

Collaborating for Success – Building a Transition Program That Works



Spring 2016 ICASE Conference

Brownsburg Community School Corporation

Dr. Scott Wyndham, Director of Special Education – swyndham@brownsburg.k12.in.us
 Jennifer Dezarn-Lynch, Asst. Director of Special Education – jdezarnlynch@brownsburg.k12.in.us
 Mari Atherton, BHS Special Ed Dept Head – matheron@brownsburg.k12.in.us
 Shelly Waugh, BHS Transition Teacher – swaugh@brownsburg.k12.in.us



Objectives:

- You will learn about our evolution in providing meaningful and specific work opportunities to students within our community.
- You will hear strategies that have worked for our district and be given the opportunity to apply these to your situation/circumstances.
- You will leave with tools that may assist you in programming for your 18-21 students, including rubrics, brochures, and evaluation templates.

With the Caveat:

- School and community resources are very different – this works for us and has evolved over time!



About Brownsburg

- Approximately 8,500 students
- Special education count = 1,300 (duplicated)
@ BHS – 240 students with disabilities
- 12 schools/programs
 - Early Childhood Center
 - 6 Elementary Schools
 - 2 Middle Schools
 - High School
 - Alternative School
 - Day Treatment Program (ALPHA)

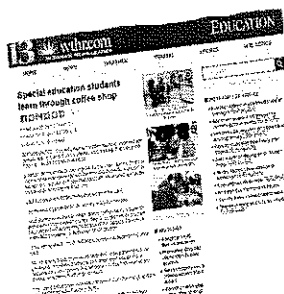


Obstacles

- What obstacles do you face when trying to support your students who are 18-21?
- How are you preparing students for their LAST day of school to closely mirror their FIRST day post-school?
- What challenges do you face in getting students in meaningful jobs around your school/community?

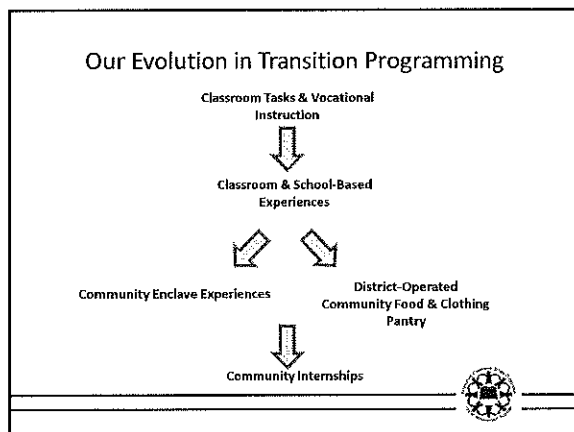


Celebration




Parent Perspective






Activity


Place a dot on the posters of the highest level that your district is at right now with your transition/jobs program





Classroom Instruction & School Internships

Classroom Instruction & Vocational Preparation	School-Based Internships
<ul style="list-style-type: none"> • Tub Tasks • Community-Based Instruction • Soft Skills Instruction <ul style="list-style-type: none"> • http://youth.gov • Clerical • Data-recording • Mock interviews • Phone skills 	<ul style="list-style-type: none"> • Top Dog Café • Custodial • Cafeteria • Clerical/Office • Greenhouse • Library • Coffee cart • PBIS Reward Store



Link Between Classroom Instruction and Internship Opportunities



Project SEARCH

Our Program

The Project SEARCH High School Transition Program is a unique, business-led, one-year school-to-work program that trains job-ready at the workplace. Students will drive innovation, facilitate a seamless transition to education/training, career exploration, and find a job during school.

<http://www.projectsearch.us/>



Structuring Vocational Supports from School to Community

BHS Vocational Levels

TABLE 1. CLASSIFICATION SYSTEM

[illegible][illegible][illegible][illegible]

Level 5: **EXPERIMENTAL SCIENTIFIC** (science-based)

Students learn through direct experience, using their senses to explore and understand the world. They learn by doing, and they learn by observing. They learn by asking questions and finding answers. They learn by testing hypotheses and drawing conclusions. They learn by using their critical thinking skills to evaluate evidence and make decisions. They learn by using their communication skills to share their findings and ideas with others.

Structuring Vocational Supports from School to Community


Structuring Vocational Supports from School to Community

Statewide _____
 Date: _____

Individualized Data Collection Form

Name and type of school: _____
 School Year: _____

	Does not meet expectations (Below or less than 25% who have more than 8 years' experience)	Slowing Growth Second Expectations (25% less than 1st group)	Meets Expectations (25% more than 1st group)	Exceeds Expectations (25% more than 2 group)	Notes: School level of priority, school and number of groups. How other would rate.
Work Readiness	<p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p>	<p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p>	<p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p>	<p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p>	<p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p>
Work Skills	<p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p>	<p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p>	<p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p>	<p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p>	<p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p>
Hard Skills	<p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p>	<p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p>	<p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p>	<p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p>	<p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p> <p>Does not meet expectations</p>



[illegible]


Structuring Vocational Supports from School to Community

Vocational Data for PLC

	Place of work	October	November	December	January
		Wk readings	Wk readings	Wk readings	Wk readings
Andrew	St. George	0-2-0	0-1-0	0-4-0	0-5-0
Alvin	Ellis Man's	0-1-0	0-1-2	0-3-6	0-6-1
Orin	Wheaton	0-2-1	0-2-0	0-4-5	0-11-0
Gary	Macomber	0-0-1	0-5-0	0-3-4	0-1-5
Eric	Macomber	0-0-1	0-3-1	0-2-0	0-1-0
Col.	Wheaton	1-1-1	1-1-0	1-1-0	1-1-0
Billy	Wheaton	0-1-0	0-1-0	0-2-0	0-2-0
Thur	Ellis Man's	1-1-1	0-1-0	1-1-1	0-6-2
Terry	St. George	0-0-5	0-2-1	1-1-0	0-1-6
Constance	St. George	0-0-1	1-0-1	1-0-1	1-0-1
Chas	Wheaton	0-1-1	2-1-0	0-5-1	0-1-1
Abel	St. Street	0-1-1	0-1-0	0-1-0	0-1-1
Danielle	Macomber	0-0-1	0-1-1	0-2-0	0-6-1

Community Internships – Obstacles & Solutions


- FUNDING/STAFFING
 - Teacher/Assistants/Job Coaches
 - Transportation
 - Related Services
- PARENT INVOLVEMENT
- COMMUNITY INTERNSHIP PLACEMENTS
- STUDENT EVALUATIONS
 - Link between student evaluations and classroom instruction
 - Video modeling on job sites
 - What if a student gets fired?



Community Sites



Collaborators for Success



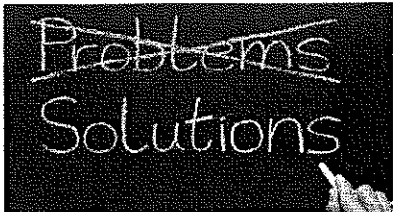





How has the Collaborators for Success Program evolved?


Activity



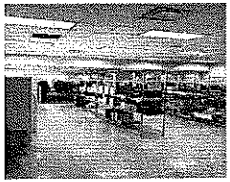



Food/Clothing Pantry

- **Step 1: Planning**
 - Visiting Other Pantries
 - Franklin Township – SPARC <http://www.ftsc.k12.in.us/Curriculum/448/>
 - Indianapolis Metropolitan High School <http://www.indianapolismet.org/>
 - Figuring Out Your Space



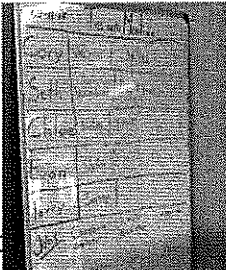

VS






Food/Clothing Pantry

- **Step 1: Planning**
 - Figuring Out Your Space (cont)
 - Team Meeting Space

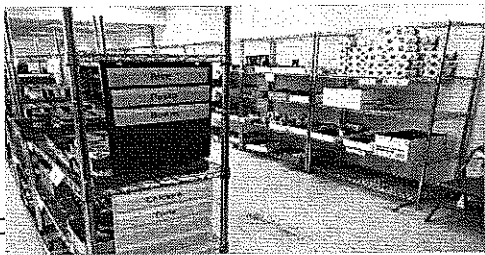
Food/Clothing Pantry

- Step 1: Planning
 - Figuring Out Your Space (cont)
 - Display Space





Food/Clothing Pantry

- Step 1: Planning
 - Figuring Out Your Space (cont)
 - Display Space



Food/Clothing Pantry

- Step 1: Planning
 - Figuring Out Your Space (cont)
 - Prep Space

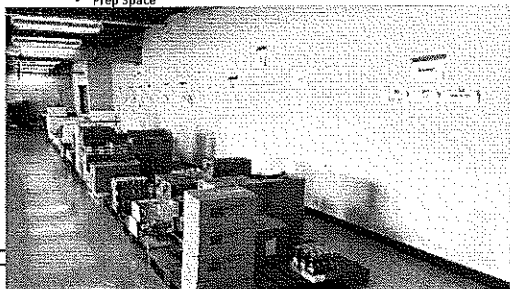
Food/Clothing Pantry

- **Step 1: Planning**
 - Figuring Out Your Space (cont)
 - Prep Space



Food/Clothing Pantry

- **Step 1: Planning**
 - Figuring Out Your Space (cont)
 - Prep Space



Food/Clothing Pantry

- **Step 1: Planning**
 - Figuring Out Your Space (cont)
 - Display Space



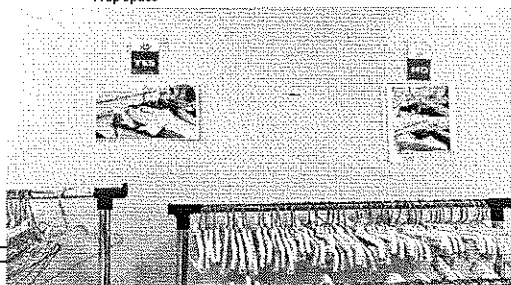
Food/Clothing Pantry

- **Step 1: Planning**
 - Figuring Out Your Space (cont)
 - Prep Space



Food/Clothing Pantry

- **Step 1: Planning**
 - Figuring Out Your Space (cont)
 - Prep Space



Food/Clothing Pantry

- **Step 2: Student Jobs in the Pantry**
 - Sorting
 - Checking expiration dates
 - Laundry
 - Data collection and entry
 - Floor cleaning/custodial
 - Clock in/Clock out
 - Team Meetings / Break area
 - Shelving
 - Facing products/displaying
 - Inventory
 - Clean-up / re-organizing after pantry use
 - Maintenance (carts, etc.)
 - Recycling



Food/Clothing Pantry

• Step 3: Partnerships

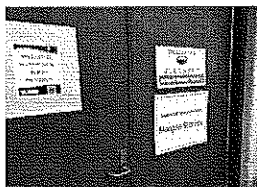
- Gleaners
- Church Groups / Community Ministers
- Community Support
 - Best Buddies – donations, laundry detergent
 - Custodial department – hangers
 - Athletic department – bags
 - Brownsburg Little League – bags, Thanksgiving meal
 - School volunteers
- Food Drives – by School
- Staff members
 - Volunteering
 - Primary clothing donations



Funding

To obtain funding for our program, we have utilized the following:

- Special Education Improvement Grant from DOE
 - Materials/Supplies
 - Washer/Dryer
 - Activity Bus
 - iPads for Job Coaches
- Donations from Community Organizations
- Civic Groups



Impact on Community

From August 2014 to December 2015....

- ✓ Served 1,229 families (average of 70 families per month)
- ✓ Served 4,792 individuals (average of 272 individuals per month)
- ✓ Received food orders from Gleaners totaling \$18,460



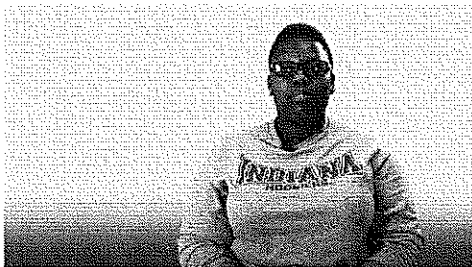
Impact on Students

Students have "graduated" from the Collaborators for Success Program and obtained paid jobs at:

- Pizza Hut
- Boulder Creek Restaurant
- McDonalds
- Hilligoss Bakery
- Kroger
- Goodwill
- Movie Theatre
- Hampton Inn
- Brownsburg Public Library
- Marco's Pizza
- Brownsburg Fitness
- Roland Manor Assisted Living



Impact on Students



Impact on Students



Impact on Students



Structuring Vocational Supports from School to Community

BHS Vocational Levels	
<p>Level 1: Classroom Assessment</p> <p>Students are in the classroom, observing and participating in the learning process. They are not yet in the community. This level is the foundation for all other levels. Students are expected to be able to follow directions, complete assignments, and participate in the learning process.</p>	<p>Level 2: Job-Specific Instruction (On-site or off-site)</p> <p>Students are in the classroom, observing and participating in the learning process. They are not yet in the community. This level is the foundation for all other levels. Students are expected to be able to follow directions, complete assignments, and participate in the learning process.</p>
<p>Level 3: Job-Specific Instruction (On-site or off-site)</p> <p>Students are in the classroom, observing and participating in the learning process. They are not yet in the community. This level is the foundation for all other levels. Students are expected to be able to follow directions, complete assignments, and participate in the learning process.</p>	<p>Level 4: Community Instruction</p> <p>Students are in the community, observing and participating in the learning process. They are not yet in the classroom. This level is the foundation for all other levels. Students are expected to be able to follow directions, complete assignments, and participate in the learning process.</p>
<p>Level 5: Community Instruction</p> <p>Students are in the community, observing and participating in the learning process. They are not yet in the classroom. This level is the foundation for all other levels. Students are expected to be able to follow directions, complete assignments, and participate in the learning process.</p>	<p>Level 6: Community Instruction</p> <p>Students are in the community, observing and participating in the learning process. They are not yet in the classroom. This level is the foundation for all other levels. Students are expected to be able to follow directions, complete assignments, and participate in the learning process.</p>

Lessons Learned

- Start Small
- Support from the Superintendent
 - Space
 - Link to community organizations
 - Getting support for canned food drives at various schools
 - Getting staff volunteers
 - Staff support in deliveries
- Staffing
 - Point people for different areas (Gleaners, placing orders, donations, etc.)
 - Plug people in based on interests, gifts, etc.
 - Clear system for various staff (job coaches, etc.) supporting students
- Collaborating — not competing — with other area food pantries
- Establish clear guidelines for Pantry
 - Train adults
 - #s / Rules for certain items (start firm)
 - Preserve dignity of patrons



Future Goals

- Increased connection between Food/Clothing Pantry and middle school/high school lifeskills classes — CBI opportunity
- Increased collaboration with outside agencies (Voc Rehab, etc.)
- Enhancing supports for students to transfer skills from community to future employment
- Enhancing data collection and student self-evaluation of internship performance
- Expand Food/Clothing Pantry options for students
 - Opportunities for students in ordering



Questions & Answers