is important to maintain a professional demeanor when interacting with employers and prospective employers.

- The law of focus and perspective

Rather than promoting labels such as "at risk" or "disadvantaged," JTCs need to concentrate their marketing efforts on what they do best, which is providing job training, supplying job-coach support and matching a student's abilities with an employer. That isn't to say JTCs should ignore other issues, but they should remember to focus marketing efforts toward areas of expertise that distinguish Job Training Coordinating programs from other work programs.

Also keep in mind that any good marketing effort requires patience and should be practiced on a regular, long-term basis. Occasional bursts of marketing efforts do not sustain long-term positive perception among customers.

Strategic Marketing Planning

Strategic marketing planning refers to a dynamic process of executing a marketing plan by rationally determining goals and how to reach them. Managing a marketing strategy requires continuous monitoring, tracking environmental conditions, altering the process and direction, and rapidly responding to opportunity and challenge.

There are five basic steps to follow when developing a marketing plan and their relationship to the student's job development is evident when closely examined.

1. Analyzing the market situation

All markets differ and there are nuances that make each unique. Take time to survey the needs of the existing customers, study growth trends to target potential employees, define new service approaches that are in alignment with the organization's mission and work to remove barriers that could prohibit success.

2. Identifying goals and objectives

Reaching the goals and objectives of any business cannot be achieved without first identifying the business' mission, vision and values.

A business' mission describes its beliefs and on whose behalf it is working. To guide its efforts, a business must develop goals and objectives that are separate from but consistent with its mission statement and that address what services the organization provides, whom it is trying to satisfy and the scope of its operations. A mission is concise, unique, broad and directed. It must be supported by the entire business, establish guidelines for reaching goals and remain consistent with the business' values.

A Job Training Coordinating Program mission statement might say, "Our mission is to develop the unique talents of students with disabilities by providing opportunities to acquire the skills, knowledge and attitudes necessary to be employed in a changing world through the establishment of employment partnerships and support services."

When identifying goals and objectives, it's important to keep the organization's vision in mind. Vision is a description of the ideal future of the organization with respect to its structure, purpose, community role and relationship with students and parents.

A JTC program vision statement might read, "Our vision is that everyone belongs." Values are fundamental ethical, moral and professional beliefs essential when formulating goals. These non-conflicting goals should describe the organization's desired culture, management style and operational method.

JTC program values might include the statement, "We believe all people have dignity."

Once the business's overall mission, vision and values have been identified, it is time to develop marketing goals and objectives to promote the program's benefits.

Some examples of those marketing goals and objectives might include:

GOAL	OBJECTIVE
Goal – To highlight successful job placements	**Objective – To develop a program brochure**
Goal – To increase community awareness	**Objective – To develop a marketing presentation**

3. Selecting Marketing Strategies

In order to select an appropriate marketing strategy, it is important to understand these terms:

• Target Market

This refers to a group of people who have an actual or potential interest in a product or service.

• Internal and External Customers

Internal customers include the school administrators, classroom teachers and school support staff, while the external customers include students, parents and employers.

There are several marketing strategies that can be selected once the business has set its marketing goals and objectives:

• Competitive Positioning

This is the art of developing and communicating meaningful differences between similar products and services being offered by other groups in the same market. In other words, highlight what sets your program apart from your competitors' programs.

An example of competitive positioning with the Job Training Coordinating Program might include stressing to an employer that it provides on-site supervision and training from Job Coaches while other programs do not.

• Promotional Plan and Tools

A good strategic marketing plan incorporates a public-relations strategy so an organization gets the most for its money.

See Table 4.1 for more information.

4.1   Strategic Marketing Plan

- **Public speaking engagements**
- **Attending community meetings**
- **Securing testimonials from satisfied employers**
- **Brochures**
- **Business cards**
- **Letterhead**
- **Promotional plans**
- **Writing newspaper guest editorials**
- **Professional articles**
- **Internet Web pages**
- **E-mail**
- **Videos**

Once strategies have been developed, various techniques can enhance success.

Promote benefits of the Job Training Coordinating Program to employers. Let them know of the possible tax savings to them that Job Coaches provide student support and that people with disabilities are valuable employee resources who can be competitively employed. (Refer to page 35 – Wage-reimbursement Programs)

Another method that brings success is utilizing local resources to develop additional job leads that could materialize into student placements. Newspapers, service organizations such as the Kiwanis and chamber of commerce, or area companies are excellent channels to explore.

4.   Budget development

Overlooking the costs associated with implementing a successful marketing plan can ruin the best of intentions. Resources, including the financial and personnel aspects, must be committed to implement a marketing plan.

5.   Evaluation

An organization must have mechanisms in place evaluating the effectiveness of the services it offers. This helps determine what works and lays a solid foundation for future growth and continuous improvement.

References

Deborah Bingham, *Marketing for Program Survival* (1998).

L. Ford, *Providing Employment Support* (1998).

A. Rise and J. Trout, *The 22 Immutable Laws of Marketing: Violate Them at Your Own Risk!* (1993). Harper Collins Publishers, Inc., New York.

Irene M. Ward, *Best Practices: Strategies That Enhance Supported Employmen*t (1996). PDA. Syracuse, New York.

Irene Ward, *Street Smart Marketing & Training Techniques* (1998). IMW&A. Columbus, Ohio.

Chapter 5

Employment Process

The ultimate goal of the Job Training Coordinating Program is the successful transition of the student from school into a work environment conducive to his or her talents, abilities and interests. Achieving this goal requires planning and patience, and there are several steps to ensure overall success.

I.   **Referral**

II.   **Assessment**

III.   **Program Placement and Individual Education Plan (IEP)**

IV.   **Job Development**

V.   **Job Analysis**

VI.   **Job Placement Process**

VII.   **On-the-Job Training**

VIII.   **Monitoring Process**

IX.   **Support Links**

I. Referral

Students are referred to the Job Training Coordinating Program from a variety of sources. Those sources include local intervention specialists, work-study coordinators, guidance counselors, school psychologists, supervisors, career-technical instructors, parents, community agencies and county Boards of Developmental Disabilities (cbdd).

It is important for a district to establish its own guidelines outlining how students are referred to the program.

II. Assessment

Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the IEP. Federal law requires "appropriate measureable post-secondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills." (§300.320[b][1])

The Division of Career Development and Transition (DCDT) of the Council for Exceptional Children defines transition assessment as an "….ongoing process of collecting data on the individual's needs, preferences, and interests as they related to the demands of current and future working, educational, living, and personal and social environments. (p. 70-71)

A recommended resource for transition assessment is the *Transitional Assessment Guide at* www.nsttac.org, the National Secondary Transition Technical Assistance Center.

III. Program Participation and IEP

The decision for participation in the Job Training Coordinating Program for a student with an IEP is based on the student's transition plan indicating community-based work activities leading to employment as a reasonable outcome. Refer to Program Criteria in Chapter 2 of this manual.

The IEP team, which includes the Job Training Coordinator (JTC), should carefully review all student data to analyze student needs, discuss ways to meet those needs and determine the appropriate placement. A thorough discussion related to the student's "vision and transition plan" is critical at this point. This vision and transition plan relates to the student's employment or post-secondary goals.

IV. Job Development

Matching a student to an employer and work environment begins once the review of the student's needs, interests and abilities is completed. The task goes beyond seeking an employer and incorporates securing an appropriate work environment. This can be the most challenging responsibility JTCs face for it requires that the student's vision for the future be defined and combined with his or her abilities. Transition assessment information must be utilized in the job development process.

Finding the right job site further requires using the tips outlined in Chapter 3 to find a suitable match between student and company. Sometimes the match is perfect, and other times the student's abilities may only fulfill part of the job requirements. In those instances, seek to "customize" a position for the student. "Customized employment" is the art of negotiating tasks with the employer that match the student's abilities and are beneficial to the company as well.

V. Job Analysis

Job analysis is an intensive process examining the total environment where the student will work and encompasses the physical, mental, social and emotional dimensions of the job qualifications. In much the same way students are assessed before entering the Job Training Coordinating Program, the prospective workplace must be assessed during job development to determine if the overall environment can adequately accommodate the student. Several components JTCs should consider are listed in Table 5.1

5.1   Job Analysis Components

- **Company schedule**
- **Equipment, materials**
- **Physical requirements needed to move around the facility**
- **Work culture**
- **Company philosophy/mission**

VI. Job Placement Process

The decision to accept a job occurs after much consideration and negotiation. It is based upon a reasonable expectation that the student can do the work (with accommodations and modifications if necessary), the job matches the student's interests, the work environment is appropriate and support is available.

Before a student begins a job, documentation should be secured highlighting a task analysis, a Training Agreement/Work Agreement and a Job Training Plan. (Sample documents are included in Appendices B & C.)

- Task Analysis

A task analysis is an inventory of the tasks comprising an entire job. It resembles an outline with the tasks subdivided into component steps and sub-component steps if necessary. It provides the basis of training for the student. If extensive training becomes necessary, a detailed task analysis will be a useful tool.

- Training Agreement/Work Agreement

This document highlights the roles and responsibilities of the parties involved – the student, parent, JTC and employer – and contain the signatures of each indicating agreement to the placement and compliance with conditions of the program.

- Job Training Plan

A Job Training Plan is a concise description of the job-related instruction that will occur for the student. Table 5.2 lists specific details.

5.2 Job-training Plan Components

- **Job Information: Student's name, business information, job title and supervisor**
- **Safety: Employer safety training, occupational hazards, health and safety issues and travel safety**

- **Job Tasks: The items outlined in the Task Analysis that require training**
- **Work-related skills: Employability skills**
- **Concerns: Health problems, medication**
- **Performance evaluation: Student's progress and training needs**
- **Signatures: Student, parent and JTC**

Note: A separate form is used for travel training

VII. On-the-Job Training

On-the-job training helps the student develop job skills, knowledge and positive employability skills. The JTC designs, writes and oversees all aspects of on-the-job training. Ideally, the JTC should monitor initial training, along with the Job Coach. The Job Coach supports and supplements training as needed, and encourages from co-workers, supervisors and company trainers support to further promote learning within the student. Table 5.3 lists several reminders for successful on-the-job training.

5.3   Tips for Successful On-the-Job Training

- **Employers must have primary responsibility for training and supervision.**
- **Job Coaches should attend the student's employee orientation.**
- **Job Coaches document the student's job performance and collect relevant data.**
- **Depending on the student's progress, Job Coaches will reduce the time they spend at the job site. This is also known as fading.**
- **Job Coaches collect data on behaviors, if it becomes necessary.**
- **Adjust the Job Coach schedule, if necessary.**
- **Job Coaches must also teach co-workers and supervisors how to effectively interact and work with the student.**
- **Job Coaches should identify natural supports within the workplace.**
- **Job Coaches should keep open lines of communication with the JTC, student, supervisors, parents and fellow employees. Communication is a key to success.**

VIII. Monitoring Process
(Follow-up/Follow-along)

Monitoring, also referred to as follow-up or follow-along, is long-term checking to ensure that the student is maintaining job success. The frequency of the monitoring should be determined by the student's success level. Checks can consist of telephone calls or visits to the student's work site. Some students may need a Job Coach or JTC to visit on a daily basis, while for others a monthly visit may be sufficient. The JTC can arrange periodic meetings to discuss the student's progress.

IX. Support Links

Providing continuing support for the student is essential for overall success and is a requirement of the Individuals with Disabilities Education Improvement Act (IDEA).

It is the responsibility of the IEP team, including the JTC, to make sure students, parents and employers are linked to community agencies such as the county boards of developmental disabilities (cbdd) or mental health boards that can provide ongoing support through the transition process. The agency most appropriate is determined by the student's needs.

Chapter 6

Job Coaching

Job Coaches, who are also called job trainers, are an integral part of the Job Training Coordinating Program and important members of the job-training team. Recruiting and hiring effective coaches is crucial to program success. It is very important to involve the Job Training Coordinator (JTC) in the selection process.

There are a number of tasks Job Coaches perform, so specific job descriptions detailing those duties should be developed by the agency or school district. Each district or agency should establish its own qualifications and requirements. A sufficient number of Job Coaches should be available for all students being served by the program.

There is no formula for what kind of Job Coach is best. Coaches with a variety of experience and backgrounds – business, social services and education – bring useful skills and resources to the program.

When implementing job-coaching services, consider the following information listed in Table 6.1.

6.1 Job Coaching Services

- **Using other JTCs, Rehabilitation Services Commission (RSC), Goodwill, parents, employees and parent mentors as resources for recruiting.**
- **Keeping the Job Coach with the same student throughout job training.**
- **Having a Job Coach work with more than two students at a time if several part-time student jobs or phase-out times exist.**
- **Allowing Job Coaches to work with a small group of students when teaching specific job-related skills in a career-technical or community-based setting.**
- **Providing for substitute coverage if the Job Coach is absent.**
- **School districts should develop written policies and procedures for Job Coaches.**

Because change often occurs and students and their employers have specific needs, it's important to retain flexibility when scheduling Job Coaches. Post a master schedule showing the working hours and locations of coaches, and keep the lines of communication open to avoid conflicts that may arise.

Employment Requirements

The State of Ohio mandates that a criminal background check be completed on all public school employees. In the private sector, however, not every employer requires the background check. For those agencies that may not conduct background checks, it is recommended a release form describing the agency's liabilities for the Job Coach be developed.

A Paraprofessional Certificate is recommended for Job Coaches hired by a school district. Contact the district's personnel office for information about obtaining the certificate.

Wage Rates

Wage rates for Job Coaches may be based on the teacher-aide pay scale for the individual school district. Hourly rates, contract lengths and benefits vary and are decisions made by the employing district.

Job Coach Training

Once a Job Coach is hired, an intensive orientation, training and shadowing program is necessary to ensure competence. Ongoing professional development is vital, requiring regular meetings between the coach and JTC to promote teamwork. Tables 6.2 and 6.3 outline the information relative to the JTC and Job Coach.

6.2   Professional Development

Job Coach Training Components

- **Job site visits and observations**
- **Disability awareness**
- **Program operations/philosophy**
- **Supported employment model**
- **Job Analysis/Task Analysis development**
- **Job training techniques**
- **Behavior management**
- **Safety and emergency procedures**
- **Program marketing**
- **Employment law**
- **Legislation (IDEA, ADA)**
- **Local district policies/procedures**
- **Natural supports**
- **Fading/monitoring**

6.3   Professional Development

JTC/Job Coach Communication Topics

- **Student evaluations**
- **Reviewing policies and procedures**
- **Current status records**
- **Student job-site status**
- **Incoming student referrals**
- **Prospective employer contacts/needs**
- **Job site tours**
- **Student-specific training techniques**
- **Communication**
- **Job Training Plan and Task Analysis monitoring**
- **Data Analysis and progress monitoring**
- **Job leads**
- **Collaboration with agencies for coaching services**
- **Continuous program improvement**

Chapter 7

The Transition Process

The federal Individuals with Disabilities Education Improvement Act (IDEA) defines "transition services" as a coordinated set of activities for a child with disabilities that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to postsecondary activities, including postsecondary education, career-technical education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Procedural safeguards are outlined in *Whose IDEA is This? A Resource Guide for Parents* that can be obtained online from the Ohio Department of Education web, www.education.ohio.gov entering keyword search using the title of this document.

Because countless hours have been invested in student training, placement and monitoring in competitive or supported employment situations, it is the Job Training Coordinator's (JTC) responsibility to ensure that necessary employment supports are in place for the transition from the school system to adult service agencies.

Communication is a key element in a successful transition. It is the JTC's responsibility to communicate with all partners involved in the use and monitoring process.

As a student prepares to enter the workforce, the transition process from school to work could include the following steps and timelines suggested in Table 7.1.

7.1   Job Training Coordinating Program Time line

2 years before student is scheduled to exit service	1 year before student is scheduled to exit service	3 to 6 months before student exit service
• **Representatives from appropriate agencies such as the Rehabilitation Services Commission. Department of Developmental Disabilities and Mental Health can be invited to attend the Individual Education Plan (IEP) meeting.** • **The IEP discussion should focus on long-range goals**.	• **The IEP goals should reflect work-related issues with input from the employer.** • **Referrals to agencies should also be made to determine eligibility.** • **The agency representative should be invited to the IEP meeting.**	• **Agency providers and the JTC jointly visit the job site.** • **Introduce the employer to support people.** • **Complete exit IEP.**

Chapter 8

Community Agencies & Resources

Collaboration between JTCs and community agencies is essential for an effective transition to occur. Listed below are several agencies the JTC may want to contact to obtain more information.

The Ohio Rehabilitation Services Commission (RSC)

RSC is a federal agency with state and local offices. In Ohio, RSC is composed of the Bureau of Vocational Rehabilitation (BVR) and the Bureau of Services for the Visually Impaired (BSVI). Federal money is channeled through the state and area offices to purchase services that assist people with disabilities seeking employment. 800-282-4536 or www.state.oh.us/rsc

Ohio Department of Developmental Disabilities (DODD)

The Ohio Department of Developmental Disabilities (DODD) is responsible for overseeing a statewide system of supports and services for people with developmental disabilities and their families. Prior to October, 2009, the agency's name was the Ohio Department of Mental Retardation and Developmental Disabilities (Ohio MR/DD). Its vision is that Ohio's citizens with developmental disabilities and their families will experience lifestyles that provide opportunity for personal security, physical and emotional well-being, full community participation, productivity, and equal rights. 1-877-464-6733 or http://dodd.ohio.gov

Community-based services are funded through a variety of federal, state and local sources. The county Developmental Disabilities board is the local agency responsible for ensuring that a person with a developmental disability receives services. In some cases, the board monitors or contracts with an outside agency to provide those services. Information about individual county boards can be found on the county board roster website at http://odmrdd.state.oh.us/contacts/croster.pdf

Ohio Department of Job and Family Services

This agency, formerly known as the Ohio Bureau of Employment Services (OBES) and the Ohio Department of Human Services (ODHS) were combined into ODJFS on July 1, 2000, provides a network of public employment offices throughout the state, pays benefits to eligible unemployed workers and serves as the state's most complete source for labor market information as well as current work tax credit information. Contact information is 614-466-6282 or http://jfs.ohio.gov/

Ohio Department of Mental Health

Ohio's public mental health system includes the Ohio Department of Mental Health (ODMH), 50 county and multi-county boards, and nearly 500 community mental health agencies. The boards, which in most cases oversee both mental health and addiction services, do not directly provide services. They act as local mental health authorities,

funding, planning, monitoring and purchasing services provided by private agencies and the Behavioral Healthcare Organizations (BHOs) operate by ODMH. This approach, which emphasizes local management and control, generates strong citizen involvement and local financial support for mental health services.
1-877-275-6364 or www.mh.state.oh.us

Wage-reimbursement program

The Work Opportunity Tax Credit Program (WOTC) is a federal tax credit which provides Ohio employers with a tax credit against their federal tax liability for hiring individuals from nine target groups of disadvantaged job seekers. Tax credits range from $1200 to $2400 for all WOTC target groups. There are two forms required to apply for these tax credits, IRS Form 8850 from the Internal Revenue Service and ETA Form 9061 from the U.S. Department of Labor. The WOTC Tax Credit is administered by the Ohio Department of Job and Family Services. The work opportunity credit has been extended to cover individuals who begin work for an employer before September 1, 2011.

614-644-7206 or http://jfs.ohio.gov/wotc/

Wage-reimbursement programs may be available to an interested employer. They vary in requirements, documentation required and the amount of available funds. These programs change frequently so it is important to have accurate information before suggesting them to a prospective employer.

Social Security Administration

This agency administers federal government programs providing economic protection for Americans of all ages.

Programs frequently used by students with disabilities include:

- Supplemental Security Income (SSI)

SSI payments provide a nationwide uniform minimum monthly income for the elderly, blind and persons with disabilities. Generally, people who receive SSI qualify for Medicaid.

- Social Security Disability Insurance (SSDI)

Benefits are payable at any age to people who have enough Social Security credits and a severe physical or mental impairment expected to prevent them from doing substantial work for a year or more.
800-772-1213 or www.ssa.gov

Ohio Department of Education

The two primary offices working with Job Training Coordinating Programs in the Ohio Department of Education are:

- Office for Exceptional Children
  614-466-265 or www.education.ohio.gov keyword search
  Students with disabilities
- Office of Career-Technical Education
  614-466-3430 or www.education.ohio.gov keyword search CTE

Association for Career and Technical Education (ACTE)

800-826-9972 or www.acteonline.org

Ohio Association for Career and Technical Education (OhioACTE)

This organization is the state affiliation for the national organization (ACTE)
614-890-2283 or www.ohioacte.org/

The Association for Career and Technical Education (ACTE) is the largest national education association dedicated to the advancement of education that prepares youth and adults for careers. The Association for Career and Technical Education and the Ohio Association for Career and Technical Education (Ohio ACTE) offer a unified membership designed to meet the needs of members at the state and national levels. When educators join ACTE, they also select a division that most closely matchers their job responsibilities. Ohio ACTE offers Division membership that provides members more specialized information and support in their area of concentration. The Special Needs Division supports education professionals who provide transition services to students with disabilities. Job Training Coordinators are represented as one of the five subgroups in the Special Needs Division of Ohio ACTE. Every JTC in the state is invited and encouraged to join and become active in these professional organization.

Ohio Association of Job Training Coordinators (OAJTC)
The Ohio Association of Job Training Coordinators is a professional organization to unite JTCs and
- provide leadership in promoting relevant issues
- promote quality Job Training services to students
- encourage active participation and cooperation of members
- maintain a statewide network of communication

Regular membership is open to any Ohio licensed or certified person serving in the capacity of JTC.

Publications

Program Approval CTE-26 JTC
www.education.ohio.gov keyword search: CTE-26 JTC

Career-Technical Education EMIS Reporting
www.education.ohio.gov keyword search: EMIS manual

Ohio Career-Technical Education Funding Guidelines
www.education.ohio.gov keyword search: CTE funding guide

Labor Laws and Issues: A Guide for Planning and Implementing Work-based Learning Opportunities for Minors
www.education.ohio.gov keyword search: Minor labor laws

Operating Standards for Ohio's Schools Serving Children with Disabilities and *Ideas for Transition*
www.education.ohio.gov keyword search: Operating standards

Students with Disabilities Participating in Career-Technical Program
www.education.ohio.gov keyword search: Students with Disabilities Participating in Career-Technical Programs

Web Site

National Secondary Transition Technical Assistance Center - www.nsttac.org

C h a p t e r   9

Transition to Work Endorsement Process

The following process applies to Job Training/Option 4 (JTC/OPT4) Coordinators and is recommended for Vocational Special Education Coordinators (VOSE), Work Study Coordinators (WSC), and Career Assessment Specialists.

Given the Teacher Education Licensure standards effective January 1, 1998 and the transition phase to move from the certification standards and procedures since 1987, here are the steps for new candidates who wish to obtain a Transition To Work (TTW) Endorsement in Ohio Administrative Code 3301-24-05(E)(17) revised 10-23-2009.

1. Hold a valid certificate or license in Special Education/Intervention Specialist as a preferred foundation. These candidates can be hired as a VOSE, WSC, Career Assessment Specialists, or JTC/OPT4.

   OR

   Hold a **baccalaureate degree and a** valid teaching certificate or license in Vocational Education. These candidates can only be hired as a Career Assessment Specialist or a JTC/OPT4 Coordinator.

   Note: Candidates who hold a grandfathered TTW endorsement as a VOSE coordinator or work-study coordinator are eligible to become a JTC/OPT4. These candidates do not have to follow steps 2-6.

2. Enter and complete an approved Teacher Education program for Transition to Work Endorsement at an approved university (see attached list). The university contact should review educational/preparation background and recommend a licensure plan.

3. Obtain an application for temporary Transition To Work Endorsement, signed by the local school district or educational employing agency superintendent and submit to the Department of Education, Professional Development Division. The endorsement code for Transition To Work is 600010.

4. Some candidates may be required to take additional coursework to complete the various university requirements to comply with the Transition To Work Endorsement standards.

5. Renew temporary certificate for no more than three years with the minimum required (6) semester six-hour annual coursework documentation.

6. Temporary status of the individual's TTW will be removed after completion of the licensure plan as determined by the university with approved TTW program.

PROVIDERS: TRANSITION TO WORK ENDORSEMENT

Bowling Green State University
Dr. Jeanne A. Novak
Assistant Professor
Bowling Green State University
412 Education Building
Bowling Green, Ohio 43403
(419) 372-6826
Fax: (419) 372-8265
e-mail: jnovak@bgnet.bgsu.edu

Kent State University

Dr. Pete Flexer
Kent State University, College of Education
202 White Hall
Kent, Ohio 44242
(330) 672-0584
rflexer@kent.edu

Dr. Robert Baer
Kent State University, College of Education
202 White Hall
Kent, Ohio 44242
(330) 672-0722
rbaer@kent.edu

The University of Toledo

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Associate Professor
The University of Toledo, College of Education
Department of Early Childhood, Physical and Special Education
2801 West Bancroft Street. MS #954
Toledo, Ohio 43606
(419) 530-2839
email: patricia.devlin@utoledo.edu
web: www.utoledo.edu

Xavier University

Dr. Sharon Merrill
Director of Special Education Programs
Joseph 322
3800 Victory Parkway
Cincinnati, OH 45207
Phone 513 745-3477
E-mail merrill@xavier.edu

Wright State University

Dr. Patricia Renick
Program Area Coordinator, Intervention Specialist/Special Education Programs
Wright State University
Department of Teacher Education
335 Allyn Hall, 3640 Colonel Glenn Highway
Dayton, Ohio 45435
(937) 775-2679
Email: patricia.renick@wright.edu

Ohio Department of Education, Office for Exceptional Children
John Magee, Work Study Consultant
25 South Front Street, #202
Columbus, Ohio 43215-4183
(614) 728-1115

Ohio Department of Education, Office of Career-Technical Education
Dee Sturgill, Job Training Coordinating Program Consultant
25 South Front Street, #611
Columbus, Ohio 43215-4183
(614) 466-1881

APPENDICES

Appendix A: Task Analytic Recording Sheet

Appendix B: Job/Training Agreement

Appendix C: Job Training Plan Forms

Appendix D: IEP Transition Form

Appendix E: Evaluation Rubrics

Appendix A

Task Analytic Recording Sheet

Task Analytic Recording Sheet   **Year** _____

Student Name   **Worksite**   **Job Trainer**

Comments: _____

_____

+ = Independent	-- = Did not do	V = Verbal (spoken directions)	G = Gestural	M = Model Prompt	P = Physical (hand over hand)	d/o = Did not observe

A p p e n d i x B

Job Training Agreements

Job Training Coordinating Program
Training Agreement

Student/Trainee Name	
Street	**Phone**
City　　　　　　　　　　　**Zip**	**SS#**
Employer - Company	
Street	**Phone**
City/State	**Zip**
Student's Job Title	**Rate of Pay**
Student's Supervisor	**Phone**
Student's Job Trainer	**Phone**

The student/trainee agrees to:
- Follow all policies set forth by the employer and the Job Training Coordinator
- Be on the job when scheduled; in case of absence notify job trainer and employer
- Follow all safety regulations while on the job; inform supervisor if a safety problem arises
- Strive to learn the job and complete all job duties as accurately as possible

The employer agrees to:
- Provide employment in accordance with federal, state and local laws
- Place the trainee on the job for the purpose of providing work training according to training plan
- Prohibit trainee from working if the trainee has not attended school
- Evaluate the student/trainee's performance periodically (for school grade)

The Parent/guardian agrees to:
- Assume the responsibility for the student's transportation to place of work
- Direct questions and concerns about the student's employment to the Job Training Coordinator
- Assume responsibility for the personal conduct of the student

The Job Training Coordinator agrees to:
- Visit the trainee regularly on the job
- Endeavor to resolve all concerns of involved parties
- Cooperate with employer by maintaining communication and provide reinforcement regarding the student's employment

Signatures

Student/Trainee	**Date**
Employer	**Date**
Parent/Guardian	**Date**
Job Training Coordinator	**Date**

Job Training Coordinating Program
Training Agreement – Plan

Student Name	**Work Site**
Home Street Address	**Street Address**
City **Zip** **Phone**	**City** **Zip** **Phone**
DOB **SS#**	**Work Supervisor**
Job Title	**Peer Supervisor**
Job Description	**Total Hours per week** | **Wages per Hour**
	Date Employed | **Date terminated**

Fill in Hours Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Goals related to Job Training Coordinating Program

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Signatures

Student	**Employer**
Parent/Guardian	**Job Training Coordinator**

Job Training Coordinating Program - Job Training Agreement

Student _____ **Start Date** _____ **Rate of Pay** _____

Employer_____

Employer Address_____

The Job Training Coordinating Program is designed to assist students in developing work skills as well as finding jobs. The student, parent, JTC and employer agree to comply with the conditions established in the Job Training Coordinating Program and acknowledge the roles and responsibilities of the parties involved.	
The student agrees: 1. To maintain proper dress and grooming as directed by the employer. 2. To be at work and on time every day as scheduled 3. To provide the JTC with my weekly work schedule. 4. To notify my employer and the JTC as soon as possible when I will be absent from my job.	5. To notify the JTC immediately regarding any problems on the job or if I am fired. 6. To discuss with the JTC the reasons for wanting to quit a job at least two (2) weeks before the day I want to quit. 7. To give my employer two (2) weeks notice before quitting a job. 8. To submit pay stubs as proof of hours worked. 9. Not to be under the influence of or possess drugs or alcohol while at work.
The parent agrees: 1. To give permission for my son/daughter to accept employment through the Job Training Coordinating Program.	2. To notify the JTC of any problems at home or at work that could affect or impact my child's success on the job.
The Job Training Coordinator agrees: 1. To assist the student in finding a job in which the student has the interest and ability to perform the tasks required. 2. To arrange for a Job Coach if needed at no cost to the student, parent or employer. 3. To maintain a positive working relationship with the employer, supervisor and co-workers.	4. To consult with the employer in making reasonable accommodations for the employee if needed. 5. To discuss work habits, job progress and problems that impact job success through visits or visits from the job coach. 6. To enhance the school and business attendance and disciplinary regulations as necessary.
The employer agrees: 1. To provide an employment situation that is in compliance with wage and hour provisions of the state of Ohio and federal laws including non-discrimination.	2. To communicate with the Job Training Coordinator. 3. To participate in the process of evaluation of the student's job performance. 4. To establish and communicate competencies and expectations to the student.

Signatures

Student	Date	Job Training Coordinator	Date
Parent/Guardian	Date	Employer	Date

The employment of the student shall conform to all federal, state and local labor laws and regulations, including non-discrimination against any applicant or employee because of race, color, sex, national origin or disability.

Appendix C

Job Training Plan Forms
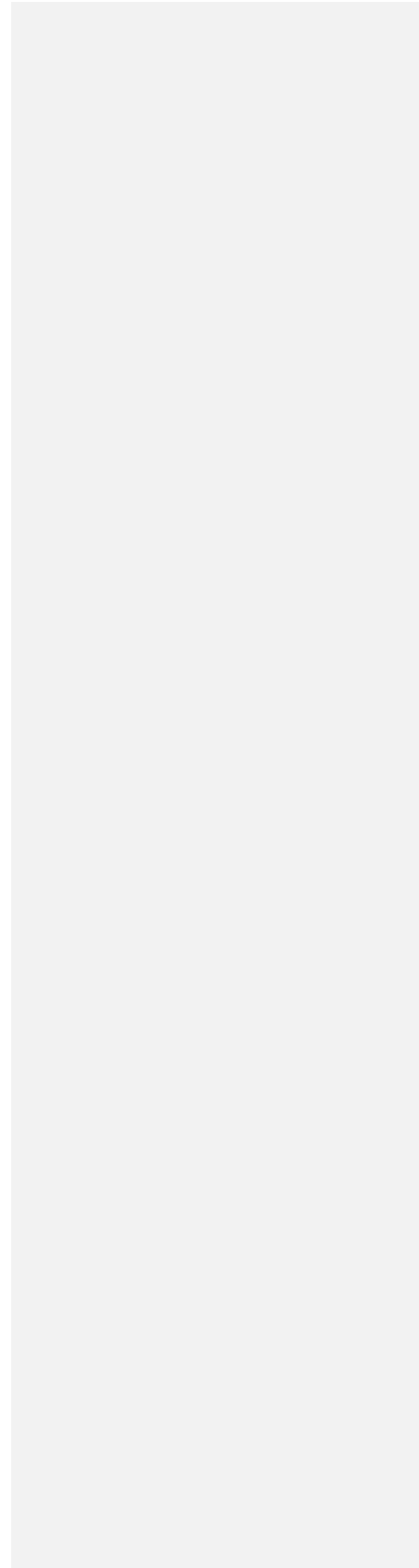
Training Plan - Job Training Coordinating Program

Student	Teacher/coordinator
School & Address	
Place of Employment & address	

Job Supervisor	Date

Work Station Competencies

Job Station – General Competencies

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Job Station – Specific Competencies

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

General Safety Instruction Competencies
1. Fire extinguishing, alarms, exit
2. Material handling
3. Tornado and fire safety procedures

Job Specific Safety Instruction Competencies
1.
2.
3.

Job Training Coordinating Program – Training Plan

Student Name _____

Job Title _____

Work Related Issues _____

_____

Employer _____

Address _____

City _____

Phone _____ **Zip** _____

Supervisor _____

		Date:					
Work Related Skills	**Safety Considerations**	**Performance Evaluations**					
Job Tasks	**Safety Considerations**	**Performance Evaluations**					

Signatures

I = Independent Performance

P = Physical Manipulation

O = Unwilling to perform

X = Unable to perform

Student _____

Parent/Guardian _____

JTC _____

Employer _____

The employment of the student shall conform to all federal, state and local laws and regulations, including non-discrimination against any applicant or employee because of race, religion, color, sex or disability

Job Training Coordinating Program – Training Plan

Student
_____ **School** _____
Job Supervisor
_____

Job Title   **Place of Employment**
_____

JTC   **Date:**
_____

Work Station Competencies

Job Station – General Competencies	Job Station – Specific Competencies
1. Maintain regular attendance	1.
2. Notification of absences	2.
3. Sustains a routine	3.
4. Follows directions	4.
5. Accepts criticism	5.
6. Demonstrates courtesy	6.
7. Dresses appropriately	7.
8. Cooperates with co-workers	8.
9.	9.
10.	10.

General Safety Instruction Competencies	Job-Specific Safety Instruction Competencies
1. Fire extinguisher , alarms and exits	1.
2. Material handling	2.
3. Tornado and fire safety procedures	3.
4.	4.

The employment of the student shall conform to all federal, state and local laws and regulations, including non-discrimination against any applicant or employee because of race, religion, color, sex or disability
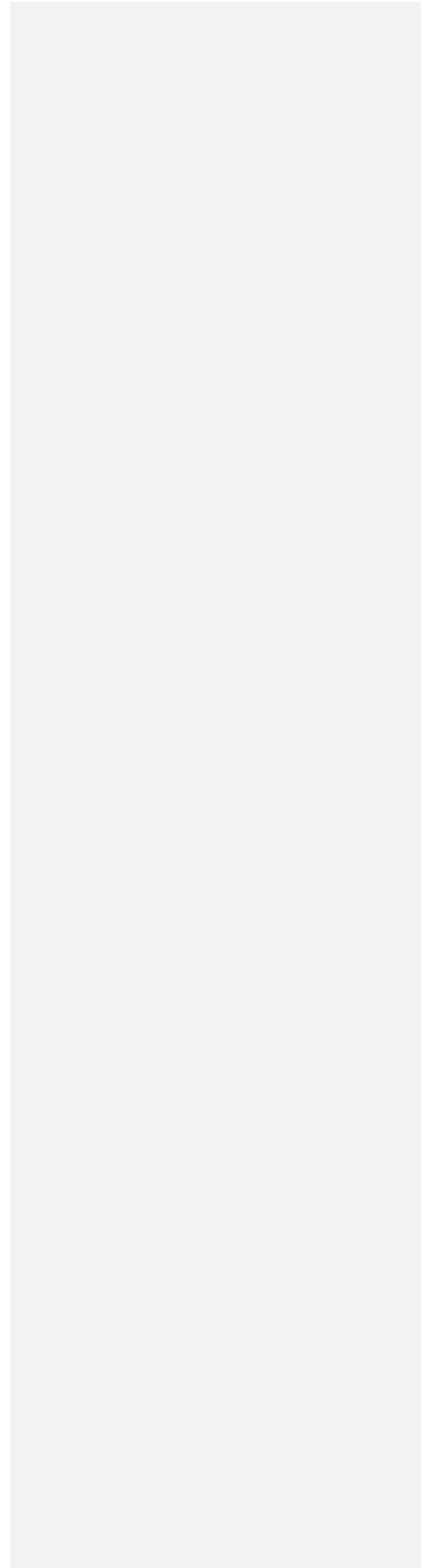
A p p e n d i x   D

IEP Transition Form

For current information contact:

Ohio Department of Education
Office for Exceptional Children
25 South Front Street, MS 202
Columbus, Ohio 43215-4108

www.education.ohio.gov use keyword search Students with Disabilities

Appendix E

Evaluation Rubrics

Evaluation of student performance in the Job Training Coordinating Program begins with criterion reference observations that may be converted to a percent of an overall domain and then to letter grades. Behavioral scales (employability, interpersonal, planning skills and student self-evaluation) provide a general framework for instruction. The number of competencies mastered as specified by the student's individualized education plan will be scaled to Cuyahoga Valley Career Center's grading system.

These rubrics provide a range of criteria that may be individualized to meet student need. The self-evaluation rubric allows students to act as IEP team leaders setting transitional employment goals. The rubrics are presented on the following pages. Grades are issued based on the A-B-C-D-F scale.

At the completion of the program, each student will also receive a Career Passport describing proficiency over a range of employability competencies.

EVALUATION RUBRICS

Behavioral-based evaluation rubrics in the areas of general employability skills, interpersonal skills, and planning skills, (see attached) serve to individualize JT program instruction. Additional behavior based rubrics (please see the appendix) provide teacher guidelines for job placement and for student self-evaluation. Since, competencies on the rubrics are sequenced from less to more difficult, they may be easily individualized. Once the student establishes a base line, competencies above baseline require intense, instructional focus. Competencies below the baseline require only monitoring and intermittent reinforcement for maintenance.

Members of the IEP team, and on occasion, representatives of adult agencies collaborate to evaluate and support students emerging skills. Observational data serves to set transition goals for further instruction, to determine readiness for employment advancement, to include in Multi-Factored Evaluations, and to provide information to service providers (Ohio Rehabilitation Services, Boards of the Department of Developmental Disabled, and others with the student's and/or parent's permission). The employability skills rubric is also currently used in the Transition To Work and Sales and Service Programs. Using a common measurement scale increases reliability of staff observations, provides consistent information to parents and service providers, and establishes readiness levels for transitions between CVCC programs.

TRANSITION STATEMENT

Transition services for students with disabilities are a legally mandated component of the Individualized Education Plan and teach academic, life, and career-based skills that enable students to lead productive, fulfilling adult lives. Cuyahoga Valley Career Center's (CVCC's) career-based educational services work in partnership with home schools' instructional programs to prepare students for a variety of work opportunities that may include sheltered, supported, or competitive community employment.

Early in the transition process (within one year of a student entering a CVCC program), CVCC makes referrals to and/or collaborates with home district IEP teams, Ohio Rehabilitation Services, County Boards of the Department of Developmental Disabled, and/or other service providers to deliver quality transition services as deemed appropriate by the student's IEP team.

Communication with members of the IEP team, goal setting based on emerging employability skills, assessment of student's interests and talents as they form the student's vision for successful adult life are integral parts of the transition process. The commitment to our students to tap their vocational potential, to develop strategies that support career success, and to maximize community integration energizes this process.

Job Training Work Skills Evaluation

Work Behavior	*Superior*	*Good*	*Fair*	*Needs to Improve*
1. On time for work	On time every day	Regularly on time	Occasionally late needs to improve	Late arrival is a serious concern
2. Work Attendance	Far exceeds group average	Better than group average	OK meets group average	Serious attendance concern
3. Work Appearance	Always in uniform or dresses according to company policy	Consistently in uniform or dress fits company policy well	Acceptable for work occasional minor infraction	Out of uniform too much or dress is not professional often
4. Completes assigned tasks	**Perseveres on tasks and gets closure consistently**	Typically finishes sidetracked occasionally	Mostly finishes tasks but needs some support	Tasks frequently not done serious concern
5. Produces quality work	Self -checks quality and fixes mistakes	Few errors basically good quality	Some errors marginally OK	Errors interfere with job performance
6. Works at necessary speed	Sense of urgency competitive level	Speed is OK for Job Role	Too slow at times but steady	Noticeably slow speed
7. Pays attention to important details	Very detail oriented a real strength	Detail quality meets employer expectation	Marginally OK detail quality	Misses important details regularly
8. Accepts constructive feedback	Accepts feedback and uses it to improve	Accepts feedback without negative comment	Accepts with some excuses or mild resistance	Does not accept, argues, blames
9. Displays positive attitude	Believes in and shows the company mission through actions	Positive Attitude Bounces back when something upsetting happens	Gets through the day acceptably, attitude generally does not interfere with work.	Attitude toward work goals needs strengthening in order to work well
10. Finds needed work to do without direction	Finishes own work and helps others	Finishes tasks, moves to next task	Gets work done & at times needs reminder to find next task	Regularly needs direction to begin next task
11. Practices Team work	Models team work in exemplary manner	Practices teamwork consistently	Works as a team player with coaching	Needs to learn role as a team member
12. Communicates Effectively	Communication encourages others	Communicates to improve work	Communicates to function in job.	Communication needs to improve
13. Displays Endurance	Consistently good for full time work	Almost full time work	OK for part time work	Needs to build endurance
14. Social Skills	Encouraging to others, smiles, uses humor, praise etc.	Responds positively to encouragement Thanks or improves	OK interaction with others. Greets, respects space etc.	Needs to acknowledge others more by greeting etc.

Comments:

Supervisor: Employer: Date:

Student worker: Instructor:

Job Training Work Skills Student Self-Evaluation

Work skill	Good	OK	Need to improve
1. On time for work	I am always on time for work.	I am usually on time for work.	I am late for work at times.
2. Work Attendance	I have not missed a day of work this year.	I hardly ever miss a day of work.	I miss too much work.
3. Work Appearance	I follow my company's dress code.	I look OK for work but could follow my company's dress code a little better.	I am not always dressed right for work.
4. Work Quality	My supervisor really likes my work quality.	The jobs I do are OK. I could improve	I need to do some of my jobs better
5. Work Speed	I work at a fast rate.	I could speed up my work a little bit.	My work speed is too slow
6. Keeping busy at work	I find things to do when I finish my main jobs	I get my job done and keep busy.	I waste time at work.
7. Respect for supervisors	I am very respectful to my supervisors	I am OK at showing respect for my supervisors	I need to learn to talk respectfully to supervisors.
8. Respect for customers & coworkers	I am polite, helpful to, and show respect to customers. I go out of my way to help them.	I am polite, helpful to, and show respect to customers.	I need to learn to talk more respectfully to customers and co-workers
9. My contribution to my employer	My work is very important to my employer.	My work helps my employer.	My work does not always help my employer
10. Teamwork	I work with others to help co-workers and my employer	I work with others to get some jobs done.	I need to work better with co-workers
11. Positive Attitude	I am proud of my work and appreciate that I have a job.	I like my work and it is a good thing to have a job.	I need to respect my work place and be grateful for my job.

Interpersonal Skills Rubric

Interpersonal Behaviors	Strongly Present	Present	Somewhat Present	Emerging
Greets Supervisors, coworkers, and customers	Consistently greets others. Responds positively to greetings	Sometimes Greets others but responds to greetings consistently	Will generally respond to a greetings does not initiate greetings	Responds to greeting with eye contact full greeting not present
Listens to Others in Conversation	Listens intently with eye contact understands speaker intent	Displays a natural listening response. Usually makes good eye contact	Listens to others consistently in structured situations	Listens when other makes a directed effort to get attention
Responds to questions informatively	Understands speakers intent answers questions fully	Replies are usually supply good answer to questions	Generally answers but often needs clarification of the question	Makes eye contact uses body language to respond
Participates in conversations that enhance the work experience	Active participant in timely, work place conversations	Somewhat active participant in timely, work place conversations	Participates in conversations but on occasion off topic for the work environment	Incomplete understanding of the conversation or interferes with works
Initiates conversations that support productive work	Regularly initiates conversations that contribute to the work environment	At times initiates conversations that contribute to the work environment	At times will begin a conversation that contributes to the work environment	On occasion will engage sometimes inappropriately
Helps supervisors, coworkers, and customers	Frequently offers needed help to others	When asked will help others with tasks	Asks for and positively accepts help	Does not ask for but accepts help
Understands and follows the Social Register	Knows how to respect and express feelings across the social register even under pressure	Generally adjusts conversations at times in emotional situations makes an error	Beginning to learn how to adjust conversation to social register	Responses in communications are problematic to the social register
Responds to supportive teaching of employability skills	Responds to teaching and reaches competitive work level	Learns from teaching and improving to competitive work level	Responds to an intense reinforcement schedule	Not possible to maintain reinforcement schedule in community work place
Responds positively to a dignified reprimand	Responds positively corrects work behavior	Responds positively mostly corrects behavior	Insufficiently Corrects behavior	Does not correct behavior
Responds positively to focused praise	Very positive target behavior attained	Target behavior increases	Some positive response to praise	Difficult to detect response to praise
Resolves Disagreements with Others	Good consistent communication skills used to avoid and resolves disagreements	Somewhat good Communication to avoid disagreements and works to resolve	Makes an attempt to resolve disagreements open to coaching	At times triggers disagreements with coworkers and supervisors

Planning Skills Rubric

Planning Skills	Strongly Present	Present	Somewhat Present	Emerging
Obtains & Follows Work Schedule	Accurately obtains, enters calendar, follows, and plans with work schedule	Mostly accurate in obtaining, entering in calendar with some support needed in planning from work schedule	Learning to obtain and enter work schedule in calendar. Open to and benefiting from coaching to plan from calendar	Confused about work schedule and planning personal and work time. Needs coaching to obtain, note, & plan work schedule
Plans and prepares for transitions during the work day	Consistently Able to time work start & end times, breaks and lunch to schedule.	Mostly able to time work start & end times, breaks, and lunch to schedule.	With some support times work star & end, breaks, and lunch to schedule	Needs coaching to time work start & end, breaks and lunch to schedule
Uses Wages to pay personal expenses	Pays for all personal expenses budgets work earnings	Consistently use work earnings to pay personal expenses	Often uses earnings to pay some personal/social expenses	At times uses earnings to pay personal/social expenses
Relates Hourly Wage to work productivity	Explains how hourly wage is related to time worked in minutes, hours, days, and pay period	Some idea of how hourly wage is related to time worked in minutes, hours, days, and pay period	Beginning to grasp how wages are related to amount of time worked. Open to coaching	Understanding of how wages are related to the amount of time worked not clear
Saves work earnings in Bank or Checking Account	Consistent use of savings or checking account	Uses savings or checking account	Exploring options to open savings or checking account	Not open to the idea of saving
Budgets for weekly expenses (basic needs)	Earns sufficient wages and pays basic expenses	Regularly use work earnings to pay basic expenses (rent, clothes….	Uses work earnings for some basic needs, expenses	Does not connect work earnings with expenses
Plans strategies to contribute to employer needs	Active in planning and selecting strategies to meet employer needs	Aware of and does some planning to meet employer needs	Can select from a few strategies to meet employer needs	Is not aware of or does not plan for employer needs
Establishes and implements plans to reach career goals	Has progressed on a career path with a solid work record with clear goals	Has some clear career goals & is building a related record of work	Exploring entry level work to build a work record	Needs to identify some career goals
Engaged in continuing education	Actively plans & engages in learning new work skills	Consistent interest & involvement in learning new skills	Some interest and effort to learn a few skills	Very little interest in continued learning
Uses Resources to solve Problems	Skilled at using a range of resources to solve problems	Seeks help from a few resources	Inconsistent in using resources	Does not use resources to seek help
Uses strategies to develop a career path	Self-evaluates, active learner, seeks education & quality employer	Clear career goals seeks support from others	Aware of developing work record makes some goals	Works with a great deal of support first step on a career path

Employer Leadership for a Diverse Work Force Scale

Company name:	Job:	Date:

Management Function	Excellent Work Place	Successful Work Place	Average Work Place	Difficult work place
1. Systematic training for basic job functions	Provides peer mentor, teaches and praises successful approximations	Some mentoring Occasional targeted praise	Some teaching but a little inconsistent	Minimal teaching, little praise or recognition
2. Catches Mistakes	Corrects assertively but with dignity & offers hope for improvement	Corrects assertively but politely, does not offer hope for improvement	Sometimes disrespectful in corrections	Corrections are inconsistent, sometimes disrespectful
3. Makes reasonable accommodations	Accommodations totally enable success	Accommodations moderately improve performance	There is some effort at accommodations but not much impact	No accommodations fair is treating everyone the same
4. Provides ongoing training or Orientation, Supports job Training Plan	Willingly communicates with JTC or job coach to implement training plan	Somewhat helpful in implementing the training plan	Somewhat acknowledges training plan but little impact in making it useful	Poor lines of communication with JTC or rehabilitation professionals.
5. Teaches Company mission	Teaches company mission to all employees by example	Occasionally reinforces company mission with employees with disabilities	Company mission is minimally present in communication	Company mission is not communicated at all
6. Proactive in making persons with disabilities part of the work force	A community leader for a diverse work force	Good efforts to support inclusion of persons with disabilities in the work force	Some effort to support inclusion in the work place- willing to give it a try	Hires few or no persons with disabilities

STUDENT PLACEMENT EVALUATION

DATE: _____

Student / Employee Name: _____

Evaluator's Name & Position _____

Placement Teacher Name: _____

PLEASE CIRCLE THE BOX THAT BEST DESCRIBES YOUR EMPLOYEE

CATEGORY	**4**	**3**	**2**	**1**	**Comments**
Dress Appropriately/ Hygiene and Grooming	Dressed appropriately for occasion (interview, severe weather, etc.) Grooming is neat and clean. Hygiene is fresh.	Follows dress code. Grooming is neat and clean. Hygiene is fresh.	Does not follow dress code. Grooming and hygiene are neat, clean, and fresh OR follows dress code but grooming and hygiene do not meet standards mentioned in #3.	Does not follow dress code. Grooming and hygiene do not follow standards mentioned in #3.	
Demonstrate Appropriate Behavior in Public Places	Sets examples for social appropriateness.	Socially blends in with work environment. Can and does adjust behavior.	Is aware of expectations, but sometimes chooses not to conform.	Rarely blends in socially with work environment.	
Show Initiative	Recognizes what needs to be done beyond routine and takes steps to get it done.	Independently performs job tasks and keeps busy throughout work shift.	Typically needs prompts or requests to begin tasks. Rarely or never asks for additional work.	Needs constant prodding and/or supervision to complete tasks.	
Work Independently	Exceeds employer's expectations for speed and accuracy of tasks completed.	Is able to complete job task accurately without supervision.	Completes job tasks accurately with periodic supervision.	Does not complete job tasks accurately without frequent supervision.	
Practice Safety Rules	Recognizes potential dangers and takes appropriate action.	Follows established safety standards to avoid injury to self and others.	Needs prompting to follow established guidelines for safety.	Does not follow safety standards on a regular basis.	
Seeks help When needed	Is a good problem solver. Is adept at identifying problems and is able to help come up with solutions.	1. Identifies need 2. Asks for help requested 3. Uses information to remedy the concern.	Can implement 1 or 2 of the three help seeking steps.	Cannot implement any of the three steps.	

CATEGORY	4	3	2	1	Comments
Recognize Authority and Follow Instructions	Without authority being present, continues to follow instructions and meet expectations.	Demonstrates respect for authority and follows instructions.	Usually demonstrates respect for authority and follows instructions.	Demonstrates little or no respect for authority. Chooses not to follow instructions.	
Make Appropriate Choices and Decisions	Makes good choices and decisions in alignment with goals.	Makes age appropriate choices and decisions without teacher or supervisor assistance.	Makes age appropriate decisions with the help of teacher or supervisor.	Seldom makes appropriate decisions even with teacher or supervisor support or using problem solving strategies.	
Follow directions and observe regulations	Anticipates and initiates steps necessary to achieve expected results	Follows steps necessary to achieve expected results	With prompts, follows steps necessary to achieve expected results	Does not follow steps necessary to achieve expected results, even with prompts	
Attends regularly/ arrives on time	Exceed expectations for workplace or school attendance and punctuality.	Meets expectations for workplace or school attendance. Student notifies supervisor in advance according to company policy.	Sometimes meets expectations for workplace or school attendance and punctuality.	Seldom meets expectation for workplace or school attendance and punctuality.	
Develop respect for the rights and properties of others	Recognizes workplace culture & chooses to follow high standards for honest & respect for others regardless of negative influence.	Follows standard for honesty & respects rights & property of others.	Needs guidance to follow standards for honesty & respect for rights & property of others.	In spite of guidance shows lack of respect for rights & property of others regarding honesty, trespassing, sexual harassment, insubordination, verbal abuse and theft.	
Communicates effectively	Demonstrate active listening skills. Is able to communicate both verbally and in writing to be understood.	Communicates effectively to be understood: Listens when others are speaking. Expresses self appropriately to others and adapts to specific workplace language and communication style.	Needs prompting to express self appropriately in writing or verbally. Deficits in two or less of the following areas; Listening skills, voice tone, body language, clarity of expression.	Needs prompting to express self appropriately in writing or verbally. Deficits in three or more of the following area. Listening skills, voice tone, body language, clarity of expression.	
Accept constructive criticism from supervisor/ teacher	Accepts constructive criticism in a positive manner, adjusts immediately and maintains change.	Accepts constructive criticism without an attitude and makes changes	Has difficulty accepting constructive criticism, or needs help making the changes	Resistant to constructive criticism. Will not make changes as instructed.	

CATEGORY	4	3	2	1	Comments
Recognize and correct mistakes	Work meets quality standards. Identifies deficiencies in immediate or surrounding work areas and brings to supervisors attention	Checks work to maintain quality standards.	Needs prompting to assist in checking own work and/or correcting own work.	Only with excessive prompting will student recognize or correct mistakes.	
Stay on task	Focused and productive beyond workplace culture/expectations	Keeps working according to authority's expectations	Needs prodding to complete task	Does not complete task	
Adaptability/ Flexibility	Promptly adjusts to change with a positive attitude	Ability to adjust to changes in routine without negativity	Accepts change with advanced notice and/or staff support	Resist change by being rigid or angry or disorganized or refusing to work, etc	

Please check:
Works best: with a team_____ around others_____ alone_____

How does this student's work compare to others completing the same task?

Above average_____   the same_____   below average_____

Are you satisfied with the worker's progress on this job?   Yes_____   No_____

Comments:

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_____

School name_____

School FAX#:_____ **School OFFICE #:** _____

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