

College to Career Ready:  
 Innovative Practices  
 That Lead to Integrated  
 Employment



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 2016 APSE Conference  
 Cincinnati, OH

UNIVERSITY PARTICIPANT PROGRAM  
 WESTERN CAROLINA UNIVERSITY

UNIVERSITY PARTICIPANT PROGRAM

*Post secondary education program for  
 students with intellectual disability*

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### Goals for Today's Session

- Brief overview of the UP Program
- Resources and practices with students
  - Career interests/assessments/counseling/exploration
  - Person centered planning in postsecondary education
- Resources and practices with employers/instructors
  - College course advising/planning/scheduling
  - Externships/internships
  - Memorandum of agreements
  - Transportation
- Evaluation/final products with future employment
  - Evaluation and observation resources
  - Video resumes




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### What is the UP Program?

- The University Participant (UP) Program is a two year, inclusive program for college-aged individuals with intellectual disabilities.
- Operated as a pilot program from 2007 to 2010; 2 UP students completed the program by 2010.
- Expanded to 4 UP students in 2010, 4 additional in 2011 for a total of 8 UP students each year.
- Funded initially as a model demonstration site in 2010 by U.S. Department of Education.

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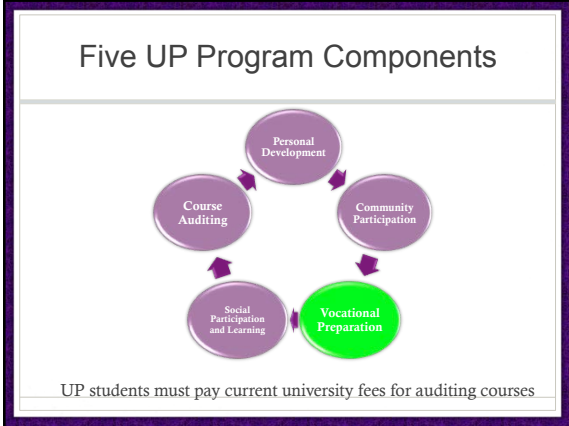
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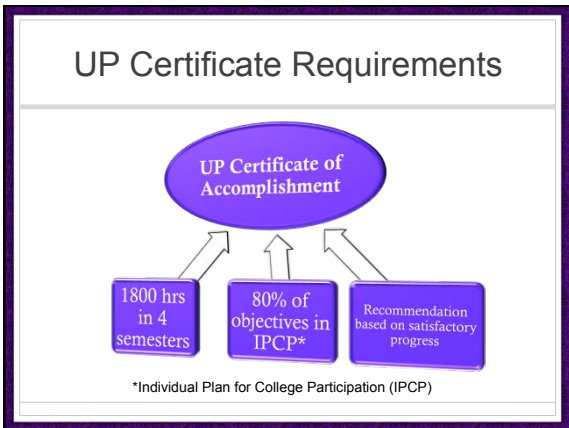
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### What do UP Students do at WCU?

- Live in campus residence halls and experience college life with same age peers
- Have an individual plan that would allow personal development for post-UP success
- Attend and audit a limited number of classes
- Participate in social events and activities



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**Where Do We Start?**

We take the back seat and support our students as needed. They take control in the driver's seat and experience opportunity and natural consequences.



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**Types of Career Assessments**



**Formal and Informal**

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**Transition Assessment and Planning**  
Should Address Three Areas



**Employment**

**Education and Training**

**Independent Living**

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## Review of Informal Assessments

- **Observation:** watching or listening to an individual's behavior and recording relevant information
- **Interviews/ Questionnaires:** structured or unstructured conversations through question-and-answer format
- **Environmental Analysis:** carefully examining the environment in which an activity normally occurs
- **Curriculum-based assessments:** task-analysis, portfolio assessments, work sample analysis, criterion-referenced tests

(Test, Aspel, & Everson, 2006 - *Transition Methods for Youth with Disabilities*)

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## Job Related Inventories and Assessments

- Do2learn  
<http://do2learn.com/JobTIPS/index.html>
- Goodwill Community Foundation – Career Planning  
<http://www.gcflernfree.org/careerplanning>
- Other teaching and assessment resources  
<http://www.gcflernfree.org/topics>

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## Brigance Transition Skills Inventory

- Pre-employment/functional writing
- Career awareness
- Job-seeking
- Post-secondary opportunities
- Functional reading
- Speaking and listening
- Math
- Money and finance
- Technology
- Housing
- Food and clothing
- Health
- Travel and transportation
- Community resources



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### YES! (Your Employment Selections; Informal)

- Reading free, video based job preference program
- Videos for 120 jobs (2-4 minutes each)
  - Accessed by characteristics or job choices
  - Matched to training and qualifications
- Can access from web (\$20 unlimited subscription for 3 months)
- [www.yesjobsearch.com](http://www.yesjobsearch.com)

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### Think/Pair/Share: What do you already use?

- What's available to you?
- What do you like about the tool(s) you're using?
- What do you feel is missing from what you do now regarding career assessment?

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### Person Centered Planning Resources

Planning around the person's goals and desires with individualized supports when needed

#### Types of Structured PCP Resources

- Group Action Planning (GAP)
- Making Action Plans (MAPS)
- Planning Alternative Tomorrows with Hope (PATH)
- Whole Life Planning
- Choosing Options and Accommodations through Children (COACH)
- Positive Personal Profile (PPP)

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### Pre-Admission Job Focused Course Planning

**Academic Roadmap**

**Who am I?** (Describe self, skills, strengths, personality)

**Who will I be?** Future me.

**ACADEMICS**

**Interests & Curiosities & Hobbies**

**Skills Desired**

**Careers & Jobs**

By the time I leave...

- I want to know/ be able to...
- I want to prove to others...

How will people remember me?

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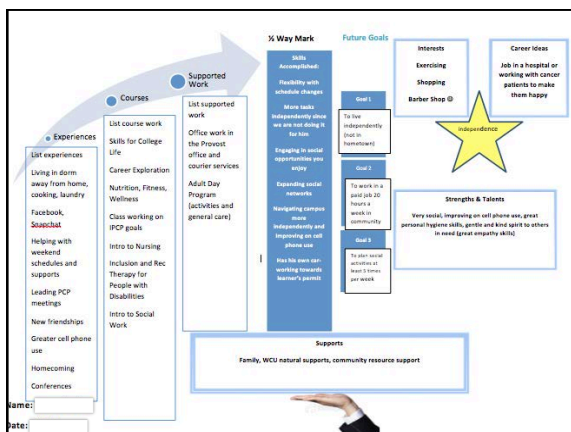
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### Individualized AND Inclusive Schedules

Monday 8:00 AM - 8:55 AM	Tuesday 8:00 AM - 8:55 AM	Wednesday 8:00 AM - 8:55 AM	Thursday 8:00 AM - 8:55 AM	Friday 8:00 AM - 8:55 AM	Saturday 8:00 AM - 8:55 AM	Sunday 8:00 AM - 8:55 AM
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## Person Centered Vocational Preparation

Laying the Foundation for Integrated Employment




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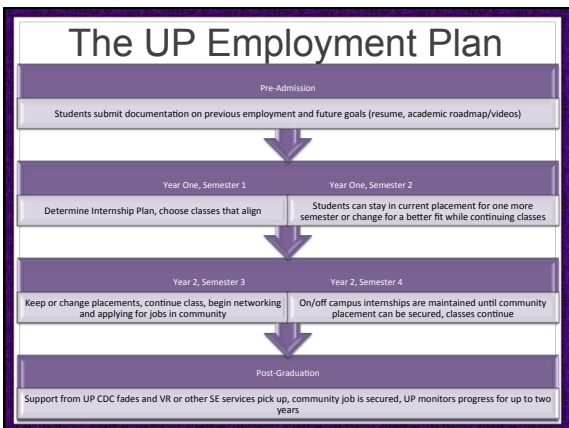
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## On and Off Campus Internship Guidelines

- 10 hours a week
- Aligns with long term career goals
- Change each semester/year
- Support and training provided to employers as needed
- Encourage independence




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## Setting Up Internships

- Network with WCU and community employers
- Share purpose of internship and answer any questions
- Provide employer with Memorandum of Understanding (MOU) and allow them to receive approval from supervisors




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## Memorandum of Agreement

**WCU Campus Recreation Center agrees to:**

- Provide the UP student with minimum of 10 hours of work each week.
- Provide at least minimum wage per hour and a timesheet to the UP student
- Provide honest and evaluative feedback about UP student's performance as requested by the UP Career Development Coordinator (midterm of semester).
- Make reasonable accommodations for UP students according to their needs as requested by the UP Career Development Coordinator.

**The WCU UP Program agrees to:**

- Ensure that the UP student has a student support with them (as requested).
- Provide assistance as requested to the UP student with time sheet at each pay period.
- Work with the employer to train the UP student for job tasks (provide resources to support greater independence with complex multi-step tasks).
- Guarantee that the UP student will be provided the supports and feedback necessary to fulfill job responsibilities to the best of his or her ability.
- Support the employer and work with them and the UP student directly (as the need arises) on the protocol to address behaviors that might be unacceptable in the workplace with other employees.

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## On Campus Employers

On Campus	
Facilities Management (housekeeping, greenhouse, motorpool)	EnTOURage (campus tours)
Campus Recreation Center	Hunter Library
Aramark Catering and Food Services	Cullowhee Kids Preschool
Residential Living	Instructional Technology (IT)
Student Mail Services	Catamount Clothing & Bookstore
Kneidler Child Development Center	Department of Athletics
Office of the Provost	Campus Police
Center for Service Learning	Creative Services/Fine Performing Arts
Disability Services	Mountain Heritage Center

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## Off Campus Employers

Off Campus (during internships and/or hired after graduating from UP)	
McDonald's	Cherokee Animal Care Clinic
Ingles	Ray's Florist
Around the Son Preschool	Signature Brew Coffee Shop
Northlake Children's Academy	Panera
Asheville Art Museum	Susan's Tax Service
Waynesville Police Department	Arc of the Triangle
Waynesville Recreation Center	Arc of Haywood County
Graham County Emergency Services	Southwestern Child Development
CarePartners (elderly/home health)	Adult Day Programs/Skyland Care

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## Supports and Accommodations



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## Supports and Accommodations



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### Evaluating Work Performance

- Work with employers to develop work goals
- Bring goals to UP students to gain their feedback and develop/monitor them together
- Meet with UP students periodically to check in
- Schedule bi-weekly observations of job performance
- Encourage employer feedback and share with the UP student

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Work Environment		Behaviors	Yes/No/N.A.
<b>Location</b>		<b>Participant Engagement</b>	
		Interacts with co-workers in a polite and appropriate manner	Y/N/N.A.
		Listens to directions and advice and responds accordingly	Y/N/N.A.
		Advocates for self when appropriate	Y/N/N.A.
<b>Setting</b>		<b>Participant Preparedness</b>	
Inside	Brief Description:	Personal hygiene is acceptable. Teeth have been brushed, hair has been combed, and body and clothes are clean.	Y/N/N.A.
Outside	Brief Description:	Brings all materials needed including but not limited to monitor sheets, work shirts, writing utensils, and assistive tech devices.	Y/N/N.A.
Group (with co-workers)		<b>UP Support Engagement</b>	
	Individual	Monitors/Pays Attention to Participant	Y/N/N.A.
	With UP Support Only	Supports participant but does not do work for them	Y/N/N.A.
	Other:		
<b>Lighting</b>		<b>Supervisor/Co-Worker Engagement</b>	
	Off	Interacts with participant professionally	Y/N/N.A.
	Dim	Encourages a participant to stay on task	Y/N/N.A.
	Bright	Delivers directions in a clear, appropriately paced manner with a respectful tone of voice	Y/N/N.A.
	Other:		

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Work Related Behavior	Excellent <small>(demonstrated 90% to 100% of the time)</small>	Very Good <small>(demonstrated 80% to 89% of the time)</small>	Acceptable <small>(demonstrated 70% to 79% of the time)</small>	Poor <small>(demonstrated 60% to 69% of the time)</small>	Unacceptable <small>(demonstrated less than 59% of the time)</small>
Attendance and punctuality					
Hygiene and grooming					
Communication skills					
Relations with supervisor and co-workers					
Motivation to work and learn					
Ability to accept and follow directions					
Attention to task and quality of performance					
Production speed or production quantity					
Problem solving skills					
Enthusiasm on the job					
Self-confidence in ability to learn.					

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## SPED 493: Special Topics Course

- **Vocational Training**
  - Modules
  - One-on-one support/role play
  - Career Services support
  - Career and Majors Exploration course
- **Topics**
  - Job fair preparation
  - Job search skills: websites & print media
  - Interview skills
  - Application completion
  - Cover letter construction
  - Resignation or changing jobs
  - Soft skills
  - Resume completion & distribution
  - Video Resumes



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## Transitioning Back Into the Community

- Network with Parents and Community Partners
- Work closely with Vocational Rehabilitation for UP students
- Think outside the box!
- Use of **video resumes** to sell job skills

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**Contact Us:**



**UP Website:** [up.wcu.edu](http://up.wcu.edu)

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