

ATTACHMENT J – WORK PLAN

High School: _____
Contract #: 1000000001

Goals and Objectives under this contract

Goal: To provide Pre-Employment Transition Services for students with disabilities to learn about themselves and the world of work

Objective	Measures
Provide Job Exploration Counseling	<ol style="list-style-type: none"> 1. Assist students to complete interest inventories and aptitude surveys. Tools are utilized based on student’s interests and abilities. Some of the instruments used include Montana Career Information System (MCIS), Reading Free Vocational Interest Inventory, OPI Recommended Pro-Ed Transition Series- Informal Assessments for Transition, 100 Activities for Transition, Oasis 3 Interest Schedule, Transition to Work Inventory, Career Development and Transition for Exceptional Individuals, Values Inventory, and Career Clusters Interest Survey. 2. Arrange for 5 guest speakers for students to hear first-hand about a variety of careers. 3. Coordinate and chaperone 10 job shadow experiences in the community.
Assist with work-based learning experiences	<ol style="list-style-type: none"> 1. Create a Jobs/Financial Tech class to teach students how to complete job applications, create resumes and draft cover letters. Work with students individually as needed. 2. Teach students how to utilize online tools such as the MCIS resume builder, Career Kids website, etc. 3. Teach transportation skills to prepare students for employment. Students learn options for travel to and from work. This can be done in a classroom setting with a bus training unit and/or practiced in the community with a job coach. Taxi vouchers and bus passes can be provided. 4. Coordinate and chaperone monthly field trips for students to visit Job Service or invite Job Service to give a classroom presentation. 5. Ensure that all students have the opportunity to participate in school and community based work experiences. Provide on or off site support

	and job coaching based on student needs.
Counsel students on opportunities for enrollment in comprehensive transition or post-secondary education	<ol style="list-style-type: none"> 1. Invite a Vocational Rehabilitation counselor to present information about the VRBS program (at least once per semester). If necessary, accompany students to VR office for follow-up appointments before graduation. 2. Encourage interested students to meet with college recruiters who are visiting the school and sharing information about college programs, entrance requirements, financial aid, etc. 3. Arrange for interested students to participate in college day activities at the UM, MSU GF or similar programs. 5. Arrange for members of the trade occupations and apprenticeship programs to present to students. 6. Encourage interested students to participate in school sponsored educational sessions to prepare for post- secondary education and complete Financial Aid Forms. 7. Arrange presentations from Job Corps, Jobs for MT Graduates, STEM related programs or other community agencies.
Provide workplace readiness training	<ol style="list-style-type: none"> 1. Teach basic independent living skills utilizing tools such as the Casey Life Skills Assessment and the Life Skills Curriculum. 2. Encourage students to independently perform and practice tasks such as budgeting, calling for prescription refills, cooking, doing laundry, etc. 3. Teach soft skills utilizing tools such as the DOL Office of Disability Employment Policy's "Skills to Pay the Bills: Mastering Soft Skills for Workplace Success" Curriculum, East Baltimore's Job Readiness Training Curriculum, and Targets Curriculum. 4. Ensure that students know how to track hours, use time cards and communicate effectively with their supervisor. 5. Create a Social Skills Group with guided discussions on getting and keeping a job.

<p>Insure that students receive instruction in self advocacy</p>	<ol style="list-style-type: none"> 1. Disseminate information and encourage attendance at Montana Youth Leadership Forum and/or the Youth Transition Conference. 2. Arrange for a guest speaker from the Independent Living Services to teach a class on disability rights and self-advocacy. 3. Help students prepare a senior portfolio which includes their important papers such as birth certificate, social security card, resume, health history, etc. 4. Provide information about community resources for adults, rights and responsibilities as an 18 year old, transitioning from high school to college, etc.
<p>On-going supports for students</p>	<ol style="list-style-type: none"> 1. Create a data base with the following: <ol style="list-style-type: none"> a. Employers and work experience sites b. College prep programs and other post-secondary training options c. Community resources guide
<p>Provide a report of Pre-Employment Transition Services</p>	<ol style="list-style-type: none"> 1. Complete quarterly invoices to provide documentation of students receiving Pre-Employment Transition Services. 2. Document participation in Pre-Employment Transition Services in student's permanent record.

Contractor Signature:

_____ Date _____

Department Approval:

_____ Date _____