

Employments Outcome Information

Good Shepherd Rehabilitation Network Carbon Lehigh Intermediate Unit Allentown, PA

Deb Dendas dendasd@cliu.org

Wendy Smith smithw@cliu.org

1. Good Shepherd Rehabilitation Network, urban area, in Allentown, PA
2. High School Transition program
3. Have been operating for 4 years
4. 7-9 Interns each year; have graduated 31 interns in 4 years
5. 6 Internal Hire
 - a. 5 part time and 1 full time
 - b. Traditional entry-level positions
6. 15 External Hire to date (4 new graduates are completed job trials)
 - a. 15 part time
 - b. Traditional entry-level positions
7. There is one Teacher and 2 full time Job Coaches on site.
8. Job Development is done across partners throughout the program year. Teacher, business liaison, job developers from adult service agency and case manager assigned to the program meet monthly. In the beginning of the year the goal of the team is to “get to know the interns”. The team reviews informal assessment to look at skill and needs deficits. The team then midyear looks at hard skills gained at internship sites. The team, based upon soft skills evaluations/team meetings, determine mid-year who is ready for job development (actively seeking employment). As the year draws to a close, the remaining interns are added to job development based upon readiness. The team actively seeks employment opportunities and notifies team when a solid lead arises.

The teacher coordinates meetings with the Office of Vocational Rehabilitation (OVR) and the job developer. They also hold separate meetings outside of Project SEARCH to discuss current interns and former interns’ progress at job sites. The job developer and case manager assists interns in community assessments coordinated through OVR and the job developer. The interns are also accompanied by the job developer and case manager to job fairs 3 times per year.

9. The teacher presents to departments. Teacher discusses disability awareness, ability awareness education, mentor roles and responsibilities, and the fading process for job coaching.

Workshop week is incorporated on weeks between internship rotations. The interns update their resumes, job application paperwork, portfolios, practice hard skills needed for upcoming internship site, individualized lessons are conducted to strengthen soft skills deficits for upcoming internship site, interns practice the interview process, and prep progress monitoring

charts for upcoming internship site setting specific targeted goals that they will report on at team meetings. Students also practice making and requesting accommodations. Students and staff look at gains during previous internship to help set realistic goals for upcoming internship site rotation. Staff also reviews business policies and core values.

Written, pictorial and video adaptations and accommodations are made based upon student's needs. Goal setting is also specific to each student's needs. Accommodations are implemented from least intrinsic methodology.

The School Psychologist and Social Worker assigned to the program meet with the interns once a month to specifically discuss transition to work, transition to adulthood and soft skills implementation at internship sites.

Guest speakers have been invited and presented annually:

- a. Host Business Personnel - Business personnel present on Good Shepherd Mission Statement, Core Values, and policies.
- b. Project SEARCH Graduates - Each internship site rotation, Project SEARCH graduates speak to the interns about "Getting and Keeping the Job".
- c. Community Presenters include:
 - Center for Independent Living (CIL)
 - Good Shepherd Work Services (Adult Service Providers)
 - Employees from local financial institutions on banking
 - Potential Employers
 - PASSABCO (PA Social Security Administration Benefits Counseling & Assistance Program)

The purpose of the guest speakers is to bring the community resources to the classroom. This allows the interns to participate in lessons where guest speakers can share with current interns the benefits to participating in their programs. Former employed interns and employers also provide perspectives on skills needed for employment and the realities of being employed versus being a student volunteer and the realities of the work world.

10. There are scheduled meetings once a month beginning in September for each intern with the following individuals participating:

Intern
Parents/Guardians
Supervisor and Facilitator
Teacher
Social Worker/School Psychologist
School District LEA
Office Vocational Rehabilitation Counselor
Office of Intellectual Disabilities Case Manager
Business Liaison (if needed)

Adult Provider (if needed)

Departmental Manager/Mentor (if needed)

11. Parents participate in monthly team meetings where they receive feedback regarding the intern's progress as well as provide feedback regarding gains observed by parents. The teacher also maintains contact with parents weekly in the beginning of the year and the contact fades as the course of the year progresses. The goal is to transition the interns into adulthood increasing their role of communication fostering self advocacy. Parents go to Good Shepherd Work Services (Adult Provider) for meetings with the job developer and case manager for job development to discuss progress towards competitive employment. The purpose of families meeting off campus is to provide clear separation from school to work as they transition into the employment world.
12. Recruitment occurs in a variety of settings over the course of a year. Since referrals are only accepted through the recommendation of a student's resident school district, there is focus on educating the special education high school teachers and administrators about the program components and outcomes achieved. This occurs through presentations at Special Education District Contact Meetings, which are every other month. Presentations are also done annually at the CLIU Task Force meeting, a parent group, and at Transition Coordinating Council meetings, a parent and agency group.

As a member of the Advisory Board, the OVR transition counselor offers information and materials to students when she attends the transition IEP meetings in the schools. Her level of involvement has been far reaching.

Annually, an Open House is held during the first week of December. The purpose of the Open House is to recruit future applicants while sharing successes and the opportunities available for young adults with disabilities. Each Open House has been attended by more than 100 participants; parents bring their high school son/daughter, teachers, job coaches and administrators, local agency representatives and employers have attended. Applications for the next school year are available at the Open House. Current Project SEARCH interns present information on their first work rotation and their PATH goals.

The following marketing/recruitment materials are provided as examples:

- Newspaper articles - Morning Call (local newspaper)
- CLIU Board Minutes and Board Updates
- Newsletters
- Sweet Charity- articles; business developed
- Television – RCN and Service Electric
- Bi-Centennial Celebration – public relations booth
- Presentations to businesses
- Presentations to CLIU Board
- Presentations to School District Boards
- Article for the OVR Annual Report
- PS Handbook, "An Innovative Business Approach in the Hiring of Individuals with Unique ABILITIES in the Lehigh Valley
- CLIU website under Transition Resources

- GSRN website