MO STATE SAMPLE

This model form is available to assist local education agencies (LEAs) in providing documentation to Vocational Rehabilitation that youth **who have indicated they want to seek subminimum wage employment following graduation** have received transition services under the Individuals with Disabilities Education Act (in compliance with the Workforce Innovation and Opportunities Act). Complete the appropriate sections of the form below documenting the date, description of services and outcome for each activity provided. Keep in mind that not all areas need to be addressed unless identified as a need by the student, family, or other IEP/team members. Consider any documents to help demonstrate proof of completion. The most recent IEP and Evaluation Report are helpful, but provided alone may not be sufficient. Documentation must be submitted within thirty (30) days of the student’s last day of school and must be provided in a manner that complies with confidentiality requirements of the Family Education Rights and Privacy Act (FERPA). (*Fields will expand as you type, and you can insert additional rows*).

Student/Youth Name: Click here to enter text. DOB: Click here to enter text.

School: Click here to enter text.

Name of Education Personnel Completing this Form: Click here to enter text.

Date form is completed: Click here to enter text.

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| Transition Area | Activity(ies) Completed | Date(s) Completed | Name of Person(s) who Provided Transition Service/Supervision |
| 1. Job and career exploration activities |  |  |  |
| Comments (describe including support needs identified): | | | |

1. Foster motivation about careers
2. Introduce job opportunities
3. Identify vocational interests (assessments for achievement, intelligence, behavior, career interests, aptitude, skills, other preferences, readiness)
4. Discuss labor market information and in-demand jobs in local areas
5. Chart out career pathways, setting goals, identify resources
6. Discuss participation in VR career readiness experiences and services
7. Discuss using networks and connections for job leads
8. Career speakers and presenters
9. Career clubs, career fairs
10. Knowledge of skills and qualifications needed for jobs
11. Simulations, videos, role playing, workplace scenarios
12. Paid or unpaid work experiences
13. Project SEARCH
14. Job Counseling
15. Other (Describe) ­\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Transition Area | Activity(ies) Completed | Date(s) Completed | Name of Person(s) who Provided Service/Supervision |
| 1. Work-based learning experiences, including internships in integrated settings |  |  |  |
| Comments (describe including support needs identified, workplace skill attainment): | | | |

1. Community-based job experience
2. Apprenticeships
3. Job Shadowing
4. Career mentorship
5. Career competitions
6. Informational interviews
7. Paid/unpaid internships
8. Practicum
9. Service Learning
10. Student-led enterprises
11. Simulated workplace experiences
12. Paid and unpaid work experiences
13. Volunteering
14. Workplace tours and field trips
15. Simulations, videos, role playing, scenarios
16. COOP Work Experience Program
17. Employer hosted training programs (ie., Project SEARCH/EBTT, STEP, BASE, VSP, etc.)
18. Other (Describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Transition Area | Activity(ies) Completed | Date(s) Completed | Name of Person(s) who Provided Service/Supervision |
| 1. Counseling on postsecondary opportunities (e.g., college, CareerTech, military, and other education or training programs) |  |  |  |
| Comments (describe including support needs identified, workplace skill attainment): | | | |

1. Awareness of career pathway options
2. Labor market realities and projections
3. Discuss and document academic accommodations
4. Advocate for needed accommodations and services
5. Develop academic strategies and behaviors (decoding, comprehension, computation, interpretation, study skills, test taking skills, attending class, participating in class, doing homework, meeting deadlines, studying in groups v. alone, organization, time management)
6. Build on interests, abilities, talents, needs, preferences, goals, and learning styles
7. Assist with researching career and postsecondary options
8. Promote participation in postsecondary education preparation classes and trainings
9. Connect to postsecondary resources, services, and websites
10. Promote use of self-advocacy skills
11. Assist with application/enrollment process
12. Identify financial aid options
13. Take career vocational assessments
14. Learn educational and vocational laws
15. Identify assistive technology needs
16. Identify admissions tests and accommodations
17. Attend college fairs
18. Tour post-secondary occupational training programs
19. Simulations, videos, role playing, scenarios
20. Apply for VR services
21. Provide postsecondary information to family members
22. Access services and supports from DD/ID long-term support agencies
23. Online career development and planning (Missouri Connections)
24. Other (Describe)\_\_\_\_\_\_\_\_\_\_\_\_

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| Transition Area | Activity(ies) Completed | Date(s) Completed | Name of Person(s) who Provided Service/Supervision |
| 1. Workplace readiness training, including social and independent living skills |  |  |  |
| Comments (describe including support needs identified, workplace skills attainment): | | | |

1. Commonly expected skills employers seek from employees
2. Skills and behaviors necessary for any job
3. Assist in interacting with supervisors and coworkers
4. Instruction in how to interview, speed interviewing, mock interviews, obtaining and filling out job applications (in person, online, etc.), developing resumes, cover letters, thank you notes, resignation letters, references
5. Reinforce importance of timeliness, communicate effectively, and act professionally
6. Social/interpersonal (teamwork, problem solving, talking and writing, cooperation, active listening, conflict resolution, body language, empathy, manners, supporting others, respect)
7. Knowledge of and how to access community-based services (e.g., social services, mental health, law enforcement, emergency services, community government, social activism, church groups)
8. Orientation and mobility skills
9. Independent living skills (hygiene, time management, healthy lifestyle, using a cell phone, using transportation, money management, nutrition, meal planning, shopping, and preparation, laundry, making personal appointments, healthcare, child care, accessing community, knowledge of services and supports and how to access, community participation, civic responsibility, legal issues, community safety, developing friendships, appropriate dress, appropriate behavior, appropriate conversations, safe from physical or emotional harm, respect for diversity, fair and supportive practices)
10. Financial literacy, credit, identity theft
11. Job seeking skills
12. Self-management
13. Simulations, videos, role playing, scenarios
14. Paid and unpaid work experiences
15. Project SEARCH
16. Other (Describe)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Transition Area | Activity(ies) Completed | Date(s) Completed | Name of Person(s) who Provided Service/Supervision |
| 1. Instruction in self-advocacy, may include peer mentoring | Insert continuum for skills and prompting here |  |  |
| Comments (describe including support needs identified, workplace skills attainment): | | | |

1. Ability to effectively communicate, convey, negotiate, or assert own interests, needs, and desires
2. Freedom to plan own lives, pursue what is important to them, and experience opportunities available to others
3. Self-awareness and empowerment; role of family and culture, respect of family and culture
4. Disability (understanding and disclosure)
5. Setting goals and evaluating options; having high expectations and reasonably set goals to achieve
6. Identity independence; transfer of rights from parents to young adult; role of family in adult life
7. Accommodations, and requesting and utilizing accommodations; natural supports; environmental adaptations
8. Rights and responsibilities
9. Self-determination skills training
10. How to request and accept help
11. Intrinsic motivation
12. Taking leadership roles in meetings
13. Assertiveness
14. Listen to opinions of others
15. Problem solving
16. Monitor own progress
17. Positive self-talk
18. Simulations, videos, role playing, scenarios
19. Peer mentoring as a sounding board for ideas and plans and informal guidance, peer-assisted instruction
20. Disability mentoring to assist with Independent Living, recovery from a traumatic event, getting a job, being new to the workforce, provides information and guidance
21. Group mentoring
22. E-mentoring through email, Internet, Skype, Zoom, FaceTime, etc.
23. Missouri Youth Leadership Forum
24. Learn about rights under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act
25. Visit post-secondary schools and meet with student support services
26. Other (Describe)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Summative School to Work Continuum** | | | | | | | |
| *Complete continuum using the scale provided for each area by placing an “X” on the scale that most appropriately describes the level of ability based upon direct observations of work or work-like activities.*  List Work Experiences/Work Activities: Click here to enter text.  Rated by: Click here to enter text. Title: Click here to enter text. | | | | | | | |
| *Select most appropriate response for each Skill* | Lacks ability to work with 1:1 supports; does not tolerate a 2-4 hour program day with hourly breaks | Ability to work with 1:1 support; tolerates a 2-4 hour program day with hourly breaks | Ability to work with 1:1 – 1:6 support; tolerates a 4-6 hour program day with hourly breaks | Ability to work with 1:1 - 1:6 support; tolerates a 4-6 hour program day with limited breaks | Ability to work with support and limited breaks; fine motor skills; sustained sitting ability; light lifting; tolerates a 4-6 hour day; works consistently for 1.5-2 hours at a time | Ability to work 4-8 hour work day; works independently; tolerates environmental conditions | Ability to work 8 hour work day; works independently; tolerates environmental conditions |
| Endurance: maintains consistent work pace and quality for duration of the task |  |  |  |  |  |  |  |
| Safety: following rule/procedures, stranger danger; staying in assigned area; reading environmental signs/symbols/colors |  |  |  |  |  |  |  |
| Task Completion |  |  |  |  |  |  |  |
| Self-initiation/Transitions |  |  |  |  |  |  |  |
| Navigates Environment |  |  |  |  |  |  |  |
| Follows workplace policies: attendance/punctuality; (specific to work environment) |  |  |  |  |  |  |  |
| Personal Care |  |  |  |  |  |  |  |
| Behavior Self-Regulation |  |  |  |  |  |  |  |
| Communication |  |  |  |  |  |  |  |

\*Information provided on this document does not preclude students from competitive integrated employment opportunities and is intended to provide a starting point for vocational planning.

Comments: Click here to enter text.

***Complete next page upon completion and prior to submission.***

A copy of this form was mailed/emailed/faxed/hand-delivered (please circle one) on (date) Click here to enter text. to the VR Counselor (name) Click here to enter text., with a copy to the student, their parent, or guardian on (date) Click here to enter text.

Signature of the Education Personnel: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name of Person Signing: Click here to enter text.

Date of Signature: Click here to enter text.

***A copy of this form should be given to the VR Counselor and student and guardian, and maintained in the school’s files.***