

Developing Ohio's Statewide Model to Increase Academic and Employment Opportunities

State of the Art Conference

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Special Education and Transition Services

Our mission is to develop and deliver programs, products and services to enhance the quality of education and transition services for students with disabilities.



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Braided Funding Approach

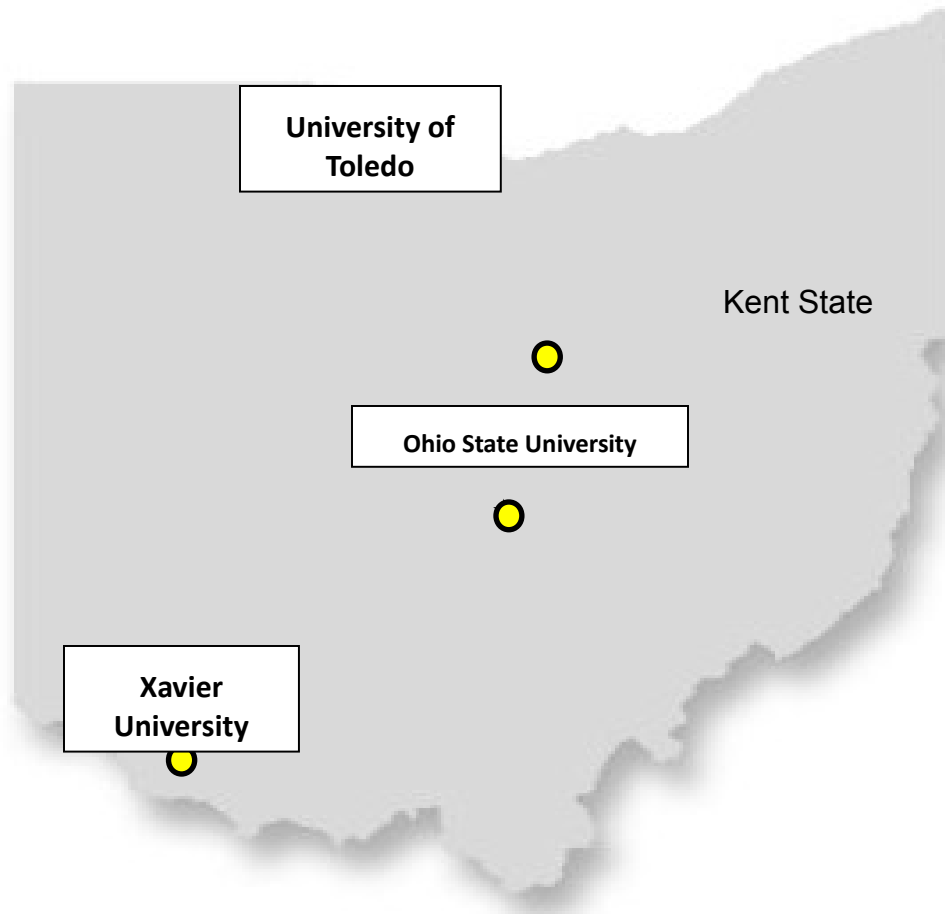
Federal, State & Private Funding

1. Project Plus: 8/99 – 5/10
2. AUCD Mini Grant: 9/09 – 8/10
3. Go To Work: 2/10 – 9/10
4. Project SEARCH: 8/10 – 5/11
5. PSE Project SEARCH: 10/10-9/11
6. TOPS: 10/10 – 9/15
7. TOPS Development Fund



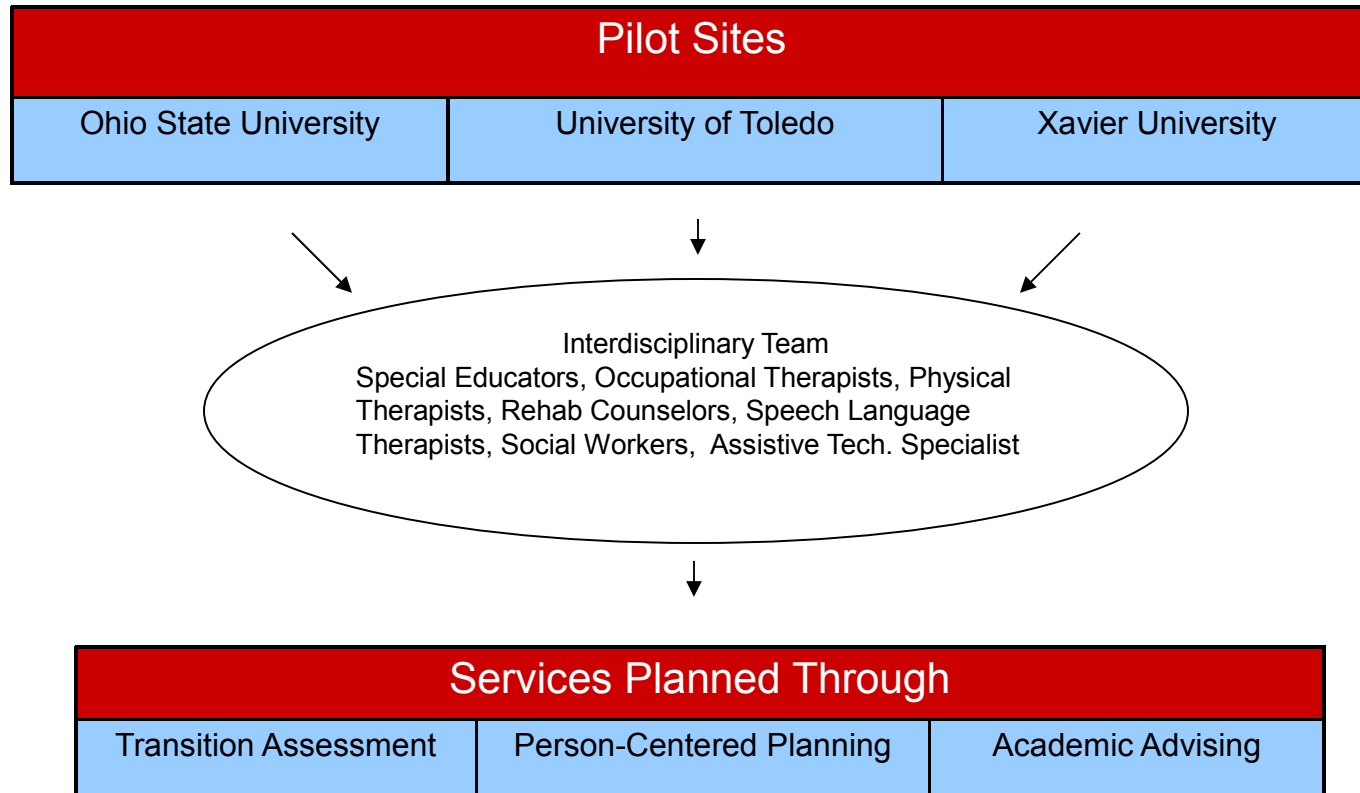
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Transitions Options in PSE Settings (TOPS) Pilot Sites

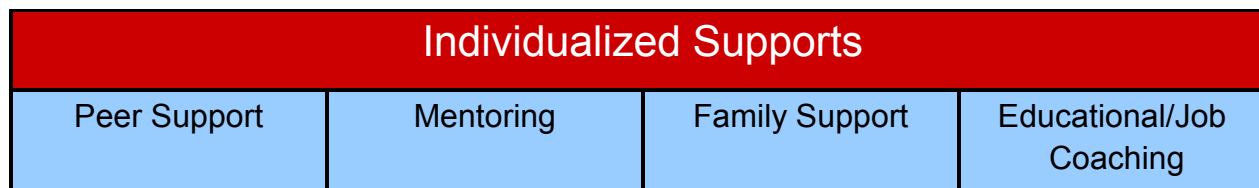


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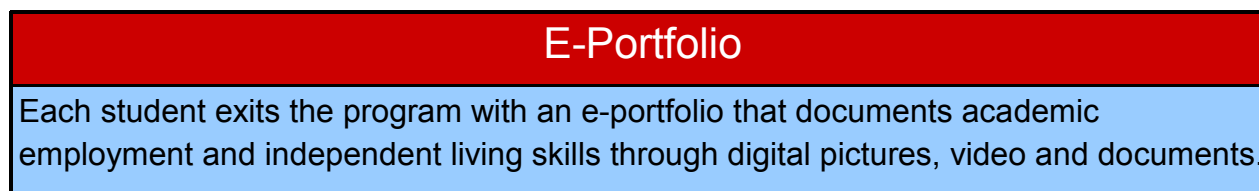
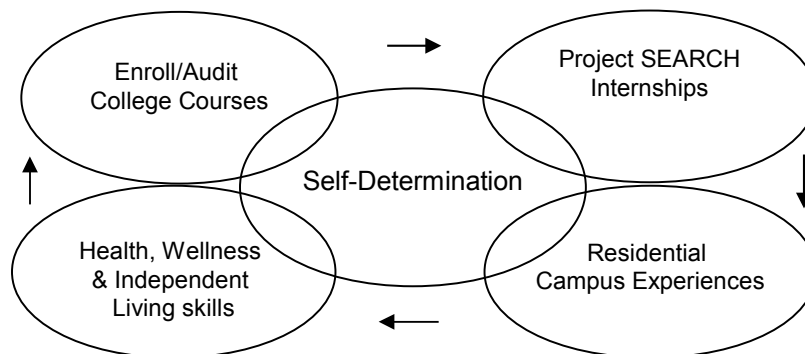
OSU's TOPS Model



TOPS Continued



Inclusive Postsecondary Campus Experience



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Student Experiences

- **Audit Classes at OSU:** Disability Studies; PE Classes; Freshman Seminar; etc
- **Project SEARCH Internships:** Medical Center; Dental Clinic; Library; Rec Center (RPAC)
- **Campus Events:** Soccer Games; Movies; Student Union; Community Service Student Orgs; Workouts at RPAC
- **Supports:** Student Learning Community; Advising; Study Buddies; Coaches



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Project SEARCH High School Transition Program



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History

Cincinnati Children's Hospital 1996

- Erin Riehle - Director of the Emergency Department at Cincinnati Children's Hospital Medical Center
- Frustrated with The High Turnover Rate in Entry-Level Jobs
- Adopted a Major Diversity Initiative

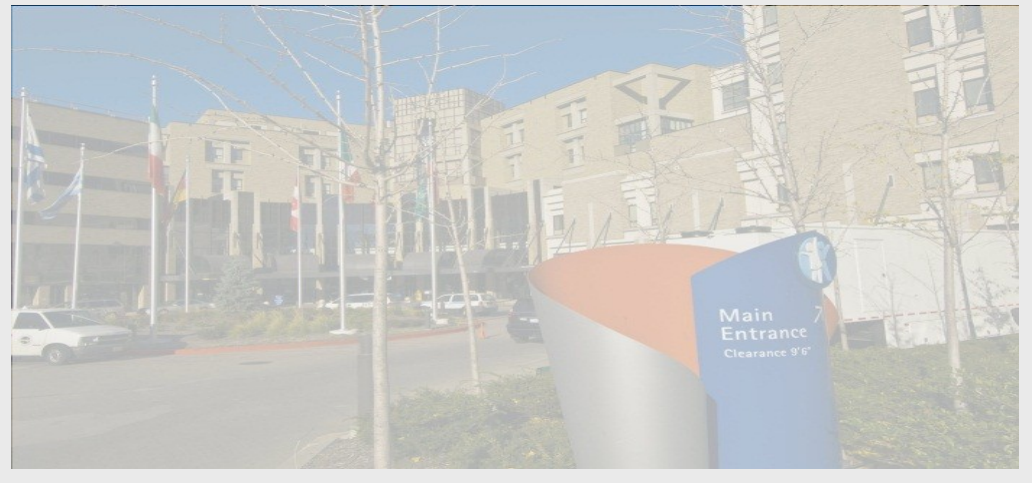
History Continued

“Healthcare organizations must lead their communities in increasing employment opportunities for qualified persons with disabilities and advocate on behalf of their employment to other organizations.”



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History



- Cincinnati Children's Emergency Department
- Great Oaks Career Campuses
- Hamilton County Board of Developmental Disability Services
- Project SEARCH

Key Concepts

- Business Led Collaboration with Education, Rehabilitation & Long Term Support
- Braided Funding
- Immersion & Impact
- Training in Real Work Settings
- Low Risk, Low Cost for Business
- Hiring Students Who Are “Good Fit”



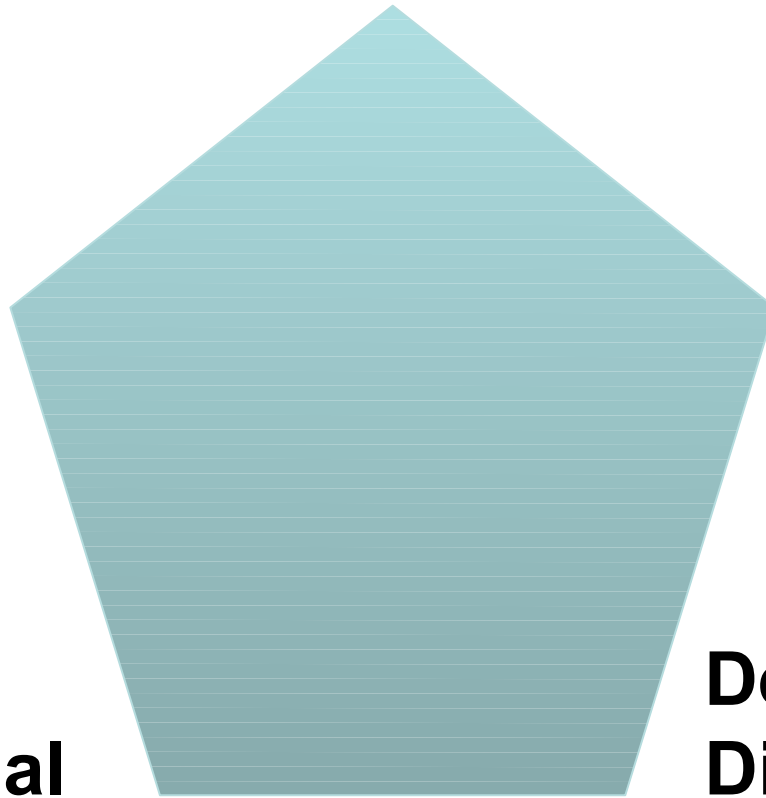
Host Business

**Supported
Employment
Agency**

**School
District**

**Vocational
Rehabilitation**

**Developmental
Disabilities
Organization**



Partners

- **Host Business** provides an on-site classroom and a variety of internships that teach core skills related to that business or organization.
- **School District** provides an instructor, employability skills curriculum and student interns from their affiliated schools.
- **Vocational Rehabilitation** provides individual career guidance, job coaching and other supports for each student to gain competitive employment.
- **Supported Employment Agency** provides job coaching and job development for student interns at the host business and in their initial job.
- **Developmental Disabilities**



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Program Description

- One Year Program
- 10 Students (Average)
- Students with A Variety of Disabilities
- Last Year of HS Eligibility
- Rotation Through Unpaid Internships with
Continual Feedback
- Outcome of Employment

Goals

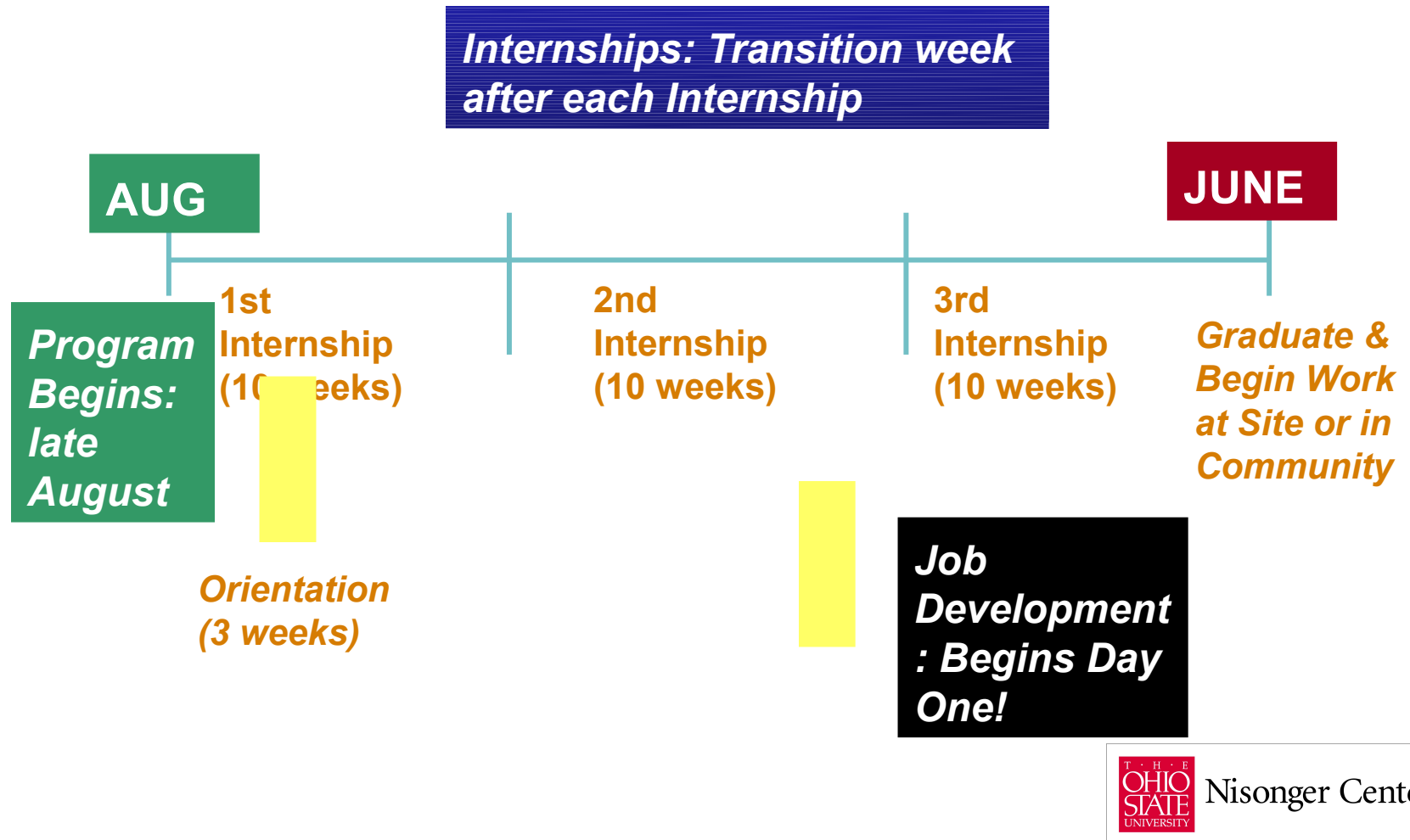
- **Employment For Each Project**

SEARCH Intern

- 20 Hours a Week or More
- Minimum Wage or Better
- Integrated Setting
- Non-Seasonal

- **Culture Change at The Host**

Annual School Schedule



Research

- Work Based Learning promotes:
 - Problem Solving
 - Critical Thinking
 - Team Work
 - Social



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Relationships

School Day

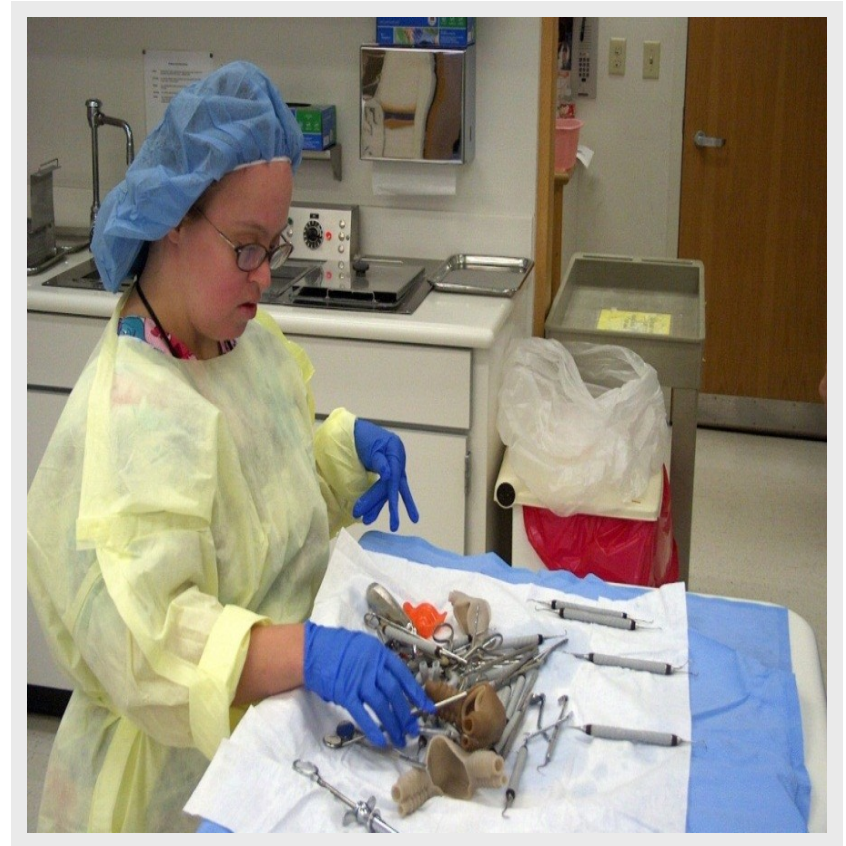
- 8:00 Staff Meeting
 - Employability Skills
- 9:00 Worksites
- 11:30 Lunch
- 12:00 Worksites
- 2:30 Review
 - Plan Communication



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Internships

- Cornerstone of The Program
- Competitive, Marketable, Transferable Skills
- 4 – 5 Hours of Day
- Work/ Social Skills



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Call to Action

- All team members and partners are important including the student, teacher, job coach, family, VR, host business and others to reach the goal of the program.



Program Structure at OSU

Evette Simmons-Reed

- Quarterly Person Centered Planning Meeting
 - Identify level of support 1-6
- Project SEARCH Internship
 - Discovery (customized employment)



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Academic Progress

- 7 Participants Taking SLC & First Year Experience Seminars
- 2 Participants Enrolled in Credit Earning Courses
- 1 Participant Auditing a Course
- 1 Participant Sitting-In



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Employment Progress

- 3 Participants In Paid Student Positions
- 1 Participant In Student Internship
- 1 Participant Engaged In Career Exploration Activities
- 1 Participant Permanent Employment (Outside Agency)



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Areas of Support

- Academic Advisor
- Educational Coach
- Job Coach or Job Developer
- Life Coach
- Social Coach
- Mentor and/or Volunteers

Student Experiences

- Educational Coach:
 - “Helping Laura in class helped me because I’m a freshmen too and didn’t know anyone or what to expect. This experience gave me confidence.”
- TOPS Participants:
 - “I am proud of myself because I always knew I could do more then clean and now I am a cashier.”
 - “I wanted to go to college at OSU because my cousin played football here.”

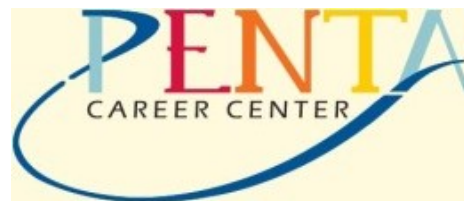




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THE UNIVERSITY OF
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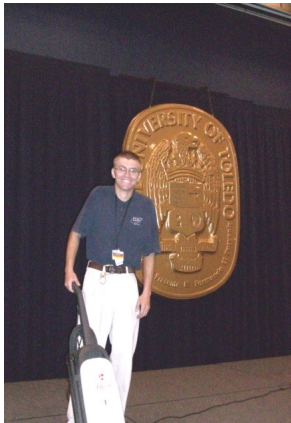
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Project SEARCH at UT

- Base – College of Education
- 5th year – Servicing 43 Students Total
- Various Abilities / Disabilities
- Teacher, 2-3 Job Coaches
- Typical Day
- Over 20 Different Internship Sites
- Main and Health Science Campuses



Student Union



Transit Services



Early Childhood Department



P.O.D.



Apple Tree Day Care



Student Union – Food Service



Loans and Special Accounts



Student Recreation Center



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Reach Out and Read



Campus Police



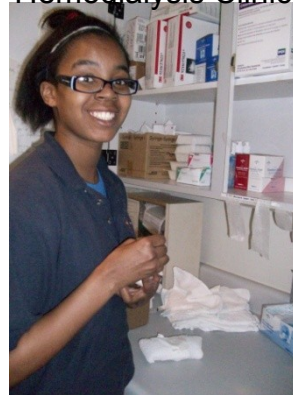
Central Distribution



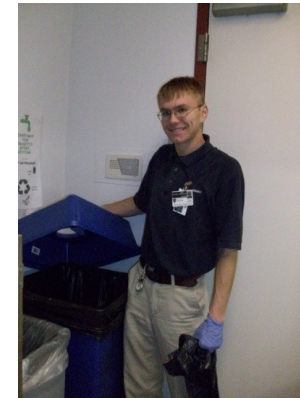
Pre-Operation Dept.



Hemodialysis Clinic



Environmental Services



Linens



Morse Center - YMCA



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TOPS Pilot at UT

Rayshell

- Completed Floral Design Technical Program
- Transition Goal - Someday Attend College
- Interested in Working in A Day Care Setting
- Social Opportunities: Student Recreation center, Student Chapter of CEC, Eberly Center for Women,
- Educational Opportunities: First Aid Course, Intro to Education, Disability in The US

Zach

- Transition Goal - Get a Job and Live On His Own.
- Social opportunities: Student Recreation Center, Bowling League



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Additional TOPS Activities

- Integration of the Discovery Process
 - Tool Used as a Guide For Customizing An Employment Relationship
- Integration of Advanced Technology
 - *AgileAssyst* Support System
 - Increased Student Dependence and Self-Regulation.



XAVIER
UNIVERSITY



- Project
SEARCH
- XUX Services



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XUX Services

- College Experience
- Advising
- Social Experiences
- Dorm Experience
- Summer Experience



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Project SEARCH School Day

- 8:00 -Employability Skills Curriculum
- 9:00 - Worksites
- 11:30 - Lunch
- 12:15 - Worksites
- 2:00 - Review, Journaling
- 2:30 - Depart



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Project SEARCH Internship Sites

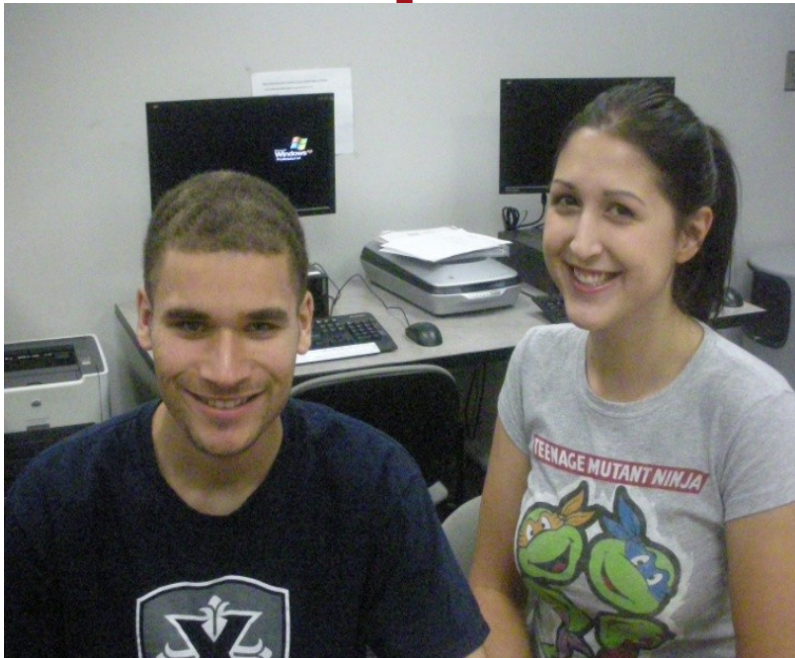
- **Cintas Center:** Floor Maintenance/Event Set Up
Building Maintenance
- **Student Cafeteria:** Food Prep/Maintain Food Stations
Dishwashing/Bus Tables
- **Physical Plant:** Transport /Grounds/Building Maintenance
HVAC
- **Other Restaurants:** Cashier/Server/Bus Tables/ Food Prep
Beverage Station
- **Registrar's Office:** Filing/Purging/Scanning
- **Montessori School:** Teacher Aide
- **Bldg Maintenance:** Maintenance/Event Set Up/Janitorial
- **Post Office:** Sort Mail & Packages/Campus Delivery Route
Cash Register Duty



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Student Council for Exception Children (SCEC)



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Mentor Parties



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Future Goals

- Expand PSE Options For Students to serve over 100 SwIDD
- Refine Transition Assessment Program
- Disseminate High Impact Research Results
- Provide Training For Students, Families and Service Providers