School-to-Work Partnerships that Lead to Results

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School-to-Work History

S2W began in 2005 as a King County initiative to address the gap between school and work and improve collaboration between the school and adult service systems.

In response to community feedback about

Confusion
Frustration
Loss of skills and motivation
Finding a job took years
School-to-Work Guiding Principles

- Community Inclusion
- Membership & Contribution
- Regardless of “Level of Disability”
- One person, one job: “Individual Employment”
- S2W is about Opportunity!!
S2W Eligibility

- Students must be eligible and enrolled with the following key funding agencies:
  - WA State Division of Developmental Disabilities
  - WA State Division of Vocational Rehabilitation

- Students must reside in King County and maintain enrollment in a participating School District.

- Students must be turning 21 years of age and in their last year of eligibility for school services.

**Note: S2W Holds No Level of Disability Criteria**
Project Partners: A Team Approach

1. King County DDD
2. School
3. Student
4. Parent/Primary Support
5. WA State DDD
6. WA State DVR
7. Employment Agency
8. TA/Training/Advocacy
9. Community Employer

Student’s Job with Community Employer
Two S2W Models

**Vendor Choice**
- Families Seek an Employment Service Provider
- Many Service Providers May Work with a Transition Program & Others
- Original Model; More Family Choice
- Not All Students Receive Service
- Funding Entirely King County and WA DVR

**School Partnership**
- School Districts Seek an Employment Service Provider
- One Service Provider Works with a Transition Program & Works Only With That District
- Less Family Choice
- All Exiting Students Receive Service
- School District Contributes Toward the Cost of a Sole Employment Specialist(s)
Shoreline Community Based Transition Program

- Mission Statement:
  
  To Prepare Students To Be Productive, Integral and Valued Members of Society in Collaboration with Families and the Community.
Program History at a Glance

• 2005-06: Transition programs on HS campuses
  – Began talking to SCC

• 2006-07: District Wide Transition Program.
  – Moved to SCC at 2nd Semester
  – Traditional School to Work Model

• 2007-08: Program at SCC full year
  – Embedded Model for School to Work

• 2010-11 Currently serving 27 students
Program Format

• Classes held at Shoreline CC
• Worksites in community placements
• 2 Shifts Monday-Thursday
  – 11-2: Students work 11-2, class 2:30-4
  – 12:30-5:30: Students in class 12:30-2, work 2:30-5:30
• Fridays in the community 10-3
Vocational Internships

- Each student has a vocational internship in the community 2-4 hours a day/4 days a week
- 1-2 students per worksite with natural supports & school staff
Vocational Internships, Con’t

- Current partners include:
  - Central Market Arden Rehabilitation Center
  - Dale Turner YMCA
  - Deseret Industries
  - Edmonds Historical Museum
  - Edmonds Parks and Recreation
  - Edmonds Theatre
  - Emerald Hills Health Care Center
  - El Oso
  - Fred Meyer
  - Grocery Outlet
  - Hamburger Harrys
  - Just Frogs
  - K-Mart
  - Lake Forest Park Bar and Grill
  - Lake Forest Park Library
  - Lake Forest Park Towne Center
  - Marshall’s Department Store
  - MAR-VEL Marble
  - North City Safeway
  - Scrub a Pup
  - Shoreline Albertsons
  - Shoreline Center Facilities
  - Shoreline Center Mailroom
  - Shoreline City Hall
  - SCC Facility Maintenance
  - SCC Professional Automotive Center
  - Spiro’s Restaurant
  - TJ Maxx
  - Third Place Books
  - Top Foods
  - Value Village
  - Very Special Arts Studio
Typical Student Schedule
Monday-Thursday

• 11:00 - 4:00pm
  – Meet job coach at SCC and take bus to work site
  – Work 11:30-2:00pm
  – Bus to SCC at 2:30pm for class (Stress Management, Yearbook, Meal Planning, Cooking)
  – Bus home at 4pm

• 12:30 - 5:00pm
  – Arrive at SCC at 12:30pm for class (Yoga, Prevocational, Banking & Budgeting, Disability Disclosure)
  – Leave at 2pm to catch the Metro Bus to work
  – Work 2:30-5:30pm
  – Metro home at 5:30pm

Fridays all students come 10-3 for community outings.
Success Story - Abdi Mohamud

- Abdi was hired in September by the Shoreline Joann’s Fabrics.
- He works as a Receiving Clerk and assists with custodial and stocking duties mornings & weekends.
- Abdi has shown a great deal of independence and has every aspect of his routine down to a science. His manager is impressed with his hard work and reliability.
Success Story - Blair Buchanan

- Blair was hired by the Ballard Lutheran Childcare Center in October.
- She works 15 hours a week doing laundry, sorting classroom materials, preparing snacks, and monitoring children’s play time.
- Blair really enjoys her work and is happy to be part of a fun & caring community. She has adjusted her schedule to balance work and school.
Success Story-Chris Lynch

- Chris was hired at the Wallingford Tutta Bella this Spring for Fridays & Saturdays.
- His tasks include bussing tables and prepping supplies.
- Chris has a solid work ethic and is a determined worker. He also gets a 20% share in the tips and the perk of working with a great crew.
Creative Staffing

• 2 teachers, 4 behavior techs, 1 employment specialist
  – The magic for us is tapping into each person’s unique strengths and letting them run with that (i.e. job developing, newsletter, task analyses, community contacts, etc)
  – We also take advantage of 2 shifts for schedule flexibility

• WiSe Work Study Students
  – Free staffing!
  – Useful for students who are close to becoming independent or work best with job coaches closer to their own age
Pros & Cons for Embedded Employment Specialist

• Pros
  – Specialist gets to know all students
  – Building a long term working relationship
  – More time with students
  – Smaller community to develop within

• Cons
  – Some families have prior relationships with employment agencies they value
  – One time table for specialist to work with many clients
Lake Washington School District
Transition Academy

PO Box 97039
Redmond, WA 98073-9739
(425) 861-3452

http://www.lwsd.org/school/ta/

Richard Haines, Co-Coordinator
rihaines@lwsd.org
Transition Academy Mission

Students, parents, school staff, and agencies working together to plan and provide a set of activities and services that ....result in quality transition outcomes:

“Places to go, people to see, things to do”

–A full and meaningful schedule of work and other community activities at graduation
–Active and contributing community membership
Living
Supporting Values

- Individualized and student centered
- Community based and inclusive
- Collaborative
- Parent (family) sensitive
- Longitudinal
- Reasonable Risk
- Age appropriate
- Law of Natural Consequences
- Law of Natural Proportion
- Effective (outcome based)
Academy History

- **Late 1990’s:** Various stakeholders participated in a task force to assess need, define mission and values, and articulate program specifics
- **2000 – 2003:** In district lobbying and related work to get ball rolling
- **Fall 2004:** Opened doors to 12 students and 3 staff
- **2010 – 2011:** 23 students, 2 teachers, and 5 para educators
- **Fall 2011:** Moving to a new location
- **Fall 2013:** Projected enrollment jumping to 40+/-
Academy Nuts and Bolts

Location: Store front in the core business district of Redmond; springboard to the surround communities

Students: 18 – 21 years old; developmental or similar disabilities

Curriculum: Typical activities in typical settings (living, working, playing); public transit; pedestrian safety; the community is the classroom

Work Experience: Paid and unpaid experiences at local businesses and nonprofit agencies (list on website)
Student Schedules
Monday – Thursday; 8:15 – 3:00 p.m.

Staff Schedules
Monday - Thursday: 7:00 - 4:00 p.m
Friday: Student/parent conferences, staff meetings, community development

Lunches: Students bring or purchase in community

Finances: Students responsible to manage own finances and pay for activities

Transportation: District provided to and from Academy; public transit and walking throughout day
Playing
Basic Student Schedule

8:15 Arrival

8:30 “Team Meeting” Plans for the day; social skills (SLP) and personal safety

9:00 Jobs and internships or working out

11:30 Lunch

12:30 Community activities (shopping, lunch out, gym, swimming, libraries, book stores, etc.)

2:30 “Team Meeting” What happened? What if’s? Tomorrow?
It’s more than just a job

A parent provided an early wake up call......

“Matt is only working 6 hrs per week and I am his recreation coordinator”

“Best job retention comes from having a full life”

Most students exit with part time employment (6 -12 hrs/wk)

Michael Goodwill
Provail Employment Specialist
Kent School District
The OutReach Program
TOP
25211 104th Ave SE
Kent, WA 98031
253-373-4080

Carolyn Abbott, Department Chair
Carolyn.abbott@kent.k12.wa.us
The OutReach Program
TOP Mission

• Kent School District Mission Statement:

    To successfully prepare all students for their future.

Our goal is to make the last day of school look like the first day of the rest of life!
Community Mobility
TOP Objectives

• Community access, employment and social/leisure
• Public transportation-Access & Metro
• Work assessment/job sampling in volunteer & private sector
• Daily living skills-managing money, budgeting & performing personal care needs
• Interpersonal skills – maintaining effective relationships, socially acceptable behavior and good citizenship
• Self-direction & determination
• Facilitate post-school linkages with adult agencies
• Parent Training (monthly potlucks)
TOP & S2W History

- **2001-2002** Year long team process to develop community based transition program for students in KSD DD programs. School administration, teachers, parents, students, specialists, adult agencies (DDD and DVR)

- **2002-03** TOP began- 1 classroom at KM high school (16 students, 2 teachers, 4 paras) No jobs before end of school year.

- **2004-05** Moved to own building- piloted S2W.

- **2005-06** Traditional S2W officially began (4 of 8 students participated.) 2 students with paying jobs

- **2006-07** District reclassification of student programs. Program grew from 22 to 38 students (8 of 11 participated in S2W with 6 getting jobs)

- **2010** Embedded vendor; 60 students, 5 teachers, 18 paras. 11 of 17 S2W participants (5 non DD eligible students, 1 opted out) 6 total paid positions thus far!
Work Sampling
TOP Info

Location: One multi-room building & one portable near a high school campus

Students: 18 – 21 years old; developmental or similar disabilities

Curriculum: Each student creates own leisure calendar, teachers create groups. Classes; interview skills, social skills, exercise, calendar skills, cooking thru Kent Parks & Recreation

Work Experience: Non-paid job sampling in small group or individual internship depending on student need at local businesses and nonprofit agencies. Generally change job 3x annually
TOP Info cont.

Student Schedules

Monday – Friday: 9:30am - 4:00 p.m. As students gain skills in community the day is shortened as other activities in community are added.

Staff Schedules

Monday - Friday: 9:15am - 4:15 p.m
Monthly Potlucks: 6:00 - 8:30pm

Lunches: Sack lunches from home or from HS cafeteria delivered each morning

Finances: TOP bank students make deposits and withdrawals or use debit card (depending on need)

Transportation: District provided to and from TOP; 1 van, 1 car, and 1 van with lift, public transit and walking
Leisure
Basic Student Schedule

9:30 Arrival - “Go to Designated Area” Each group led by para/job coach

10:15 - 2:00 Mon – Thur - Job shadows and internships

Fri (all day) – Leisure/ Social Skills in community

2:00 Classes Mon- Thur; Exercise, Interview, Social Skills, & SLP Super seniors go home on Metro or Access

3:30 Announcements Student led “Shout outs”

4:00 Go Home
TOP Community Partners

- Current partners include:
  IKEA, Family Fun Center, Golden Steer Restaurant, Riverbend Golf Course, King County Library System, Kent Food Bank, Arbor Village Retirement Community, Little Caesars Pizza, Rite Aid, VR Hair Salon & Spa, Washington State Talking Book & Braille Library, Kent Clothing Bank, ECEAP (Early Childhood Education Assistance Program) Head Start, Kent Parks & Recreation, Kent School District; Mail room, Print shop, Central kitchen coffee cart, Kent Fire Department, Kent Rotary
Success Story-Melissa Carter

- Melissa works for Curran Law Firm in Kent.
- She works 2 hours 4x a week. She opens up the office each day - cleans conference room, sorts mail, unloads the dishwasher, organizes the coffee supplies.
- Melissa enjoys her work and likes to dress up for the office.
- Melissa takes Access to & from work.
- Melissa is active in the Kent Parks programs-exercise class, cooking, Studio 315 & Swimming
Parent Involvement

- Monthly Potluck Trainings

The Dignity of RISK

- Daily communication log when appropriate
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<th>Year Exiting School</th>
<th>Number of S2W Students</th>
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<td>2009</td>
<td>97</td>
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<tr>
<td>2010</td>
<td>102</td>
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National employment rates for adults with developmental disabilities are reported between 8 – 35%.

<table>
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<tr>
<th>Exit Year</th>
<th>% Transition-age Students Working within 6 months of exit</th>
<th>Exit Year</th>
<th>% S2W Participants Working within 6 months of exit</th>
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<tbody>
<tr>
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<td>2010</td>
<td>52%</td>
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S2W Hours/ week ranged from 2 – 40; Average hours/ week was 12.
Questions?