

Contract Committee Review Request
MUST BE COMPLETED IN FULL

Date: _____

Contract/Agreement Vendor: OU BOARD OF REGENTS / NATIONAL CENTER FOR DISABILITY EDUCATION AND TRAINING (NCDET)

Name of Vendor
JUDI GOLDSTON

Contact Person Phone Number
3200 MARSHALL AVE, STE 201

Address
NORMAN OK 73072
 City State Zip

jgoldston@ou.edu
Email address

JULY 2021-JUNE 2023
 Date of services

IS THIS A NEW VENDOR? IF SO, PLEASE PROVIDE : W9 _____
And _____
Vendor Registration _____

Person Submitting Contract/Agreement for Review: DAYLENE THORNTON ESC
Name Site

Reason for Review: (New Agreement, Renewal...): NEW AGREEMENT

Audience/Group to benefit from Contract/Agreement: SPED STUDENTS

Routing Approval: PLEASE SEND TO APPROPRIATE LEADERSHIP TEAM MEMBER BEFORE SENDING TO STACIE CHASE

Principal **and** Director or Administrator: Daylene Thornton
Daylene Thornton (Oct 11, 2021 15:40 CDT)
Signature

Does this Contract/Agreement utilize technology? No Yes

Has it been reviewed by the Chief Technology Officer? No Yes

If yes, Approved by: _____
(Signature) Technology /Approval

Leadership Team Member: Karla Dyson
Signature

Funding Source: _____
Description OCAS Coding

Process: **PLEASE FOLLOW ALL STEPS**

1. The Contract/Agreement is reviewed and approved by site Principal/ Director/ Administrator.
2. If Technology related, the Contract/Agreement is reviewed and approved Technology.
3. Prepare Board Agenda Memorandum and attach to Contract/Agreement.
4. Begin the requisition process and place a comment in the Notes section that says, "Please hold req pending board approval on _____"
Date of Board Meeting
5. Attach this form with Contract/Agreement and Board Memo
6. **The appropriate Leadership Team Member will review and submit to the Contract Committee**
7. Keep copy for your records

The Contract/Agreement should be received at least 2 weeks prior to a Board Meeting to ensure placement on the Agenda. The Contract Committee meets most Tuesdays at 8:30a.m. All Contracts/Agreements, regardless the amount, must be first approved by the Contract Committee and then presented to the Board of Education for approval and signature. The item will be placed on Electronic School Board for the board agenda by Stacie Chase. By following this process, the liability of entering into an agreement is placed with the district rather than an individual.



MEMORANDUM

To: Dr. Janet Dunlop

From: Daylene Thornton

Date: 10/11/2021

Re: NEW Agreement with OU Board of Regents / National Center for Disability Education and Training (NCDET)

SUBJECT

Accept and approve the NEW agreement between Broken Arrow Public Schools and the OU Board of Regents' National Center for Disability Education and Training (NCDET). NCDET agrees to provide support and coordination between OKDRS and BAPS regarding Pre-Employment Transition Services (Pre-ETS). There is no cost to the district. -D. Thornton

SUMMARY

NCDET agrees to provide services using its "Pre-ETS Toolkit" to increase participation in transitional services. These services aid in the success of IEP students whose disabilities might otherwise hinder their success and independence in post-graduate life.

FUNDING

There is no cost to the district.

ENCLOSURE/ATTACHMENTS

Agreement

Explanation of the "Pre-ETS Toolkit" referenced in the agreement.

**Pre-Employment Transition Services Coordination
Pre-ETS
COLLABORATIVE AGREEMENT
FY 2022**

SECTION I - PURPOSE

This Collaborative Agreement (“Agreement”), effective as of the latest date of signature of all Parties or the 1st day of July, 2021 whichever is later, is entered into by and between the following Parties, also referred to herein as “Team Members” to promote collaboration in the delivery of Pre-Employment Transition Services (also referred to herein as Pre-ETS) for students with disabilities transitioning from secondary school to post-secondary education programs and/or competitive employment; for individuals with disabilities who are enrolled in secondary education and are eligible, or potentially eligible, to receive VR services.

- **Broken Arrow Public School** (also referred to herein as “Host School”);
- The Board of Regents of the University of Oklahoma, by and through University Outreach/College of Continuing Education’s **National Center for Disability Education and Training** (also referred to herein as “NCDET” or “University”).

The Rehabilitation Act of 1973 (Rehabilitation Act), as amended by the Workforce Innovation and Opportunity Act (WIOA), and the Individuals with Disabilities Education Act (IDEA), as amended, all require a formal mechanism in place to ensure coordination of transition services that are needed to provide a free appropriate public education to students with disabilities and to ultimately transition students with disabilities to competitive integrated employment or post-secondary education.

The OBJECTIVE of this Agreement seeks to:

- Increase coordination between the Parties to identify and prepare students with disabilities to move to post-secondary education and/or competitive integrated employment; based on student need, considering strength, preferences and interests.
- Improve transition planning by DRS and LEAs for student with disabilities to facilitate the development and implementation of that individual’s education program.
- Strengthen relationship between OSDE, OOWD, LEAs, higher education entities, and businesses to facilitate successful outcomes for students with disabilities.
- Engage, involve and educate families to increase student success in post-school activities.
- Increase the number of students reaching their IEP and IPE goals.
- Increase professional learning opportunities and share resources.
- Increase job training and education opportunities for people who have traditionally faced barriers.

TERM

The Parties agree that the effective period of this Agreement shall be the latest date of signature of all Parties, or July 1, 2021, whichever is the latter, through June 30, 2022.

If all parties agree, this Agreement may be renewed for two (2) additional twelve-month periods. Any renewals are contingent upon the Department of Rehabilitation Services renewing the Pre-Employment Transition Services Agreement with the University.

SECTION 2 – DEFINITIONS (for the purpose of this agreement):

2.1 Workforce Innovation and Opportunity Act (WIOA): Reauthorizes the Rehabilitation Act of 1973 as amended, that established VR (29 U.S.C. § 701 et seq.) and creates the Pre-ETS set-aside (29 U.S.C. § 730 (d)).

2.2 Vocational Rehabilitation (VR): a federal program which promotes, assesses, plans, develops and provides services for individuals with disabilities, consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice, so they may prepare for and engage in gainful employment, as required by the Rehabilitation Act.

2.3 Oklahoma Office of Workforce Development (OOWD): carries out the vision of the Governor's Council for Workforce and Economic Development, provides technical assistance and coordinates strategic priorities and plans across education, training and economic agencies. Works to align and connect education and workforce resources, remove workforce barriers and better support Oklahoma employers and jobseeker.

2.4 Individual Education Plan (IEP): a written statement of the educational program required by IDEA for a student with a disability designed to meet the student's individual needs. The IEP has two general purposes: to set appropriate, measurable goals for the student and to describe the specialized instruction and services the school district will provide for the student.

2.5 Individual Plan for Employment (IPE): is required by the Rehabilitation Act, and is the roadmap developed jointly by the student and the Vocational Rehabilitation counselor to help the student with a disability reach a specific competitive, integrated employment goal.

2.6 Individuals with Disabilities Education Act (IDEA): is designed to ensure that all students with disabilities have available to them a Free and Appropriate Public Education (FAPE) that provides special education and related services designed to meet their unique needs and to prepare them for further education, employment and independent living; federal act codified at 20 U.S.C. § 1400 et seq.

2.7 Local Education Agency (LEA): a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district or counties recognized in a state as an administrative agency for its public elementary schools or secondary schools; codified at 20 U.S.C. §1401 (19).

2.8 A student with a disability: is an individual who is in an educational program; and

meets certain age requirements; and is eligible for and receiving special education or related services under IDEA; or is an individual with a disability for purposes of section 504 of the Rehabilitation Act.

2.9 Potentially Eligible: students with disabilities, including individuals ages 14-21 who have not applied or been determined eligible for VR services.

2.10 Competitive Integrated Employment: employment for an individual with a disability that is, among other things, compensated at a rate not lower than the minimum wage and is customary for the occupation and where the individual interacts with other persons without disabilities.

2.11 Pre-Employment Transition Services (Pre-ETS): activities provided through a subset of transition services, in partnership with LEAs, to help students, and potentially eligible students, with disabilities develop skills leading to success in employment and independent living after high school. These learning experiences are designed within an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, competitive integrated employment, financial literacy, and self-advocacy education to improve social and independent living skills. Pre-ETS are defined and authorized in accordance with 29 U.S.C. § 733.

The following are examples of activities that fall into the five required *Pre-ETS* categories:

- **Job Exploration Counseling:** discussion, activities, vocational evaluations or assessments on in-demand job opportunities intended to foster motivation and informed decision-making.
- **Work-Based Learning** – informational interviews to research employers, work site tours, job shadowing, mentoring opportunities in the community, internships, apprenticeships, short-term employment, fellowship, and on-the-job trainings located in the community;
- **Counseling on Post-Secondary Opportunities**—discussion and activities regarding college and other -post-secondary opportunities, academic and occupational training needed to succeed in the workplace, and providing resources that may be used to support individual student success in education and training, such as disability support services and financial aid;
- **Workplace Readiness Training** (can be in a simulated or "real" work setting) - teaching social skills and independent living skills necessary to prepare for eventual employment, such as communication and interpersonal skills, financial literacy, transportation training, job-seeking skills, understanding employer expectations for punctuality and performance, and other "soft" skills necessary for employment; and
- **Self-advocacy**—training on rights and responsibilities; how to request accommodations or services and supports; communicating thoughts, concerns, and needs; peer-mentoring opportunities; and participating in leadership activities offered in educational or community settings.

SECTION 3 – RESPONSIBILITIES:

The Host School:

The school plays a significant role in the success of providing and coordinating transition services, specifically employment readiness instruction for students with disabilities. Schools are bound by the specific content in the Individuals with Disabilities Education Act (IDEA) for the provision of secondary transition services and by coordinating services with other agencies who will pay for or provide transition services. *Pre-Employment Transition Services are not meant to reduce the responsibility of schools to provide transition services. The intent is to enhance the resources available to students with disabilities through collaboration. Host School understands and agrees that they will not be reimbursed by the University for any costs incurred as part of the Pre-ETS program.*

The Host School will:

- Upon receipt of proof from NCDOT that all NCDOT personnel participant under this Agreement have passed the criminal background record check, allow the NCDOT Pre-ETS staff access to students with disabilities and/or VR clients (in a group setting or one-on-one) to whom they can provide Pre-ETS instructional activities;
- work with the local VR counselors to identify, recruit, and refer students for vocational rehabilitation services;
- be responsible for collecting written parent authorization to allow their student to participate in Pre-ETS activities;
- ensure school staff is present and assisting to ensure the highest engagement of the students;
- communicate to the NCDOT Pre-ETS staff and VR (if applicable) any concerns brought forth by a student;
- provide information to assist staff providing Pre-ETS activities that will support the learning needs, adaptations, and/or modifications of program participants;
- assist with outreach to identify students with disabilities and assessment of their potential need for transition services and pre-employment transition services;
- encourage community work experiences that provide the opportunity for students with disabilities to participate in skill development in community settings;
- promote networking and collaboration among families, schools, community agencies and employers;
- share career assessment and planning information with VR and Pre-ETS staff;
- work collaboratively to increased number of students obtaining their IEP and IPE goals;
- assist with the development of additional school sites by speaking with potential school leadership; and
- maintain confidentiality regarding program participants.

NCDDET:

The University of Oklahoma Outreach is a lifelong learning organization dedicated to helping individuals, businesses, groups, and communities transform themselves through knowledge. *Established in 1965*, the **National Center for Disability Education and Training** seeks to advance independent living, employment, and career opportunities for people with disabilities through innovative training and direct service.

NCDDET will:

- work in collaboration with VR counselor, school transition personnel, and other persons supporting students with disabilities, potentially eligible students and/or VR clients to provide Pre-ETS instructional activities in groups and/or individually;
- ensure its staff are trained and experienced in working with students with disabilities as well as developing business relationships;
- ensure its staff have successfully passed a criminal background check; and will provide the Host School proof prior to providing Pre-ETS activities,
- support the host school staff in planning for the transition of students with disabilities from school to post-school activities;
- work in collaboration with the teacher and current transition curriculum;
- work to increase employment and/or post-secondary student success;
- work with local school districts to create greater access for students with disabilities and remove barriers into transition programs and activities;
- assist with outreach to identify students with disabilities and assessment of their potential need for transition services and pre-employment transition services;
- encourage community work experiences that provide the opportunity for students with disabilities to participate in skill development in community settings;
- promote networking and collaboration among families, schools, community agencies and employers;
- share career assessment and planning information with VR and school staff;
- work with the local VR counselors to identify, recruit, and refer students for vocational rehabilitation services;
- communicate to Host School staff and VR (if applicable) any concerns brought forth by a student;
- assist with the development of additional school sites by speaking with potential school leadership; and
- maintain confidentiality regarding program participants.

Section 4 Special Terms and Assurances

A. Insurance

Each Party is hereby required to carry liability insurance or State of Oklahoma self-insurance adequate to compensate, in accordance with the limits of the Oklahoma Governmental Tort

Claims Act, 51 O.S. 1991, sec 151, et seq., as amended, persons for injury to their person or property occasioned by an act of negligence by the party to be bound, its agents or employees. The Parties shall timely renew the policies to be carried pursuant to this section throughout the term of the Agreement, and provide evidence of such insurance and renewals upon request.

B. Equal Opportunity/Non-Discrimination

Each Party shall at all times comply with all federal laws relating to nondiscrimination, including, but not limited to, Presidential Executive Order 11246, as amended, and the Civil Rights Act of 1964, 42 U.S.C. §2000 *et seq.*; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794.; the Americans With Disabilities Act of 1990, 42 U.S.C. §12101 *et seq.*; Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 *et seq.*; the Age Discrimination in Employment Act, 42 U.S.C. §6101 *et seq.*; and all amendments to these acts, and all requirements imposed by the regulations issued pursuant to these acts, including, but not limited to, providing equal opportunity, both to those seeking employment and those seeking services, without regard to race, color, religion, sex, national origin, age, or handicap.

Each Party are an Equal Opportunity Employer, a provider of services and/or assistance, and is in compliance with the 1964 Civil Rights Act, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, as amended and Executive orders 11246 and 11375. The Host School represents compliance with the Americans with Disabilities Act of 1990 (Public Law 101-336), all amendments to, and all requirements imposed by the regulations issued pursuant to this act.

C. Drug-Free Workplace

Each Party represents compliance in providing or continuing to provide a drug-free workplace in accordance with the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part § 85.600 *et seq.*

D. Modification

The Agreement may only be modified by mutual consent of the Parties in writing.

E. Cancellation

1. With Cause: In the event the Host School fails to meet the terms and conditions of the Agreement, or fails to provide services in accordance with the provisions of the Agreement, the University may, upon written notice of default transmitted via Certified Mail to the Host School, cancel the Agreement effective upon receipt of notice or at 5:00 PM on the fifth calendar day from the date the University mailed the notice, whichever occurs first. Such cancellation shall not be an exclusive remedy, but shall be in addition to any other rights and remedies provided for by law.

1. Without Cause: It is further agreed that the Agreement may be canceled by either Party by providing thirty (30) days prior written notice.

F. Access to and Retention of Records

The Host School shall maintain adequate records regarding the Pre-ETS program and student participation. Authorized personnel of the University, U.S. Department of Education or other pertinent federal agencies, and authorized personnel of the Oklahoma Department of Rehabilitation Services, and other appropriate state entities shall have the right of access to records of Host School which are pertinent to the performance of the Agreement, in order to audit, examine, make excerpts and/or transcripts. The Host School shall be required to maintain all records for three (3) years after all pending matters are closed.

G. Compliance with State and Federal Laws

Each Party to this Agreement shall comply with all applicable state and federal laws, rules and regulations relevant to the performance of the Contract. Compliance shall be the responsibility of the each Party, without reliance on or direction by the other.

Each Party hereto agrees to be responsible for its own negligent acts and omissions and those of its employees and agents as provided by the Oklahoma Governmental Tort Claims Act, 51 O.S. 1991, sec 151, et seq., as amended.

If the University notifies the Host School of a possible compliance issue, the Host School must submit an explanation to the University within forty-five (45) days of the notification. If upon receipt of the explanation the University determines the Host School is out of compliance, the Host School will have 30 days to remedy the non-compliance. If after that time the University determines the Host School has not resolved the compliance issue, the University may take any or all, but not limited to, the following options:

1. suspension of the Contract;
2. withholding of additional Contracts;
3. requiring an immediate audit of all records pertaining to the Contract;
4. the University, within 21 days of receipt of reports, shall complete review;
5. the University may choose to make an allowance on any compliance issue if appropriate documentation for the non-compliance action can be furnished.

Neither Party shall be liable for any damages resulting from any delay in delivery or failure to give notice of delay that directly or indirectly results from the elements, acts of God, delays in transportation, or delays in delivery by any cause beyond the reasonable control of the Parties.

H. FERPA

Each Party to this Agreement agrees to abide by the limitations on redisclosure of personally identifiable information from education records as set forth in the Family Educational Rights and Privacy Act (34 CFR 99.33(a)(2))

I. Clean Air Act

Each Party agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act, as amended, 42 U.S.C. § 7401 *et seq.* The Host School agrees to report each violation to the University, and understands and agrees that the University will, in turn, report each violation as required to assure notification to the appropriate Environmental Protection Agency Regional Office.

J. Employment Relationship

This Agreement does not create an employment relationship. Individuals performing services required by the Agreement are not considered employees of the University. The Host School's employees shall not be considered employees of the University for any purpose, and as such shall not be eligible for benefits accruing to University employees.

The University shall provide access to staff as needed to meet the requirements contained herein.

K. Contract Jurisdiction

The Agreement will be governed in all respects by the laws of the State of Oklahoma. The State of Oklahoma, District Court of Oklahoma County will be the venue in the event any legal action is filed by the Host School or the University to enforce or to interpret provisions of the Agreement.

This Agreement is the product of negotiations between the Parties, each of which has had the opportunity to consult counsel prior to the execution hereof. Therefore, the Parties agree that if this Agreement needs to be interpreted by any court (or other tribunal) having jurisdiction, no conclusions or inferences of the law shall be drawn in favor of or against either Party on the basis of which Party drafted the term or provision at issue.

L. Severability

If any provision under the Agreement, or its application to any person or circumstance, is held invalid by any court of competent jurisdiction, such invalidity does not affect any other provision of the Agreement or its application that can be given effect without the invalid provision or application.

M. Ownership and Copyrights

All curriculum, instructional materials, software, reports, and videos (hereinafter "Intellectual Property") are being developed exclusively for the University or purchased by the University and shall be the property of the University. Intellectual Property created and copyrighted or trademarked by the other Party outside of the Contract shall be retained by same. This

article shall not be construed to alter or diminish ownership rights provided under state or federal law or regulations.

N. Accessibility

Pursuant to Title 74, Section 85.7d and OAC 580:15-6-22 electronic and information technology procurements, agreements, and contracts shall comply with applicable Oklahoma Information Technology Accessibility Standards issued by the Oklahoma Office of State Finance. EIT Standards may be found at www.ok.gov/DCS/Central_Purchasing Upon request, the Host School shall provide a description of conformance with the applicable Oklahoma Information Technology Accessibility Standards for the proposed product, system or application development/customization by means of either a Voluntary Product Accessibility Template (VPAT) or other comparable document.

O. Entire Agreement

This Agreement constitutes the entire Agreement and understanding between the Parties and supersedes all prior and/or contemporaneous discussions, representations, or contracts, whether written or oral, of the Parties relating to the work to be performed.

Section 5 Signatures

The Parties hereto agree that they may conduct the transaction by electronic means and hereby state that electronic signature shall have the same force and effect as an original signature.

THE HOST SCHOOL REPRESENTS THAT IT HAS READ AND UNDERSTOOD THE TERMS OF THIS AGREEMENT AND MADE NO CHANGES TO THE TERMS OF THIS AGREEMENT. BY PLACING THE SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, THE HOST SCHOOL AGREES TO BE BOUND BY THIS AGREEMENT.

Host School

Signature

Date

Print Name and Signatory Title

Pre-Employment Transition Services Toolkit

1. Job Exploration Counseling

Job exploration counseling is intended to foster motivation, consideration of opportunities and informed decision-making.

- Job Exploration Counseling may include research, discussion or information on:
 - Vocational interests;
 - Skills verification;
 - The labor market;
 - In-demand industries and occupations;
- Non-traditional employment options;
- Identification of career pathways of interest to the students;
- Job Shadowing;
- Career Mentorship;
- Information Interviews; and
- Workplace Tours/Field Trips.

Preferred Student Outcomes of Job Exploration Counseling:

- Can articulate interests, skills, values, motivations and preferences.
- Understands workplace values and cultures.
- Is able to identify the skills and abilities they need to be successful in a chosen career pathway.
- Is able to participate in developing their own personal plan for educational and employment success.
- Understands how changing economic and societal needs influence employment trends and future training.
- Develops skills to locate, evaluate and interpret career information.
- Is able to select coursework related to career interests. This should include Career and Technical Education options.
- Is supported in making informed decisions about possible career paths.

- **Learns about variety of traditional and nontraditional occupations and related training options.**
- **Understands self-employment is a career option, and demonstrate knowledge and skills necessary for entrepreneurship.**

Possible job exploration activities to be completed in individual or group settings:

- **Have students maintain a graduation file to organize information related to work, school activities, and future plans so that necessary records and notes are in a centralized location, such as Google Docs, where they won't lose the paper copy.**
- **Introduce students to the nearest Workforce Center.**
- **Consider Labor Market information - Introduce students to using labor market information to inform career goals. Provide an opportunity for discussion.**
- **Create a meaningful college visit to discuss career options and placement rates in potential career choices.**
- **No One Does It on Their Own activity to support students in making informed decisions.**
- **Assist student to connect the dots between education and career growth.**
- **Complete vocational or academic skills inventories and conduct a follow-up discussion.**
- **Review and discuss interest, abilities, values, and learning styles inventories.**
- **Assist with reviewing career choice websites.**
- **Provide student with an opportunity to interview workers in the community during local business tours, including local entrepreneurs.**
- **Assist student to learn about skills and qualities needed to be successful in various career fields.**
- **Access websites and print information offering self-assessments, career information, employment, and training information.**
- **Attend career fairs, expos, and campus visits.**

- Attend career exploration seminars or individual and group counseling to present programs of study and the reasons to engage in them.
- Encourage class room visitors, role models and mentors to describe their work, postsecondary education and training, early interests in careers, and personal information that informed their career decisions.
- Invite speakers to describe military career pathways.
- Identify job shadowing experiences and short-term internships.
- Conduct informational interviews related to a chosen career field.

2. Work-Based Learning Experiences (WBL)

Work Based Learning is an educational approach or instructional methodology that uses the workplace or real work to provide students with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities.

WBL may include in-school or after school opportunities, or experience outside the traditional school setting that is provided in an integrated environment, to the maximum extent possible. All opportunities for work-based learning experiences in integrated settings must be exhausted before placing an individual in a non-integrated setting.

It is essential that direct employer or community involvement be a component of the WBL to ensure in-depth student engagement. These opportunities are meant to engage, motivate and augment the learning process.

Work-based learning experiences, may include:

- Youth Apprenticeships
- Job Shadowing
- Career Mentorship
- Informational Interviews
- Paid or Non-paid Work Based Learning Internships
- Service Learning
- Paid or Non-Paid Work Experience

- Volunteering
- Workplace Tours/Field Trips

Preferred Student Outcomes of Work-Based Learning:

- Is introduced to the world of work.
- Has opportunity to earn money for educational purposes.
- Develops sense of independence and self-esteem.
- Understands responsibility and has increased maturity.
- Has increased experiences in interacting with the general public and has networking opportunities.

Possible work-based learning activities to be completed in individual or group settings:

- Coordinate and support work-based learning experiences in the school setting.
- Assist student to participate in nonpaid volunteer experiences, nonpaid apprenticeships and nonpaid internships.
- Assist student to identify opportunities to participate in on-the-job training experiences, paid apprenticeships, paid internships or paid summer work experiences.
- Assist student to identify job shadowing experiences.
- Identify individuals who are blind and can offer first-hand accounts to share with students about their work-based experiences.
- Assist student to participate in workplace tours.
- Partner with the local Workforce Centers to arrange for work-based learning opportunities.
- Connect with other local agencies and organizations committed to preparing workforce members.

3. Counseling on Post -Secondary Education

- Assist students and parents to research educational academic curricula;

- Provide students and parents with information about college application and admissions processes;
- Assist students and parents to complete the Free Application for Federal Student Aid (FAFSA); and
- Providing resources that may be used to support individual student success in education and training (i.e., disability support services).

Preferred Student Outcomes of Counseling on Post-Secondary Education:

- Uses research and information resources to understand the type of post-secondary education and training program options available such as degree, non-degree, diploma or certificate programs at a community college, college, university, or vocational/trade school, apprenticeships and military.
- Can provide a list of programs of interest and identify steps needed to meet transition needs and goals.
- Takes the lead role in post-secondary transition planning and preparation.
- Demonstrates knowledge and skills needed to successfully enter and complete a post-secondary program.

Possible post-secondary counseling activities to be completed in individual or group settings:

- Connect the student to college-level students to talk about their experiences in transitioning to college and the differences between high school and college.
- Connect the student with local consumer organizations who can provide peer mentors to discuss college experiences.
- Discuss the importance of networks of support, independent living options and community participation in relation to participating in post-secondary education.
- Review examples of college application paperwork and discuss needed requirements with students.
- Review examples of scholarship and grant applications and discuss needed requirements with students, including discussion of essay requirements.

- Assist student in learning about accommodations for college entrance testing and SAT and ACT test preparation.
- Coordinate with the school counselor to provide opportunities to discuss post-secondary education options and visit local post-secondary education campuses.
- Coordinate with the local Workforce Center or college staff to offer a specific lesson on financial planning and budgeting for college and how to research financial aid opportunities such as Pell grants, ABLÉ (Achieving a Better Life Experience) accounts, and PASS (Plan to Achieve Self-Support) plans.
- Educate on the differences between special education services in high school and disability student services on campus.
- Educate about various supports and assistive technology used by students who are blind at college, such as where and how to get alternative formats and textbooks.

4. Workplace Readiness Training to develop social skills and independent living

Workplace readiness traits describe a number of commonly expected skills that employers seek from most employees. Work readiness skills are a set of skills and behaviors that are necessary for most jobs. Work readiness skills are sometimes called soft skills, employability skills, or job readiness skills.

Workplace readiness training services may be offered on an individual basis or in a generalized manner in a classroom or other such group settings to provide programming to assist students with disabilities to develop social skills and independent living skills necessary to prepare for eventual employment.

These services could teach skills such as:

- Communication and interpersonal skills;
- Financial literacy, benefits planning;
- Job-seeking skills;
- Understanding employer expectations for punctuality and performance, as well as other “soft” skills necessary for employment; and
- Navigating transportation options
- Utilizing rehabilitation technology effectively

More Detail on Workplace Readiness:

Workplace readiness skills help employees learn how to interact with supervisors and co-workers. They help reinforce the importance of timeliness and build an understanding of how we are perceived by others. Employers value employees who can communicate effectively and act professionally. No matter what technical skills a job may require, many jobs require good social skills/interpersonal skills.

Specific social/interpersonal skills include:

- communication
- positive attitude
- teamwork
- problem solving
- talking/writing
- cooperation
- active listening
- decision making
- conflict resolution
- body language
- empathy
- professionalism
- good manners
- supporting others
- respectful

Independent living skills include:

- good hygiene
- time management
- healthy lifestyle
- using a cell phone
- using transportation
- money management
- nutrition/meal preparation
- using technology & assistive technology
- accessing community services & supports
- community participation
- civic responsibility
- community safety
- developing friendships
- appropriate dress
- appropriate behavior

Preferred Student Outcomes of Workplace Readiness Training:

- Demonstrates ability to interact with others, including with supervisors and co-workers.
- Is able to articulate the importance of timeliness and demonstrates time management skills.
- Demonstrates a positive attitude about their disability.
- Demonstrates social and interpersonal skills (teamwork, problem solving, conflict resolution, empathy, professionalism, good manners, etc.).
- Understands how changing workplace requires lifelong learning, flexibility, and acquisition of new employment skills.
- Demonstrates effective independent living skills (good hygiene, healthy lifestyle, using a cell phone, using transportation, community safety, appropriate dress, appropriate behavior, accessing community services and supports).
- Develops a network of resources in the community.
- Demonstrates ability to acquire and use information (uses appropriate assistive technology to acquire information)
- Has the orientation and mobility skills necessary to travel independently to and from an educational or employment setting.
- Demonstrates understanding of financial literacy.
- Understands how work will impact their disability benefits. Students understand the SSI age 18 redetermination process. Student knows about the Student Earned Income Exclusion (SEIE) for SSI.
- Has a resume and knows how to apply for jobs.
- Students with medical concerns prepare to transition to adult health care.

Possible Workplace Readiness activities to be completed in individual or group settings:

- Soft skills training activities to facilitate awareness of social skills and personal strengths and barriers or challenges in the workplace.
- Explore existing soft skills training. "Skills to Pay the Bills" curriculum.

- **Develop targeted activities to promote independence at work such as time management, moving from task to task, and self-monitoring production and performance.**
- **Support student to explore job-specific and disability-specific assistive technology, as well as how to pay for the assistive technology.**
- **Assist student to use assistive technology that will enable independence at work.**
- **Have student participate in financial readiness classes through local banks or local libraries.**
- **Work with a Social Security Benefits Specialist to address questions such as: Can I work if I am receiving SSI? What would I want to spend money on from my first job? How much money do I need to earn?**
- **Work with a Social Security Benefits Specialist to offer financial literacy instruction addressing such topics as getting a paycheck, calculating the impact of wages on SSI, reporting wages to the Social Security Administration, applicable Social Security work incentives, savings, and budget in.**
- **Provide and discuss examples of job descriptions, compensation and taxes, workplace expectations, and evaluation/performance appraisal documentation.**
- **Discuss workplace expectations such as work hours, and breaks, vacation time a, annual holidays, personal hygiene, maintenance of uniforms, health and safety requirement, etc.**
- **Offer opportunities for student to learn first aid for the workplace.**
- **Assist student with needed orientation and mobility training for employment success.**
- **Assist student in meeting with employers to discuss the employability skills they are looking for in employees.**
- **Partner with the local workforce office to practice interviewing skills.**
- **Work with the student to create a resume. Practice filling out job applications. Fill out a “cheat sheet” for filling out job applications.**
- **Conduct mock interviews to practice job interview skills.**
- **Assist student to develop leadership skills through student organizations and activities.**

5. Instruction in Self-Advocacy

Self-advocacy refers to an individual's ability to effectively communicate, convey, negotiate or assert his/her own interests and/or desires and to learn about self-determination. Self-determination means that individuals with disabilities have the freedom to plan their own lives, pursue the things that are important to them and to experience the same life opportunities as other people in their communities. It means taking the responsibility for communicating one's needs and desires in a straightforward manner to others.

Self-advocacy instruction can include:

- Learning how to request accommodations, or services and supports;
- Mentoring* with educational staff such as principals, nurses, teachers, or office staff;
- Learning about personal rights and responsibilities;
- Peer mentoring* from individuals with disabilities working in competitive integrated employment; and
- Participating in youth leadership activities offered in educational or community settings.

*Mentoring relationships may take different forms:

Peer Mentoring: A person close in age to his or her mentee may act as a sounding board for ideas and plans and provide guidance in an informal manner.

Disability Mentoring: A person with a disability mentors another person, usually with a similar disability. The relationship generally focuses on a specific area such as living independently, recovering from a traumatic event, obtaining employment or being new to the workforce. The mentor serves as a role model and provides information and guidance specific to the mentee's experience.

Group Mentoring: A mentor may work with a group of mentees.

E-mentoring: An adult mentors a young person through email or the Internet.

More Detail on Self-Advocacy:

Self-advocacy refers to: an individual's ability to effectively communicate, convey, negotiate or assert his/her own interests and/or desires. Self-determination means that individuals with disabilities have the freedom to plan their own lives, pursue the things

that are important to them and to experience the same life opportunities as other people in their communities. It means taking the responsibility for communicating one's needs and desires in a straightforward manner to others. The development of self-advocacy skills should be started at an early age. These skills will be needed in education, workplace and community settings.

Self-advocacy skills include:

- Self-awareness
- disability understanding
- disability disclosure
- decision making
- set goals
- evaluate options
- identify independence
- accommodations
- request & utilize accommodations
- know your rights & responsibilities
- self-determination
- know how to request & accept help
- intrinsic motivation
- taking a leadership role
- in support plans
- assertiveness
- listen to others opinions
- problem solving
- monitor progress
- positive self-talk

Self-determination is a concept reflecting the belief that all individuals have the right to direct their own lives. Students who have self-determination skills have a stronger chance of being successful in making the transition to adulthood, including employment and independence. To accomplish this goal, students must be prepared to participate in planning for their future.

Peer mentoring is a process through which a more experienced individual encourages and assists a less experienced individual develop his or her potential within a shared area of interest. The resulting relationship is a reciprocal one in that both individuals in the partnership have an opportunity for growth and development. Peers are individuals who share some common characteristics, attributes or circumstances. These may relate to age, ability, interests, etc. Peer mentors are individuals who have more experience within that common area along with additional training in how to assist another in acquiring skills, knowledge and attitudes to be more successful.

Preferred Student Outcomes of Instruction in Self Advocacy:

- Understands their disability and how it impacts them.
- Can request needed accommodations to use in education and employment settings.
- Develops goals and knows how to take steps in achieving those goals.
- Demonstrates the ability to communicate goals, support needs, interests, skills and abilities.

Possible self-advocacy focused activities to be completed in individual or group settings:

- Support students in setting one or two relevant personal self-advocacy goals for the year (for example, keeping a calendar, making medical appointments, ordering their own school books in alternate formats)
- specific workplace self-advocacy skills, including how to complete time cards, request leave for vacation or medical appointments, and requesting accommodations in the workplace.
- Provide opportunities for students to practice discussing their individual strengths and challenges and how their disability may impact work performance and how they can manage such impacts.
- Engage graduated students to speak to students about their recent life experiences in self-advocacy.
- Incorporate conversation about disability disclosure and use role playing activities to allow student to practice this concept.
- Support student to develop a file of important papers for after graduation. Contents might include Social Security card, birth certificate, employment information, guardianship information if appropriate, references, resume, and medical documentation regarding disability IEP. All information should also be in a format the student can access.
- Encourage and support student to lead their own IEP meeting. Identify existing resources to teach the student to lead the meeting,
- Explore the Job Accommodation Network website to learn about successful accommodations used in the workplace by people with disabilities.