Kelly R. Kelley, PhD
Assistant Professor/UP Program Co-Director
Western Carolina University
Cullowhee, NC

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

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APA Hotel Woodbridge, Iselin, NJ

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What Does Your Roadmap Look Like?

Academic Roadmap

- Interests & Curricula & Abilities
- Skills Desired
- Careers & Jobs

Goals for Today’s Session

- Brief overview of Think College and 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
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.
Five UP Program Components

- Personal Development
- Course Auditing
- Community Participation
- Social Participation and Learning
- Vocational Preparation

UP students must pay current university fees for auditing courses.

UP Certificate Requirements

UP Certificate of Accomplishment

- 1800 hrs in 4 semesters
- 80% of objectives in IPCP*
- Recommendation based on satisfactory progress

*Individual Plan for College Participation (IPCP)

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
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.

Types of Career Assessments

- Formal and Informal

Transition Assessment and Planning

Should Address Three Areas

- Employment
- Education and Training
- Independent Living
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

(Job-related inventories and assessments specifically develop skills in the following areas:

**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

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

Job Related Inventories and Assessments

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

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?

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)
Pre-Admission Job Focused Course Planning

Academic Roadmap

Interests & Curiosities & Habilities
Skills Desired
Careers & Jobs

Individualized AND Inclusive Schedules
Person Centered Vocational Preparation
Laying the Foundation for Integrated Employment

The UP Employment Plan

Pre-admission
Students submit documentation on previous employment and future goals (resume, academic roadmap/videos)

Year One, Semester 1
Determine internship plan, choose classes that align

Year One, Semester 2
Students can stay in current placement for one more semester or change for a better fit and continue classes

Year Two, Semester 1
Keep or change placements, continue class, begin networking and applying for jobs in community

Year Two, Semester 2
On/off campus internships are maintained until community placement can be secured, classes continue

Post-Graduation
Support from UP CDC, Ties and VR or other SE services pick up, community job is secured, UP monitors progress for up to two years

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

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

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 (mid-term 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.

On Campus Employers

<table>
<thead>
<tr>
<th>On Campus</th>
<th>Facilities Management (housekeeping, greenhouse, motorpool)</th>
<th>Campus Recreation Center</th>
<th>EnTOURage (campus tours)</th>
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### Off Campus Employers

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

- Images of objects and devices

- Images of places and activities
## Options for Transportation

- [Image of transportation options]

## 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

### Table: Work Environment

<table>
<thead>
<tr>
<th>Work Environment</th>
<th>Behavior</th>
<th>Yes/No/NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>V/N/NA</td>
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</table>

<table>
<thead>
<tr>
<th>Setting</th>
<th>Participant Preparation</th>
<th>Yes/No/NA</th>
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<tbody>
<tr>
<td></td>
<td>Personal Feelings</td>
<td>V/N/NA</td>
</tr>
<tr>
<td></td>
<td>Developments</td>
<td>V/N/NA</td>
</tr>
<tr>
<td></td>
<td>Social Skills</td>
<td>V/N/NA</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Group/setting with co-workers</th>
<th>Yes/No/NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual with job support only</td>
<td>V/N/NA</td>
</tr>
<tr>
<td>Others</td>
<td>V/N/NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task</th>
<th>Definition/General Description</th>
<th>Yes/No/NA</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Interact with participant professionally</td>
<td>V/N/NA</td>
</tr>
<tr>
<td></td>
<td>Encourage participant to stay on task</td>
<td>V/N/NA</td>
</tr>
<tr>
<td></td>
<td>Develop observations in a clean, appropriately-ventilated environment with a minimum of noise</td>
<td>V/N/NA</td>
</tr>
</tbody>
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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

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
OPPORTUNITIES?

ADVANTAGES?

SUCCESS?

GOALS?

CHAMPIONS?

IDEAS?

BARRIERS?

FEARS?

Set the
CONTEXT

Create a
Space

Solve

Support

Celebrate

Share
collaborative
community

Connect
diverse

Encourage
everyone's

Perspectives

Contributions

the
World Cafe
principles for
hosting
conversations
that matter

Contact Us at up.wcu.edu

Kelly R. Kelley, Ph.D.
Assistant Professor,
UP Co-Director,
TA Mentor, Think College
kkelley@email.wcu.edu
thinkcollege@gmail.com
Reading/Reference List

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

Prepared by Kelly R. Kelley, Ph.D.

**Additional Employment and Postsecondary Education Resources**

[http://www.thinkcollege.net/resources-database](http://www.thinkcollege.net/resources-database)


