

## **BARRIERS TO EMPLOYMENT**

Student: \_\_\_\_\_ School: \_\_\_\_\_

Disability: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

(please circle one)

	<b>3</b>	<b>2</b>	<b>1</b>
<b>MOBILITY:</b>			
Student is ambulatory.	Independently	With assistance	Not ambulatory
<b>SELF-CARE:</b>			
Student does perform activities related to his/her hygiene (at home or school).	Every Day	Sometimes	Rarely
Student can tell time on an analog clock.	To 5 minutes	To the ¼ hour	To the ½ hour
Student can tell time on a digital clock.	To 5 minutes	To the ¼ hour	To the ½ hour
Student dresses appropriately for school according to the weather and season.	Independently	Requires occasional reminders	Requires daily reminders
Student can perform housekeeping chores.	Independently	Occasional reminders	Frequent reminders
<b>SELF-DIRECTION:</b>			
Student does control his/her own behavior.	Always	Mostly	Some
Student does follow a daily schedule / routine appropriately.	Independently	With assistance from staff	Does not follow schedule
Student does follow directions and established rules at school.	Always	Mostly	Seldom
Student is organized.	Usually	Some	Never
<b>WORK-SKILLS:</b> (as related to school)			
Student has good attendance.	Absent less than 1 day weekly	Absent less than 2 days weekly	Absent more than 2 days weekly
Student completes work assigned.	All or Most	50% or more	Less than 50%
Student remains on task until task is completed.	No prompting	With some prompting	With continued prompting

# VOCATIONAL FUNCTIONAL LIMITATIONS

(Two criteria required for STEP approval)

## Determination of Limitations to Functional Capacities for DHS/DRS

(Concerned with limitations to the capacity of/ to...)

Student Has/ Needs Service?

**STUDENT'S NAME:**

(please check one)

Area of: <b>Limitation</b>	Description	<b>Yes</b>	<b>No</b>
<b>Mobility</b> (physical mobility)	The ability of an individual to move from place to place and move the body into certain positions (e.g., walking, climbing, kneeling, stooping, sitting, standing, lifting). <i>*Please note: Only concerned with individual's physical functioning-not factors relating to the availability of transportation.</i>		
<i>If 'yes'—please explain:</i>			
<b>Self-Care</b> (care for oneself)	The ability of an individual to perform activities related to his/her health and hygiene (e.g., grooming, bathing, eating, housekeeping, medical management, money management).		
<i>If 'yes'—please explain:</i>			
<b>Self-Direction</b> (regulate ones behavior)	The ability of an individual to control and regulate his/her own personal, social, and work life (i.e., maintain schedules and routines, follow directions and established rules, organizational skills, etc.).		
<i>If 'yes'—please explain:</i>			
<b>Work Skills</b> (perform work in the labor market)	The ability of an individual to perform jobs which exist in the current employment market, regardless of demand for the particular occupation (e.g., learn and maintain work skills, cooperate with others in a work setting, use adequate decision making and problem solving skills).		
<i>If 'yes'—please explain:</i>			
<b>Work Tolerance</b> (perform job tasks given the demands of the job)	The ability of an individual to consistently and adequately perform a job based on the physical, emotional, environmental, and psychological demands of the position (e.g., performance on the job is not adversely affected by changes in environment such as cold and heat, has the strength and endurance to perform the job in question).		
<i>If 'yes'—please explain:</i>			
<b>Interpersonal Skills</b> (work w/ others in a job setting)	The ability of an individual to establish and maintain appropriate relationships with other individuals in the work place (e.g., necessary communications, appropriate and acceptable behavior, ability to cooperate in a team setting, understanding, tact).		
<i>If 'yes'—please explain:</i>			
<b>Communication</b> (communicate w/ others through spoken & written language)	The ability to convey and receive information efficiently and effectively (i.e., ability to hear and understand ordinary spoken language; ability to make one's self understood in ordinary conversation; ability to write and print short notes and communications; and ability to read and correctly interpret short notes, signs, and instructions)		
<i>If 'yes'—please explain:</i>			

## CORE and SUPPORTIVE SERVICES

### Determination of Services for DHS/DRS

To qualify for services from the Department of Rehabilitation Service (DRS), the student must be receiving or need to receive two or more core services.

Student Has /  
Needs Services?

<b>Core Service</b>	<b>Description</b>	<b>Yes</b>	<b>No</b>
Physical & Mental Restoration	Social Work Services (school &/or private), OT/PT services, speech services, vision services, hearing services, mental health services, private nurse services, other. <i>Please circle and/or list:</i>		
Employment Placement (Job)	Does this student need employment placement services? (i.e., school-to-work programs, government employment programs—for example: WIA, DRS) Has the student enlisted in the military? <i>Please circle and/or list:</i>		
Training	Includes: STEP and Post-Secondary Training (ex. Cosmetology, Welding, Building trades, etc.); College; Apprenticeship <i>Please circle and/or list:</i>		
<b>Secondary Service</b>	<b>Description</b>	<b>Yes</b>	<b>No</b>
Vocational & Academic Counseling	School counselor services, vocational preparation courses, WIA Services, Macon Resources, Inc. <i>Please circle and/or list:</i>		
Information & Referral	Non-School Agency services <i>Please list:</i>		
Job Retention/Job Coaching Services	Does this student need the services of a job coach? <i>Explain:</i>		

**NAME OF STUDENT:** \_\_\_\_\_

**Additional Comments:**

\_\_\_\_\_  
Signature / Date

\_\_\_\_\_  
Title

# RECOMMENDATION & DESCRIPTION OF STAGES

For 11/10/09 Presentation by  
Beth Coit, Mark Stover, Robyn Wells

## Follow the Yellow Brick Road: Adding a New Twist to An Established Program

To better serve students with the most employment barriers in a Vocational Program, implementation of a **pre-STEP program** is deemed necessary. In order to implement a pre-STEP program, curriculum will include an assessment of work skills. Curriculum changes may need to be made to help address the need of properly assessing these students. **There will be three stages to the Vocational Program.** The IEP team, with input from the Pre-Vocational Coordinator, will determine when and / or if the student is referred to one of the stages. All high schools under the umbrella of MPSED will implement the three-stage Vocational Program (along with the assessment tools).

All 8<sup>th</sup> grade case managers will complete the skills assessment checklist Barriers to Employment by the end of the student's 8<sup>th</sup> grade year. This quick checklist is a snapshot of all incoming freshman students with IEPs. Once the checklist has been completed and returned to the Pre-Vocational Coordinator(s), the coordinator(s) will review all forms.

Once reviewed, the Pre-Vocational Coordinator(s) will target students with significant barriers. The coordinator(s) will then do staff consultation and perhaps observation of the student. The completed forms of students who do not exhibit significant barriers will be filed in the student's blue folder.

### **The Three Stages are as follows:**

#### **STAGE 1:** *(Hands on Training – No Pay)*

With input from the Pre-Vocational Coordinator and based on the Barriers to Employment checklist, students who have previously been in a vocational training class at the middle school may start in Stage 1 as a freshman. For all other students, Stage 1 is not available until their second year of high school.

During this stage, students will attend a VCE class receiving a combination of direct classroom based instruction and hands-on training. **NO stipend or wage will be earned—this is strictly a training stage.** If the student(s) pass the VCE class, the student(s) will earn elective credit. *The term 'job' is not listed on the student's schedule.* Stage 1 targets students who need hands-on experiences in developing work-readiness skills. Hands-on training will take place in the school building or in the community 2-3 days a week with supervision by program staff (*teachers, teaching assistants or other school staff*). This stage is an extension of the classroom and is always monitored by program staff; ***thereby, training experiences will be developed by teachers, with input/approval by building administrators along with consultation from Pre-Vocational Coordinators.***

Students will be taught and assessed, by school staff, using the 16 work-readiness traits listed on the Work Skills Assessment/Training (WSAT) checklist. Skills to be addressed will include: following directions, appropriate job-related social skills, appropriate dress/grooming, quality of task, rate of completion, and several other work-readiness traits.

The Pre-Vocational Coordinator's involvement will consist of consultation and help with assessment of the student. Students may remain at or return to this Stage due to lack of progress or if regression is observed based on results of the WSAT checklist.

To Determine:

- Movement: In order to move from Stage 1 to Stage 2 a student must be 16. They must also have shown continuous growth from quarter to quarter with a minimum of 70% or higher (total points of 45 or more) on the WSAT checklist by the end of the school year. Students not progressing to Stage 2 may remain in Stage 1 (or go back to an academic-only schedule).

### **STAGE 2:** (*Internship – Stipend*)

Pre-Vocational Training is involved at this stage. Students are required to attend a VCE class in order to earn credit toward high school graduation. The term '*training*' will also be indicated on the student's semester schedule. In order to earn credit for the '*training*', the students must pass the VCE class.

During this stage the student will NOT earn a wage, but rather, will earn periodic reinforcement for continued success and improvement in their pre-work performance—in the form of a stipend.

The main purpose of this stage is to continue assessing the student and training him / her through an internship. The student will participate in a training situation developed by the Pre-Vocational Coordinator and will be evaluated / monitored by the STEP staff (Pre-Vocational Coordinators, On-Site Supervisors, and/or DRS Job Coaches)—but will not be referred to STEP at this point. Training situations may be on- or off-campus and will include current sites such as YMCA and LSA.

Training must begin during the school day. Student transportation to off-campus training sites will be provided by the school district. The district is required to provide transportation due to the '*training*' starting during the school day. If the student returns to school by the end of the school day, the district will provide transportation from the training site back to school. Transportation will NOT be provided from the training site to the student's home.

Students will be assessed intermittently throughout the quarter, semester, and year using the Pre-Vocational Training Evaluation (PVTE) checklist. This tool helps to determine *what* stipend level the student will receive and *when* he/she is able to progress to Stage 3.

To Determine:

- Movement: The student must achieve a Level #4 score on the PVTE checklist three consecutive times during the school year to move to Stage 3 (referral to STEP). Students that are not progressing to Stage 3 may—remain in Stage 2, revisit Stage 1, or go back to an academic-only schedule.
- Reward System: The PVTE checklist and schedule of reinforcement determines the value of the reward received by the student. As students develop their pre-work readiness skills, they will be allowed to choose from a menu of stipends. The stipends will be provided based on established criteria and offered on an intermittent basis (see PVTE checklist). The Pre-Vocational Coordinators will manage and distribute the stipend/ rewards.

**STAGE 3:** (*STEP Referral – Monetarily Paid*)

Students may have release time for the job during the school day and can earn credit toward graduation. In order to earn credit, the student will have to take (and pass) a work-related class. Students must pass the VCE class in order to earn credit for the job.

Placement in this stage is dependant on the student’s work skills or employment status. Students who have demonstrated the ability to obtain/maintain community based employment may not have had to progress through the previous two stages. After evaluating each of these students, the Pre-Vocational Coordinator, with the referring teacher, will convene and complete the necessary assessment checklists (WSAT and PVTE). The assessment tools will be filed in the student’s blue folder. This stage is for students who have demonstrated the potential to be competitively employed after graduation.

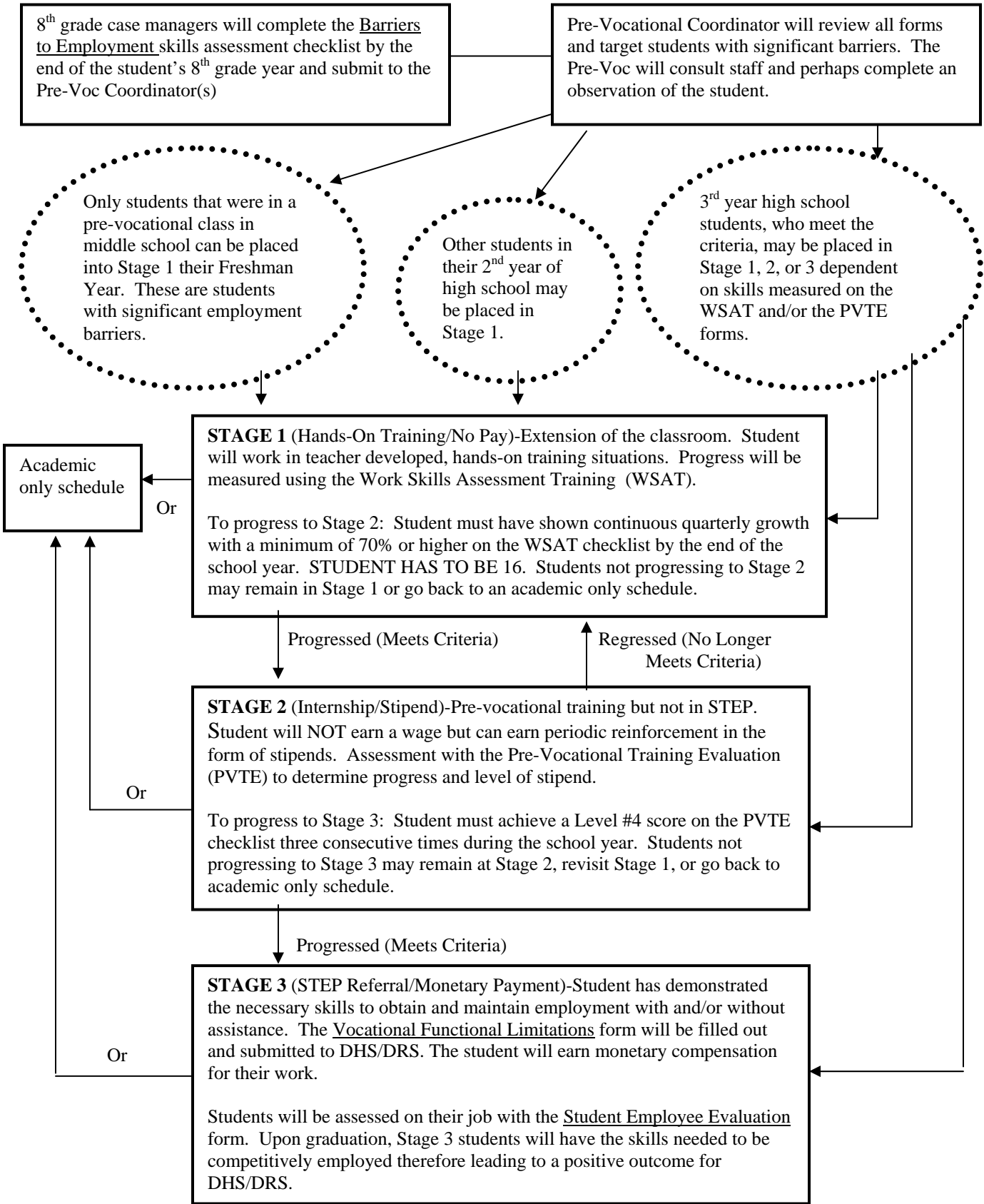
Students at this stage are referred to DHS/DRS, and if approved, they will become a (DRS) STEP customer. The Vocational Functional Limitations form will be filled out and submitted (along with the results of previous checklists: WSAT / PVTE) to help the DRS office determine eligibility.

Two methods of payment transpire at this level. The student may acquire a full-employer paid position. The employer will pay compensation and the student shall receive (at least) the required minimum wage set by the Illinois Dept. of Labor. If the student does not acquire a full-employer paid position, the Pre-Vocational Coordinator will place the student in a sub-minimum wage position to further develop his / her work skills. A time-study will be completed in compliance with the Department of Labor (DOL) to ensure acceptable compensation is paid to all sub-minimum wage students.

DRS Job Coaches may be utilized at this stage with their salaries paid through the DHS/DRS STEP contract. The Pre-Vocational Coordinator is responsible for job development, supervision of Job Coaches, and the assessment/ evaluation/ monitoring of the student. The assessment tool for stage 3 is the Student Employee Evaluation. This is a quarterly evaluation.

St. Mary’s Hospital, Kirby Hospital, and Piatt County Nursing Home are examples of job sites available to STEP students.

**PROGRESSION LEADING TO POSTIVE OUTCOMES**



	AREAS OF CONCERN	<b>3</b>	<b>2</b>	<b>1</b>
	Student works well in groups.	Group player	Can—but would prefer to be by self	Cannot or will not work in a group
	Student can appropriately solve problems.	Will solve with no assistance	Will solve with assistance	Refuses to solve
<b>WORK TOLERANCE:</b>				
	Student can adequately handle the emotional demands of daily school activities.	Independent	Some prompting	Continues prompting
	Student can adequately handle the physical demands of daily school activities.	Independent	Some prompting	Continues prompting
<b>INTERPERSONAL SKILLS:</b>				
	Student interacts appropriately with staff.	More than 75%	More than 50%	Less than 50%
	Student interacts appropriately with peers.	More than 75%	More than 50%	Less than 50%
<b>COMMUNICATION:</b>				
	Student can verbally communicate information to staff and peers.	Independent	With staff assistance	Does not / Cannot
	Student has the ability to write short notes and communications.	Independent	With staff assistance	Does not/ Cannot
	Student has the ability to read and understand short notes, signs, and instructions.	Independent	With staff assistance	Does not / Cannot

Comments / Observations:

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# STAGE 1 Work Skills Assessment/Training (WSAT) Checklist

Student: \_\_\_\_\_ School: \_\_\_\_\_ School Yr: \_\_\_\_\_

Work Traits		4 -points	3 -points	2 -points	1 -point	1 <sup>st</sup> Qtr score	2 <sup>nd</sup> Qtr score	3 <sup>rd</sup> Qtr score	4 <sup>th</sup> Qtr score
1	<b>Endurance Stamina</b>	91-minutes or more	90-61 minutes	60-31 minutes	30-0 minutes				
2	<b>Follows Directions</b>	Consistently	Usually	Occasionally	Seldom				
3	<b>Training Station Prep</b>	Independently sets up	Needs verbal reminder	Needs assistance to set up	Does not set up station				
4	<b>Task Production</b>	Completes 100% of assigned tasks	Completes 75% of assigned tasks	Completes 50% of assigned tasks	Completes less than 50% of tasks				
5	<b>Quality of Task</b>	Superior	Good	Fair	Poor				
6	<b>Task Clean Up</b>	Independently cleans up station	Needs verbal reminders to clean up station	Needs assistance to clean up station	Does not clean up station				
7	<b>Initiative</b>	Seeks more – highly motivated	Occasionally seeks additional duties	Performs regular duties	Needs reminders to complete duties				
8	<b>Task Speed</b>	Industrious / works hard	Good effort / works steady	Inconsistent effort	Regularly avoids tasks				
9	<b>Multiple Direction</b>	Can follow multiple step directions	Can follow 2-3 step directions correctly	Can follow 1 step directions	Needs continuous direction				
10	<b>Task Focus</b>	Needs no reminders	Needs occasional reminders	Needs consistent reminders	Needs continuous reminders				
11	<b>Dressing / Grooming</b>	Consistently appropriately dressed / groomed	Usually appropriately dressed / groomed	Frequently inappropriately dressed / groomed	Does not dress / groom appropriately				

Work Traits		4 -points	3 -points	2 -points	1 -point	1 <sup>st</sup> Qtr score	2 <sup>nd</sup> Qtr score	3 <sup>rd</sup> Qtr score	4 <sup>th</sup> Qtr score
12	<b>Hygiene</b>	Consistently acceptable hygiene	Usually acceptable hygiene	Occasionally acceptable hygiene	Unacceptable poor hygiene				
13	<b>Greets Peers and Supervisors</b>	Always	Usually	Rarely	Never				
14	<b>Communicate Concerns</b>	Communicates work concerns to the appropriate person	Communicates work concern - not to the right person	-----	Has a work concern, but does not communicate				
15	<b>Social Skills</b>	Always socially appropriate	Mostly socially appropriate	Seldom socially appropriate	Never socially appropriate				
16	<b>Honesty</b>	Always	Most times	Occasionally	Seldom				
<b>Criteria for Progression:</b> (Student must be 16 years old to enter Stage 2) Continuous Growth From Quarter to Quarter End of School Year –Minimum of 70% (45+ points)						<b>TOTAL POINTS</b>			

1 <sup>st</sup> Quarter Comments	2 <sup>nd</sup> Quarter Comments	3 <sup>rd</sup> Quarter Comments	4 <sup>th</sup> Quarter Comments
Signature / Date	Signature / Date	Signature / Date	Signature / Date

# STAGE 2

# Vocational Cooperative Education

## Pre-Vocational Training Evaluation (PVTE) Checklist

Date: \_\_\_\_\_

Student: \_\_\_\_\_

Training Site: \_\_\_\_\_

School: \_\_\_\_\_

Pre-Vocational Coordinator: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Pre-Work Readiness Skill		4 – points	3 – points	2 – points	1 - point	score
1)	<b>Attendance</b>	Attends daily - Calls trainer when absent	Attends – No call in when absent	Occasional absence – Unexcused	Warned for unexcused absences	
2)	<b>Punctuality: To Training Station</b>	Always at station on time	Occasionally late to station	Consistently late to station	Never at station on time	
3)	<b>Overall Quality &amp; Training Performance</b>	Needs no assistance	Needs occasional assistance	Needs assistance to complete task	Needs help to complete total task	
4)	<b>Attitude on the Training Site</b>	Completes all duties w/o comments	Makes an occasional negative comment	Verbally / physically responds negatively to select tasks	Verbally / physically responds negatively to all tasks	
5)	<b>Rate of Task Completed</b>	Correctly / Timely finishes all tasks	Industrious – Good effort	Consistent – Fair effort	Inconsistent effort	
6)	<b>Initiative: After Assigned Duties are Completed</b>	Independently sees / completes additional tasks	Sees / asks for additional tasks	Performs regular tasks	Needs reminders to complete assigned tasks	
7)	<b>Adapts to Changes in Training Routine</b>	Needs no assistance	Needs some occasional assistance	Needs assistance to adapt to any change	Doesn't adapt to change	
8)	<b>Follows Directions</b>	Always	Consistently	Usually	Occasionally	
9)	<b>Knows When to Make a Decision</b>	Recognizes and carries out appropriately	Makes some appropriate decisions	Makes mostly inappropriate decisions	Unaware that decisions need to be made	
10)	<b>Organizational Ability</b>	Independently setup and follow task sequence	Follows pre-set task sequence	Inconsistently follows pre-set task sequence	Rearranges pre-set task duties	

<b>Pre-Work Readiness Skill</b>		<b>4 – points</b>	<b>3 – points</b>	<b>2 – points</b>	<b>1 - point</b>	<b>score</b>
<b>11)</b>	<b>Social Interaction at Training Site (with Peers &amp; Trainers)</b>	Positive interaction – No prompting	Positive interaction – Some prompting	Occasionally displays inappropriate social interaction	Consistently displays inappropriate social interaction	
<b>12)</b>	<b>Social Interaction: General Public</b>	Positive interaction – No prompting	Positive interaction – Some prompting	Occasionally displays inappropriate social interaction	Consistently displays inappropriate interaction	
<b>13)</b>	<b>Consideration for Safety</b>	Always exhibits safe habits	Usually exhibits safe habits	Occasionally exhibits safe habits	Usually careless	
<b>14)</b>	<b>Appropriately Dressed / Groomed</b>	Always appropriately dressed / groomed	Usually appropriately dressed / groomed	Frequently inappropriately dressed / groomed	Does not dress appropriately	
<b>15)</b>	<b>Acceptable Hygiene</b>	Always acceptable	Usually acceptable	Needs frequent reminders	Unacceptable poor hygiene	
<b>Criteria for Progression:</b>						
<ul style="list-style-type: none"> <li>Student must remain at Level 4—three consecutive periods during school year.</li> </ul>						
<b>TOTAL POINTS</b>						

**Scoring Table**

<b>Level #4</b>	<b>54-60</b>	<b>90%-100%</b>
<b>Level #3</b>	<b>41-53</b>	<b>68%-89%</b>
<b>Level #2</b>	<b>26-40</b>	<b>43%-67%</b>
<b>Level #1</b>	<b>0-25</b>	<b>0%-42%</b>

**Primary Duties:**

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

**Comments / Observations:**

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# STAGE 3 Secondary Transitional Experience Program ~~ Student Employee Evaluation

(2.18.09--LIME)

Student: \_\_\_\_\_

Employer: \_\_\_\_\_

School Yr: \_\_\_\_\_

School: \_\_\_\_\_

Vocational Coordinator: \_\_\_\_\_

	<b>Work Traits</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>1<sup>st</sup> Qtr</b>	<b>2<sup>nd</sup> Qtr</b>	<b>3<sup>rd</sup> Qtr</b>	<b>4<sup>th</sup> Qtr</b>
1.	<b>Attendance</b>	Attends Daily	Occasionally Absent	Warned for Absences	Frequently Absent				
2.	<b>Punctuality</b>	Consistently on Time	Occasionally Late	Warned for Tardiness	Consistently Late				
3.	<b>Overall Work Quality</b>	Superior	Very Good	Average	Poor				
4.	<b>Attitude Toward Work</b>	Very Enthusiastic	Consistently Interested	Inconsistently Interested	Indifferent/ Uninterested				
5.	<b>Rate of Work</b>	Industrious / Works Hard	Works Steady / Good Effort	Inconsistent Effort	Regularly avoids Work				
6.	<b>Initiative</b>	Seeks more work / Highly Motivated	Occasionally seeks additional work	Performs regular work	Needs reminders for regular tasks				
7.	<b>Adapts to Changes in Routine</b>	Adapts readily to changes	Adapts to most changes	Adapts occasionally to changes	Does not adapt to changes				
8.	<b>Follows Directions</b>	Consistently	Usually	Occasionally	Seldom				
9.	<b>Acceptance of Responsibility</b>	Welcomes Responsibility	Accepts Responsibility	Accepts Responsibility Reluctantly	Rejects Responsibility				
10.	<b>Accepts Criticism</b>	Responds well	Politely responds to criticism	Defensive / Resistant	Argues with supervisor				
11.	<b>Decision Making Ability</b>	Makes effective decisions	Needs occasional assistance	Often needs help	Does not make decisions				
12.	<b>Organizational Ability</b>	Organizes work effectively	Usually well organized	Sometimes disorganized	Often disorganized				
13.	<b>Attitude Toward Others</b>	Positive / Takes interest in others	Pleasant / Polite	Sometimes uncooperative	Often uncooperative				
14.	<b>Consideration for Safety</b>	Consistently exhibits safe work habits	Usually exhibits safe work habits	Occasionally careless	Consistently careless				
15.	<b>Appropriate Dressed/Groomed</b>	Consistently appropriately dressed/groomed	Usually appropriately dressed/groomed	Frequently inappropriately dressed/groomed	Does not dress appropriately				
16.	<b>Acceptable Hygiene</b>	Consistently acceptable	Usually acceptable	Occasionally unacceptable	Unacceptable poor hygiene				

**Job Tasks / Skills**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**1<sup>st</sup> quarter grade:** \_\_\_\_\_

**2<sup>nd</sup> quarter grade:** \_\_\_\_\_

**3<sup>rd</sup> quarter grade:** \_\_\_\_\_

**4<sup>th</sup> quarter grade:** \_\_\_\_\_

<b>1<sup>st</sup> Quarter Comments</b>	<b>2<sup>nd</sup> Quarter Comments</b>	<b>3<sup>rd</sup> Quarter Comments</b>	<b>4<sup>th</sup> Quarter Comments</b>
<b>Employer Signature / Date</b>	<b>Employer Signature / Date</b>	<b>Employer Signature / Date</b>	<b>Employer Signature / Date</b>
<b>Student Signature / Date</b>	<b>Student Signature / Date</b>	<b>Student Signature / Date</b>	<b>Student Signature / Date</b>