

**Rural Institute
Transition Projects**

Presents

Work Experience

**How to
Create a Work
Experience
Program at Your
School**

Guide

By Ellen Condon & Kim Brown

About the Rural Institute

The Rural Institute: Center for Excellence in Disability Education, Research, and Service, is one of sixty-four Centers for Excellence in Disability Education across the nation. It is an inter-disciplinary organization that promotes full participation in rural life for individuals with disabilities. The Rural Institute accomplishes this goal by developing and disseminating innovations in teaching, research, community supports, and policy advocacy.

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Opinions expressed here do not necessarily reflect the positions or policies of the funding organizations. These are a few of the many projects at The Rural Institute. This publication does not encompass all of the projects and activities currently underway at The Rural Institute as a whole.

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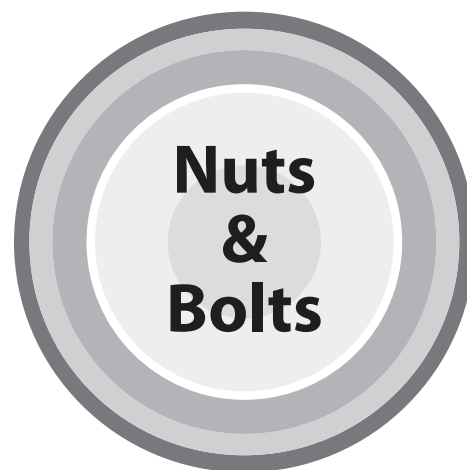
Web Site: <http://ruralinstitute.umt.edu/transition>

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**What Is
Work
Experience**



Introduction and Acknowledgements

The intent of this manual is to provide some templates and direction to schools that are looking for ideas of how to incorporate work experience into their curriculum for youth with disabilities. Hamilton Middle School served as a pilot site for one of the Rural Institute Transition Projects from 2006-2008. The school administration eagerly embraced the idea of offering community-based work experiences to their students with disabilities once the initial structure of the program was developed for them. We hope that other schools will be able to benefit from the template and examples that we developed with that school and have included as resources in this publication.

Ellen Condon, Transitions Project Director at The University of Montana's Rural Institute, created the Youth Corps Project at the middle school. Condon developed the initial work experience sites, drafted student permission slips, created job site analyses and sample student performance work assessment summaries, job coached, and mentored school staff in job coaching on employment strategies. The overwhelming success of the program, however, was due entirely to the local players. Barb Solomon served as Principal at the middle school for years two and three of the project. She juggled staffing and student class schedules to ensure that her students could participate in the program with the support they needed. Cassie Ellis joined the project in year two as the special education teacher. She expanded the project from 6 students to 12, expanded the work experience sites from 4 to 6 sites and took over the organization and administration of the work experience program. Ellis's efforts and commitment helped the Youth Corps Project evolve from a pilot project to part of the curriculum in the middle school. Carla Albert, a Physical Therapist at the Bitterroot Valley Education Cooperative, was an integral part of Youth Corps from day one. She identified and recommended the school and the class, identified and recruited students, worked alongside Condon to develop work sites, mentored staff, and job coached almost weekly for all three years of the project. The Youth Enhancement staff, Kelly Tibbs, provided invaluable and consistent support as a job coach. She offered her counseling services to youth on

her caseload through work experience in the community. Louise Chambers, a paraprofessional, job coached throughout the project. Thanks are also due to Connie Sills, the original life skills teacher who welcomed Youth Corps into her classroom.

One of the main points to take away from this school's experience is that they used the resources that they had available to offer a new service to youth. They didn't have any increase in cost; they used their existing resources differently.

Many of the forms in this manual were adapted from the examples provided in the *Handbook for Implementing a Comprehensive Work-Based Learning Program According to the Fair Labor Standards Act, Third Edition*. Revised, updated, and edited by: David R. Johnson, Carrie Sword, and Barbara Habegger, February 2005. The entire handbook can be accessed at <http://www.ncset.org/publications/essentialtools/flsa/default.asp>



Youth Corps Project: Rural Institute Transition Projects Support the Development of Employment Programs for Youth with Disabilities in Bitterroot Valley Schools



Volunteering As a Work Experience Activity

In Hamilton Middle School, students with disabilities are giving back to their community by volunteering. A work experience program, the Youth Corps Project (YCP), was developed in Hamilton Middle School for students ages 12-15. Currently there are 7 students who actively participate, and 14 students from the middle school have participated since the program began in the spring of 2005. Rural Institute staff took the lead on creating and organizing the program, which included contacting non-profit agencies throughout Hamilton to identify and arrange sites where the students could volunteer their time and have some work experiences. The Commod Thrift Store, Bitterroot Humane Society, Bitterroot Public Library, and the Bitterroot Community Garden are the current sites. Rural Institute staff wrote volunteer position and site descriptions for each site, drafted permission slips for students to participate, facilitated the identification of student learning goals to be addressed during each experience, wrote out roles and responsibilities for the support staff at the sites, and created data collection systems and summary documents to ensure that information learned about each student was captured and incorporated into their educational planning.

The overall success of the program, however, is due to the strong support from the school administration, especially the principal at Hamilton Middle School, Barb Solomon. Barb has created the infrastructure within the school to make this program part of the special education curriculum. She ensures that teachers' and paraprofessionals' schedules are coordinated to free them up to provide coverage to the sites. She has delegated the responsibility of the program oversight to one of the middle school teachers, helps identify students who might benefit from the program, provides the school vehicle to transport students to the sites that are beyond walking distance, and handles whatever other administrative finagling might be required to get the students out the door of the school on Thursdays. Two special education teachers (Emily Doyle and Cassie Ellis), and a paraprofessional

(Louise Chambers) from the middle school: a mental health case manager (Kelly Tibbs) and a physical therapist (Carla Albert) from the Bitterroot Valley Education Cooperative; and the Project Director from the Rural Institute (Ellen Condon) provide the support and coverage for students. No additional staff were required to make the project run; the existing resources were just utilized differently.

To make the schedule easiest for the school to implement, students participate in YCP on Thursdays for 7th and 8th periods. The students work for approximately one hour at their sites, after allowing for transportation time. Students typically participate at one site for a nine-week quarter and then rotate to a different site. One student is showing so much progress and is able to learn such a variety of duties at the Public Library that he has continued at that volunteer site all year and also has participated in an additional experience each quarter. The students receive class credit for their time volunteering.

Project team members learn so much about students' capabilities, interests, and support needs while they are out with the students in the community. At the library, for example, staff can assess students' filing abilities, organizational skills, and ability to sequence by numbers, date, and alphabet. They can also assess how well the students follow routines, work independently, and follow the work protocol established by the volunteer coordinator, as well as their comfort in asking for assistance when needed and socializing with other staff and volunteers. Each week the students are required to document the time and dates that they volunteered on their time logs and write in their journals about what they did that day, what they liked and didn't like about new tasks, and anything else they think is important. (How each student participates in this activity is individualized based on their capabilities and support needs.)

Definition of Formal Volunteering

Formal volunteering is an activity which always takes place in not-for-profit organizations or projects and is undertaken

- ⊙ To be of benefit to the community and the volunteer
- ⊙ Of the volunteer's own free will and without coercion
- ⊙ For no financial payment
- ⊙ In designated volunteer positions only

Source: South Eastern Volunteer Resource Service - <http://home.vicnet.net.au/~sevrs/volunteer/definition.htm>

Building Capacity Across Additional Schools

The support of Rural Institute Transition staff is funded by a time-limited grant. The Youth Corps Project will span three years and is funded by the Corporation for National and Community Service. The grant was awarded to CTAT/Denver Options in October of 2005 and Montana is one of six states (including Colorado, Utah, Wyoming, North Dakota and South Dakota) that are working with CTAT/Denver Options to implement

this project. Each state's project design is unique, but the overall purpose is to expose students with disabilities to volunteer opportunities and work experiences which will result in increased employment outcomes for them in adulthood. In Montana, the Youth Corps Project provides services to approximately 23 students with disabilities currently and has served 32 students since it began.

The goal of Youth Corps is to create a sustainable program that will continue after the end of the grant, and to create a replicable structure for other schools to implement in their communities. Florence Schools is currently creating a work experience program with the support of Ed Boniecki of the Bitterroot Valley Education Cooperative and Ellen Condon, Transition Projects Director at the Rural Institute. Instead of volunteer sites, unpaid work experiences are being created. Much of the structure is similar to the program at the middle school in Hamilton, with the exception of the need to meet Department of Labor regulations in the area of unpaid work experience. Part of the Rural Institute staff's role is assisting the school to create documentation that will enable them to comply with these regulations.

Youth Corps in the High Schools


In addition to the support provided to Hamilton and Florence Schools, the Youth Corps Project also funds Susanne Meikle of MontanaWorks, the Rural Institute's Employment Agency*, to do outreach to students and school staff in Victor, Corvallis and Hamilton High Schools. Typically students would not be able to access employment services from an adult vendor such as MontanaWorks this early in the transition process, or until they had funding from Developmental Disabilities or Vocational Rehabilitation to purchase these services. But, with the funding from Youth Corps, school staff and an adult agency can work collaboratively, blending resources to support preparation for students to be employed after graduation.

MontanaWorks currently serves 14 students through Youth Corps. Susanne has supported four students to enroll in continuing education as a post-school outcome. One student earned his Commercial Drivers License (CDL), another is applying to college and the third pursued cosmetology school. The fourth student is studying driver's education through the Literacy Volunteers of America Program, a non-profit basic literacy agency in the local community. Six students are now employed in the community in banks, landscaping companies, a bakery, construction, and a restaurant. Three students are participating in individualized community-based work experiences at a small engine repair shop, landscaping business, and construction company. One student is a volunteer at the local animal shelter, and the final student participates in a school-based experience.

MontanaWorks has been proactive in assisting youth and families to link with other adult agencies such as Vocational Rehabilitation, Developmental Disabilities, Social Security, Workforce Investment and Summit Independent Living to access funding and additional supports. Susanne, high school staff and local agencies recently

held a Transition Forum at the Hamilton High School to link students and their families with all available resources in the valley. At the forum the agencies shared information with middle and high school students and their families. Additional forums are being planned for Corvallis, Darby, Florence, Stevensville and Victor schools.

**MontanaWorks spun off from The Rural Institute as a private provider on July 1, 2007, becoming Montana Work Solutions. Susanne Meikle is the owner and director.*



Call it what it is: Are you volunteering or performing an unpaid work experience?

Many times people use these terms interchangeably but there is a big difference between the two. The Department of Labor has strict rules governing the performance of work without pay in for-profit businesses. Unpaid work experiences are allowed and can be a useful way for youth to explore various jobs and tasks as part of their education, but schools need to be knowledgeable about the restrictions and recording requirements of this activity. Otherwise, the school and the business can be fined for not following Department of Labor Regulations.

Volunteering is another valuable work experience for youth, a way to experience giving back to their community and a way to make connections with other community members. Volunteer work is not a substitute for paid employment for people with disabilities but is a bona fide community activity in itself.

Principles of Volunteering

- ⊙ Volunteering benefits the community and the volunteer
- ⊙ Volunteering is always a matter of choice
- ⊙ Volunteering is an activity that is unpaid and not undertaken for the receipt of salary, pension, government allowance or honorarium
- ⊙ Volunteering is a legitimate way in which citizens can participate in the activities of their community
- ⊙ Volunteering is an activity performed in the not-for-profit sector only
- ⊙ Volunteering is a vehicle for individuals or groups to address human, environmental and social needs
- ⊙ Volunteering is not a substitute for paid work
- ⊙ Volunteers do not replace paid workers nor constitute a threat to the job security of paid workers
- ⊙ Volunteering respects the rights, dignity and culture of others
- ⊙ Volunteering promotes human rights and equality

*Source: South Eastern Volunteer Resource Service -
<http://home.vicnet.net.au/~sevrs/volunteer/principles.htm>*



Requirements of the Fair Labor Standards Act Related to Work-Based Learning in Schools

Because Work-Based Learning (WBL) activities take place in employment settings, these activities must comply with the provisions of the Fair Labor Standards Act (FLSA). The FLSA is the federal legislation establishing minimum wage, overtime pay, record-keeping requirements (i.e., personal employee information, wages, hours), and child labor. Employees are entitled to a regular wage of at least \$5.15 (2005 minimum wage) per hour and overtime pay of at least one and one-half times their regular wage for all hours more than 40 in a work week. In states with a minimum wage rate higher than the federal, the higher rate applies.

In order to promote WBL programs to prepare youth with disabilities for productive, paid employment, the U.S. Departments of Labor and Education entered into an agreement in September 1992 and adopted the following Statement of Principle:

The U.S. Departments of Labor and Education are committed to the continued development and implementation of individual education programs, in accordance with the Individuals with Disabilities Education Act (IDEA), that will facilitate the transition of students with disabilities from school to employment within their communities. This transition must take place under conditions that will not jeopardize the protections afforded by the Fair Labor Standards Act to program participants, employees, employers, or programs providing rehabilitation services to individuals with disabilities.



The FLSA and WBL Career Exploration, Career Assessment, and Work-Related Training Components

The Departments of Labor and Education joined this statement of principle with Policy Guidelines governing the participation of youth with disabilities in employment settings for career exploration, career assessment, and work-related training. Youth with disabilities who engage in non-paid career exploration, career assessment, and work-related training activities are not considered employees of the businesses

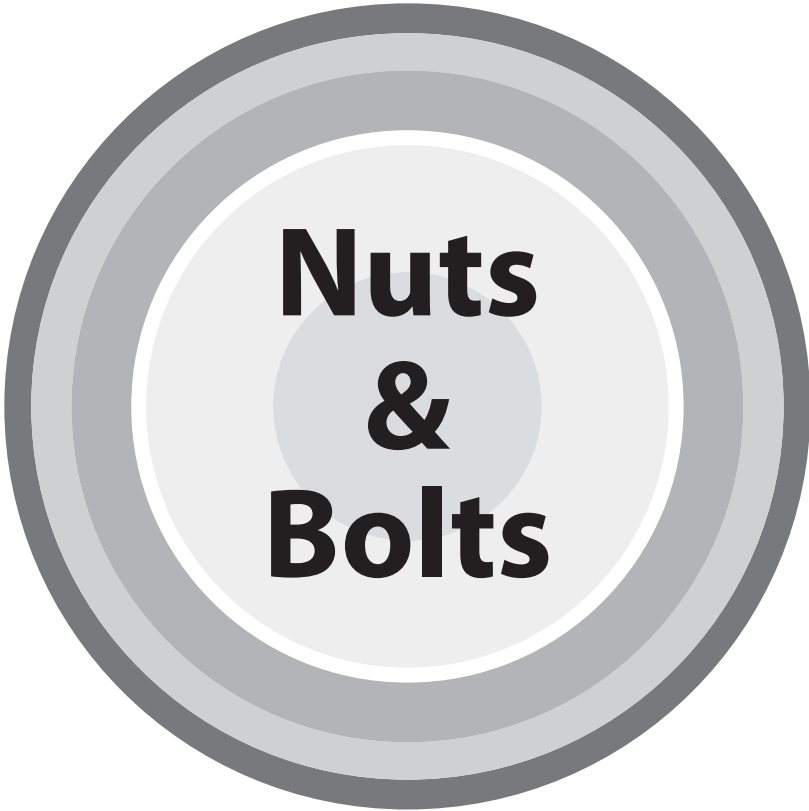
in which they receive these services only if they can demonstrate compliance with all of the guidelines below. When schools and employers engaging in these WBL activities with youth with disabilities adhere to all of the following guidelines, they do not violate the provisions of the FLSA. The guidelines are:

- ⦿ Participants will be youth with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable and who, because of their disability, will need intensive ongoing support to perform in a work setting.
- ⦿ Participation will be for career exploration, career assessment, or work-related training at a worksite placement under the general supervision of public school personnel.
- ⦿ Worksite placements will be clearly defined components of Individualized Education Programs (IEPs) developed and designed for the benefit of each student. The statement of needed transition services established for the exploration, assessment, training, or cooperative work experience components will be included in the student's IEP.
- ⦿ Information contained in a student's IEP will not have to be made available; however, documentation as to the student's enrollment in the work-based learning program will be made available to the Departments of Labor and Education. The student and his or her parent(s) or guardian(s) must be fully informed of the IEP and the career exploration, career assessment, or work-related training components and have indicated voluntary participation with the understanding that participation in these components does not entitle the student-participant to wages or other compensation for duties performed at the worksite placement.
- ⦿ The activities of the student at the worksite do not result in an immediate advantage to the business. The Department of Labor looks at the following factors to determine if this guideline is being met:
 - ⦿ There has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties, and the students are not performing services that, although not ordinarily performed by employees, clearly are of benefit to the business.
 - ⦿ The students are under continued and direct supervision by either representatives of the school or by employees of the business. The student receives ongoing instruction and close supervision at the worksite during the entire experience, resulting in any tasks the student performs being offset by the burden to the employer of providing ongoing training and supervision.
 - ⦿ Such placements are made according to the requirements of the student's IEP and not to meet the labor needs of the business.

- ⊙ The periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited by the IEP.
- ⊙ While the existence of an employment relationship will not be determined exclusively on the basis of number of hours, as a general rule, each component will not exceed the following limitation during any one school year:
 - ⊙ Career exploration – 5 hours per job experienced
 - ⊙ Career assessment – 90 hours per job experienced
 - ⊙ Work-Related training – 120 hours per job experienced
- ⊙ Students are not automatically entitled to employment at the business at the conclusion of their IEP. However, once a student has become an employee, the student cannot be considered a trainee at that particular worksite placement unless in a clearly different occupation.

Schools and participating businesses are responsible for ensuring that all seven of these guidelines are met. If any of these guidelines are not met, an employment relationship exists, and participating businesses can be held responsible for full compliance with the FLSA.

This article was extracted from: *Handbook for Implementing a Comprehensive Work-Based Learning Program According to the Fair Labor Standards Act, Third Edition*. Revised, updated, and edited by: David R. Johnson, Carrie Sword, and Barbara Habegger, February 2005. The entire handbook can be accessed at <http://www.ncset.org/publications/essentialtools/flsa/default.asp>



**Nuts
&
Bolts**



Nuts & Bolts of Developing Your Work Experience Program



Choosing the Experience

One of the first steps in creating a work experience program is to identify or create your work experience sites. Students can benefit from experiences within the school, in the community as volunteers or within for-profit businesses, or through self-employment experiences. There are benefits and drawbacks or cautions to each.

In-school work experiences eliminate transportation issues and are generally easy to negotiate. You do need to be careful not to have students with disabilities performing jobs or tasks that students without disabilities don't perform. For example, if students without disabilities don't do janitorial tasks within the school, then neither should students with disabilities. Student performance at in-school work experiences should not be used as a prerequisite for work experience in the community. Performance is influenced by the context in which it is performed. Many students will do better in an experience away from school and all youth and adults should have access to their community as a basic civil right. Develop expectations and a structure to the experience to make it as job-like as possible.

Community experiences require that we get the students to them and negotiate the experience with the business. Schools in Montana have walked to work sites with students (providing travel training along the way), or used the driver's education car, the school bus, school district vehicles, or public transportation. One school even offered the student gym credit for walking the mile to work. The overwhelming benefit to community-based experiences is the variety of work tasks and environments and the likelihood that the expectations for performance will be more similar to those of a real job. A drawback of performing unpaid work experience in a for-profit business is that employers may be less likely to hire a student after they have had that student in the business without paying him or her.

Self-employment as a work experience allows schools in rural or remote areas to offer real work experience when community businesses don't exist or are too far away to access. The student's business can be as simple as offering a service (such as washing teachers' car windows), or selling a product like coffee or popcorn. The school can own the business or the student can own the business and possibly develop it into their post-school job (see the *Choosing Self-Employment* monograph at www.ruralinstitute.umt.edu/transition for

two examples of student-owned businesses that started as work experiences). If you choose to include self-employment as an option in your work experience program, you will need to plan for the accounting of funds (which can be a great student learning opportunity), purchasing and maintaining supplies, and reporting of income. Plan carefully - sometimes a student-run business requires so much upkeep that support staff spend more time running and maintaining the business than they spend teaching students skills and tasks within the business.

Work experience logistics to consider:

- Ⓞ How will get students there?
- Ⓞ Who can provide support to students?
- Ⓞ When is the best time of day for the school's schedule and for the experience site's schedule?
- Ⓞ Do you have parent permission?
- Ⓞ What do you say to employers to negotiate the experience?

Ask employers if you can have 25 minutes of their time to discuss new activities or a new program at the local school. Once you meet with them, explain that the school wants students to learn and experience work in addition to their academics. This will prepare the students to be better employees...the employer can help you shape her or his future workforce. Explain that you are looking for various work environments and jobs that youth can sample to determine what they like and don't like and what their skills are. Explain the supports the school will provide such as support on the job for the student. If this is an unpaid work experience in a for-profit business, explain that the students cannot take the place of a paid employee, they cannot perform work that benefits the employer, and they will need ongoing supervision and training from either the employer or the school to ensure that the employer is justified in not paying them. Employers may ask you who is liable if a student is injured at their work place. Your school's insurance or families' insurance would be the provider in this case since the business is not paying the student. Talk to your school administration about this before you start the work experience program. The school's liability would be similar to that in the case of students on a school field trip.

It is important to structure the experience so the student can learn the components of the job (especially for those students who have difficulty learning new tasks), and be able to as work independently as possible. Structuring the experience is respectful to the business as well. It shows that you and your students value how they do business, what their employee and volunteer expectations are, how they perform the various tasks within the business, and their particular culture. To become familiar with this information interview the supervisor, take notes about what the expectations are, tour the business and observe the various tasks being performed before the students start the experience. Write up the description of the work experience to ensure that all support staff are aware of what is expected and are consistent with communicating those expectations to the students. This guide includes samples of volunteer position descriptions and support staff job descriptions.

Hamilton Middle School Community-based Work and Service Exploratory Volunteer Position Description

Placement: The Commod Store

Are there typically volunteers in this position? Yes

Goal of the Position: Assess skills and support needs, and gain work experience

Sample Activities:

1. Evaluate donated clothes – toss out stained & damaged inventory
2. Sort donated clothes (girls, boys, men, women, out-of-season)
3. Hang clothing on appropriate hanger
4. Arrange clothing by size (men, women, boys, girls) in back room
5. Place clothing in appropriate location and by size in the store
6. Stock shoes in store by men's, women's, children's
7. Price clothing items using pricing gun
8. Pull clothing off rack upon request and rebag

Schedule: Tuesday 2:15-3:15 & Thursday 2:15-3:15

Volunteer Expectations:

1. Frank will assign tasks to the students each day and will give direction and feedback directly to them.
2. Frank wants the students to enjoy what they are doing and is very willing to help support them in learning tasks or working with them on bad days.
3. Sorting donated clothing to determine what is resalable is top priority.
4. Ask Frank to get you more clothes when needed.
5. If a clothing item is torn but looks like it is useable, ask Frank if it should be sold rather than thrown out.
6. Out-of-season clothing is put into boxes on the floor rather than hung up. Each box is labeled.
7. There are designated areas in the back room to hang Oversize, Women's, Men's, Girls' and Boys' clothing.

8. When racks in the store have open space, Frank will ask the students to stock them with more inventory.
9. Sort the inventory to be stocked by size and then place with same sizes in store on racks.
10. When in the retail section of the store, remember that volunteers are representing the store.
 - a. Be polite to customers;
 - b. Talk quietly (not loudly across one room to another);
 - c. Walk—don't run;
 - d. If someone is in your way, say "excuse me" and wait for them to move;
 - e. Do not make negative comments about clothing or merchandise;
 - f. Be careful to keep the aisles and floors clear so customers can shop while you are working.

Site Contact Person:

Frank Katz (phone number)

Coworkers: Lisa, Don (stocks the donated clothes in the storage area)

Cat: Puddy

Commodity Center (address)

Hamilton Middle School Community-based Work and Service Exploratory Volunteer Position Description

Placement: Bitterroot Public Library

Title/Position: Children's Reading Area Assistant

Are there typically volunteers in this position? Yes

Goal of the Position: Assess skills and support needs, gain work experience

Sample Activities:

1. shelving books
2. organizing and picking up the area
3. _____
4. _____

Timeframe:

Length of Commitment: 10/26/06-1/26/07

Estimated Total Hours: _____

Schedule: Thursday 2:15-3:15

Supervisor: Louise , Hamilton Middle School 363-XXXX

Volunteer Expectations:

1. Nancy will interview each student to determine their interests and skills.
2. They prefer one student at a time.
3. If the volunteer has a question they should communicate directly with Nancy.
4. Students are interacting with the public and need to dress neatly- jeans are ok but pants with holes are not ok.
5. Volunteers wear name tags.
6. Students sign in and sign out so the library can track volunteer contribution hours.
7. Nancy wants the tasks to be done a specific way each time—she will provide training- we will document her expectations.
8. The student is expected to call and cancel if they cannot attend their scheduled shift.
9. **bring the school schedule when placement begins so the volunteer can be put on the schedule.

10. The library provides workers comp for volunteers so they need the student's Social Security Number.

Task Performance Expectations:

Site Contact Person: Nancy Reed 363-XXXX, Bitterroot Public Library, 306 State Street, Hamilton, MT 59840

Adapted from: Lynch & McCurley; Volunteer Management

Hamilton Middle School Community-based Work and Service Exploratory Volunteer Position Description

Placement: Bitterroot Humane Society

Are there typically volunteers in this position? Yes

Goal of the Position: Assess skills and support needs, and gain work experience

Sample Activities:

1. Washing pet dishes.
2. Folding clean laundry.
3. Scoop poop in dog area outside.
4. Rake leaves and put on new iris plants.
5. Vacuum pet taxi/van when it is parked in front of shelter.
6. Brush cats and spend time with them in cat room.
7. Spend time with kittens in kitten room.
8. Spend time with dogs in meet and greet area (if volunteer is out there and willing).

Timeframe: 11/2/06-1/26/07

Schedule: Thursday 2:15-3:15

School Support Staff: Kelly, Ellen, Carla Phone: 363-XXXX

Volunteer Expectations:

1. Washing pet dishes are top priority but after they are finished kids can choose what they would like to do.
2. Don't interfere with the paid staff performing their jobs. We should refer questions to Jan Peters (Outreach Coordinator) 821-XXXX or Kate Smith (Volunteer Coordinator) 363-XXXX.
3. Wash your hands before leaving one animal area and touching animals in another area.
4. No open-toed shoes.
5. Close all gates/doors behind you.
6. If you can't make it on a Thursday, call and leave a message 363-XXXX.
7. Wear clothes that you don't mind getting stained (bleach) or an overshirt.
8. No one under the age of 16 should be alone in the cat rooms.
9. Keep voices to an inside volume.

Pet Dishes:

- If there are soiled towels on the counter, put them into the dirty laundry pile.
- Spread a clean towel on the counter.
- Get a washcloth to wash sinks and dishes.
- Drain the sink and wash it out with soap and water.
- Rinse all the soap out of the sink.
- Run water as hot as you can stand it.
- Fill sink on right with hot soapy water.
- Fill middle sink with clean hot water.
- Fill sink on left with hot water and ½ cup bleach.
- ****Wash human utensils first.
- Wash, rinse, rinse with bleach all dishes.
- Place to dry for 10 minutes on towel.
- Dry dishes after 10 minutes.
- Clean debris out of sink and rinse sinks when done.
- Plastic dishes go in laundry room under cat food.
- Small metal cat food dishes and plastic small cat food dishes go in the infirmary in the cabinet.
- Light blue wash tubs go under sinks in laundry room.
- Human silverware in drawer, cups in cabinet.
- Metal dishes, pans and toys go in storage by dog kennels.

Fold Clean Laundry:

- Towels and washcloths go under sinks.
- Small fuzzy items and bath mats are for kittens.
- Large blankets are for dogs.
- Kitten and dog items go in storage room off kennels (opposite end from bowls and pans).
- Place small items together and larger items together.

Cat room:

- Sit on the floor and let cats come to you.
- There is a brush on top of the paper towel dispenser.
- Wash your hands before leaving the room.

Kitten room:

- Sit on floor and let kittens come to you.
- Wash hands before leaving room.

Vacuum Van:

- When van is out in parking lot, ask staff for shop vac.
- If van is parked away it would be a hassle for staff.

Scoop Poop:

- In dog yard there are pooper scoopers.
- Put poop in white trash bag near scoopers.
- When bag is full put it in dumpster by the annex.
- MAKE SURE TO CLOSE THE GATE.

Rake Leaves:

- Ask staff to unlock building to get rake (in dog yard).
- Place leaves on iris plants by annex trailer and around front of building.

Interact with dogs in Meet and Greet Area:

(to the east of the building)

- IF a volunteer is in the area with a dog, ASK if it is ok to enter and interact with the dog.

Site Contact Person:

Jan Peters: 821-XXXX, Kate Smith: 363-XXXX (both are off-site most of the time); Val Douglas is the Director and is on-site.

Paid staff: Char- long reddish brown hair, Janet- blond hair, Jessica- brown hair

Humane Society phone: 363-XXXX

262 Fairgrounds Rd.



Staff Roles

To ensure that the business is content with your work experience program and the students are benefitting as much as possible from the work experience, it helps to clarify the expectations of support staff. Here are samples of role descriptions developed for the lead teacher and the on-site student support personnel in the Youth Corps Project.

Youth Corps Project Volunteer Site Support Staff Roles

- 1) Read the **Volunteer Position Description** to familiarize yourself with the site's expectations and tasks the students will be doing.
- 2) Read each student's **Training Plan** to determine what they are working on for goals at the volunteer site.
- 3) As you spend time at the site edit or add any information that is outdated or needs to be added to the Volunteer Position Description.
- 4) When you leave the school building staff must sign out each student and indicate that they are attending the workforce project.
- 5) Sign students back in when you return.
- 6) Upon returning to the classroom have the students log the date and time they worked on their **Work Experience Volunteer Log form**. (Keep these in the site notebook.)

Youth Corps Project Exploratory Lead Teacher Duties

New Quarter

- 1) Before each quarter ends, assign the students to their new work experience placements.
- 2) Determine which staff will be at which site. (Remember school staff, YEP staff and Bitterroot Education staff can all drive the school van.) If YEP staff are going to provide coverage at a site they prefer to work with 2 of their YEP student caseload so their hours are billable.
- 3) Update the work experience site schedule and post on bulletin board and give a copy to the front office staff for reference.
- 4) With Special Education teacher input, draft new students' Training Plans.
- 5) Copy the Special Education teachers on the Training Plans and place a copy in each of the Site Notebooks for reference.
- 6) Reserve the school van for the entire school year for sites that require driving.
- 7) Send the form letter to each site letting them know when new students will start; provide the students' names and the school contact person's name and number if they need to contact the school, and the scheduled dates and times.
- 8) Send each student's parents a form letter notifying them of the new placement and the dates their son or daughter will be working there.
- 9) If you are having difficulty scheduling staff or students, talk to the principal BEFORE the new school class schedule is completed.
- 10) All new students entering the YCP project need to have a signed permission slip before they go to any of the sites.

End of Quarter

- 11) Have the students send a group thank-you card to each of the work experience sites before their last day.
- 12) Summarize each student's performance on the **Work Assessment Summary Form**.
- 13) Send the summaries to their Special Education teachers and place a copy in the student's file with their **Training Plan**.

Ongoing Needs

- 14) If support staff cannot make it on their scheduled shift, reassign staff if needed. (At least one support staff on the site should be trained for that site.)
- 15) Oversee that students are attending the Exploratories class weekly. Check in with their Special Ed teacher if they have missed 2 classes at one site.

Community-Based Volunteer and Unpaid Work Experience Parent Permission Form

Check One:

- Community-Based Volunteer Work
- Unpaid Community-Based Work Experience

Your son or daughter has been offered the opportunity to participate in a school and community-based work experience. The program is designed to provide your child with real work and volunteer experiences that will assist him or her in learning skills needed for employment later in life. In order for your child to participate in this program, we must have your permission for the following:

_____ I give my permission for _____ to participate in the Community-based Volunteer and Unpaid Work Experience Program.

_____ I do NOT give permission for _____ to participate in the Community-based Volunteer and Unpaid Work Experience Program.

Please write YES or NO in response to the following statements:

_____ I understand that my child will be participating in a class that will take place off campus.

_____ I understand that my child will be accompanied by school staff at all times while participating in this experience.

_____ I understand that my child will receive credit for these work or volunteer experiences.

_____ I understand that my child will NOT receive pay for participating in this class.

_____ I understand that I will be notified when the location of the experience changes.

_____ I give permission for my child to walk from the school to the community site or to be transported by school personnel in a school vehicle.

_____ I give permission for school staff to disclose relevant information about my child's abilities, needs and accommodations to community site personnel.

_____ I give permission for my son or daughter to be photographed while participating in this experience.

I understand that if I have any questions I can contact Judie Fisher, the Florence School Special Education teacher or Ellen Condon, Project Director at the University of Montana's Rural Institute.

SIGNATURES

Your signature indicates that you understand and agree to these terms and conditions.

Parent/Guardian _____ Date _____

Student _____ Date _____

Principal _____ Date _____

Teacher _____ Date _____



**Plans
&
Performance**



Making the Most of the Work Experience

After you tour the business and complete the job site analysis, you will have a list of various tasks, skills, and work behaviors that you can assess for each student and, if needed, teach to particular students. The community work experience is a functional environment in which to work on communication, functional academics, and social skills, as well as to learn specific work tasks. Develop a plan of what you want to learn about a student at a particular work site and/or the specific skills that you want to teach, and then use this plan to structure the work experience.

IDEA 2004 requires age-appropriate Transition Assessments for youth to guide transition planning. Many areas can be observed and assessed while students are participating in work experiences. Not only will the assessment results be more indicative of “real world” performance, they will provide you with concrete skills, tasks and behaviors you can teach students to help them succeed after high school graduation.

Individual Volunteer Placement Training Plan

(Attach to the Volunteer Position Description)

Date: 2/04/07

Student's Name: Todd Brown

Volunteer Site: Bitterroot Public Library (2nd quarter) and Bitterroot Humane Society

Teacher/Coordinator: Louise Albert

As part of Todd's volunteer experiences he will participate in two non-paid, volunteer experiences for the time period of: 1/30/07-3/30/07

The following will be assessed during this volunteer experience as identified in his IEP/transition goals and objectives:

1. Todd's ability to order by number and by letter.
2. Supports or strategies that help promote independence.
3. Todd's stamina on the job—the library can last up to two hours per shift once he learns the new tasks.
4. Supports that Todd needs to move from one task to the next on his own.

Todd will learn to perform these work behaviors:

1. Record the dates and time he volunteers at the library in his journal.
2. Record the expectations of the supervisor for performance in his journal.
3. Determine what time he needs to leave the classroom on Tuesdays and Thursdays to arrive at the site five minutes before his shift begins- and write this in his journal. The goal will be for him to tell staff when it is time to leave school.
4. Get ready to go to work independently (check his face and wash it if needed, wash his hands, get his coat, and let staff know it is time to go without being prompted to complete any of these steps).
5. Introduce himself to new acquaintances, shake hands, and speak loudly enough for people to hear him.
6. Ask his supervisor or coworkers directly if he has questions.
7. Call his supervisor if he cannot attend his shift.
8. Walk safely from the school to the site (walk continuously across the street while in crosswalks, look at stopped cars, and respond when driver waves you to cross street).
9. Determine that he is finished with the current task.

10. Move to the next task on his own.
11. Perform a task based on employer expectations even if he has learned a different method somewhere else.

Todd will learn to perform these work tasks:

1. Alphabetizing books by several letters.
2. Ordering books by number.
3. Organizing assigned work area.
4. Washing and sanitizing pet dishes.
5. Folding laundry.
6. Asking unfamiliar people for help or information.

Anecdotal records will be kept by the job coach during the training experience outlining progress of the student toward the above training goals. The job coach or site supervisor will also keep a log of the dates and accumulated hours the student has worked at the site.

**New training activities will be initiated once the goals are met.

Adapted from the 2005 NCSET Essential Tools Sample Training Plan, University of Minnesota.



Capturing What We Learn from the Work Experience

Journals

Students can document information about each of their experiences in a journal or notebook. In the Hamilton project, students were encouraged to write down each new task that they tried at the work site, comments about what they liked and didn't like, and notes about things they did well and things they needed help with. Students were also responsible for recording the dates and times they worked on a time sheet that they kept in their journals. Class discussions could be facilitated around this exercise if time permitted.

Descriptive Log Notes

Work experiences provide many opportunities to learn new information about a student. To ensure this information is captured and used, it helps if time is allotted each day for support staff to document observations of student performance at the site that day. Staff should write descriptively, which allows the reader to see the student's performance and get an indication of the quality of the performance, the support provided, and the student's motivation for the task. When the writer is able to focus on describing what she or he observes instead of on making judgment statements, the reader sees a clearer picture of what works and what doesn't for each student.

Work Experience Summary

It is ideal to summarize a student's performance and what you learned about that student at the end of each work experience. Too often, as students are assigned new support staff or transition from school to adult life, information that has already been learned about them gets lost or doesn't get passed on for other reasons. In addition to serving as an age-appropriate transition assessment and/or a functional vocational evaluation, the work experience summary document can provide a valuable historical record of what has already been learned about a young person.

Student Experience Log

The teacher or the student can keep a log of the student's work experiences so the information can transition with them to new teachers or to adult services providers.

Student Photos and Portfolio

Teachers should take action photos of the students throughout their work experiences to illustrate their skills and abilities. Photos can be organized with narrative information into a binder that students can use to represent themselves at IEP meetings or that job developers can use to represent students to employers. For additional information on portfolios visit:

http://ruralinstitute.umt.edu/transition/Partner_vol5_iss1.pdf

<http://ruralinstitute.umt.edu/transition/portfolio.asp>



Observation Notes

DATE: 7/17/07

JOB SEEKER: Todd Brown

OBSERVER(s): Susanne Mitchell ACTIVITY: collating fact sheets & making packets

LOCATION: MWS office in Hamilton TIME OF OBSERVATION: 1:30

When taking observation notes think about writing what you see—just the facts. Do not draw conclusions, or write judgmentally about the performance or behavior. Describe it with enough detail and robustness so any reader who was not there can picture it in their mind. Capture information that will indicate the motivation of the individual, as well as the quality of their performance in terms of pace, correctness, and stamina. List specific tasks you see them doing, mundane household or tasks in school as well as vocational tasks. Describe any connections to people, organizations, and/or to the community that you become aware of the job seeker having. If any concerns arise from parents, the job seeker or support staff, note them. Quotes work well in this instance.

This was Todd's first day collating fact sheets and putting them into the pockets of a folder to make a packet. I organized the 7 fact sheets into piles and arranged them from left to right on the work table in the order they would be viewed in the folder.

I demonstrated the task once for him working from the left pile to the right demonstrating the correct order of the fact sheets. I placed the first 5 sheets into the left hand pocket of the folder and the last 2 fact sheets into the right hand pocket. Todd asked, "What if the pocket of the folder gets ripped?" I replied that if a folder was ripped by accident it wasn't a big deal but if an employee damaged several of the folders I wouldn't want to pay that person to do the job any more. The second and third time he asked this question I ignored the question and continued to observe him collating the fact sheets.

When I asked Todd to go ahead and make a packet he gathered the fact sheets from right to left but maintained the correct order of how they would be viewed in the packet. As he arranged the 7 fact sheets of the first packet he stopped to show me a cut on his finger twice, and asked if I thought it was infected. He also asked two more times, "What happens if someone rips a folder?" I told him once that we could chat when he was done working and I continued to look at his work instead of at him.

When he finished the first 2 packets correctly I left the room and instructed him to continue working until the 30 packets were finished. I observed him working without him being aware of it. His pace increased and he completed the 30 packets in 12 minutes. Once he was finished he began opening the packets one by one and leafing through the contents. After the 4th packet I reentered the room and asked him what he was looking for. He explained, "I have 1 of each fact sheet left but the green one and I am looking to see if I made a mistake and put too many of those fact sheets into one folder." I told him that it was probably my fault and that I most likely had miscounted.

Work/Volunteer Experience Summary

Student: Todd Brown

Date of Report: 1/26/07

Dates of Experience: 11/10/06 1/26/07 Days/Hours: Tues. 1-2pm

Site: Library

Person Supporting Student at Site: Louise

OBSERVATION SUMMARY

Performance of Job Tasks: *(Describe the tasks required of the student, how she/he performed, the student's response to production and endurance requirements, attention to detail, support required from the support person or the site personnel initially and by the end of the experience, etc.)*

Todd was interviewed for the position at the library by Nancy Renny. She explained the expectations of the position: check in and out, ask her directly when you have questions, call in if you are not coming, wear pants without holes. Although he appeared not to be paying attention during the interview as he was looking around the room rather than at the speaker, he was able to recite the expectations and write them in his journal when he returned to school. When he knew answers to questions he would look to one of us to answer rather than answering himself. If we didn't answer he would eventually provide a response, but oftentimes it was in a very soft voice and was difficult to hear.

He worked in the children's section of the library where books are shelved by first letter of the author's last name. His job was to look through each bin, identify books that were misfiled, and refile them by the correct letter. Each of the books in the children's section has an "E" indicating "easy." If he found a book that had a "J" noting nonfiction, he was to put it on the reading table for someone else to shelve later.

On 1/11/07, when I observed Todd at the library, he walked in to the library and asked me, "Should I check in?" I replied "Do what you always do." He signed in the log book, put his coat in Nancy's office and then asked me where Nancy was (he was supposed to start a new project that day). I told him I didn't know where she was and suggested that he ask the woman behind the desk. He replied, "Will you do it?" I said, "No, but I will go with you." He asked if Nancy was there and they said no and walked him over to another coworker to see what he was supposed to do. When that coworker asked him if he could tell her what he had been doing he replied, "No." When I prompted him, "What letter did you leave off on last week while shelving books?" he answered, "H." She suggested that he start there. He immediately headed to the children's section but did not thank her.

He reshelved books for an hour. He found several books that were misfiled and filed them correctly. He was able to leave the section he was working on ("H" for example), and reshelve the book in the "D" section, and then return to the section where he had been working. He found one "J" book and put it on the table. He asked for help on one book that didn't have an obvious author - it was produced by

Scholastic Books. He thoroughly checked each book, sometimes picking up four books at a time and checking each book's spine for the author. He began in the "H" section and finished the alphabet, and then I suggested he start again - he made it to "C".

The first few weeks at the library he took his time and meticulously checked each book to ensure it was in the right place. He spent these first three weeks on the "A", "B" and "C" bins. During his fifth week he completed bins from "C" to "R". He noticed when things were out of place and asked Nansu what to do with them.

I asked him when he needed to leave and he replied, "When the hand is on the three." When it was 3:15 he asked if we should go back to school. He logged out but did not say goodbye to coworkers. I asked him if he usually said goodbye and he replied, "No." I then asked if he thought it would be a good idea to say goodbye and he replied, "No." He then asked if I said goodbye to my coworkers and I said, "Yes."

Leaving the library he noticed a tack on the floor, picked it up and put it on the bulletin board. While he was shelving books he stepped over a piece of paper on the floor rather than picking it up.

Environment: *(Note the characteristics of the environment including: noise level, coworker proximity and interaction, communication skills required, endurance and production requirements, appearance expectations, etc. Describe how the worker performed in response to these characteristics.)*

Todd worked in his own section of the library, which was quiet. Coworkers were rarely in sight but were around the corner if he needed them. He was able to work on his own.

Strengths and Interests: *(Note the specifics of the job task(s) or environment that the student liked and/or excelled at performing.)*

Todd was thorough, found books that were out of place, and was able to interrupt what he was doing and return to where he left off. Once told what the expectations were, he followed them (except for asking familiar staff questions before asking Nancy). He occasionally looked through a book while he was shelving it but this lasted for less than ten seconds.

He searched for information and noticed when things were out of place.

Todd was meticulous. He always found a book that was out of place when he knew what he was looking for in the section.

Dislikes or Things to Avoid:

I didn't note any at the library.

Supports the Student Needed: *(To learn and perform the job both initially and at the end of the experience.)*

Todd seemed to need a familiar person to help him interact with coworkers and his supervisor. He needed clear concrete information about what was expected and how to do the task.

Todd needed clear expectations for independent performance. At 2:00 each Thursday he would ask staff if he should get his coat and might repeat the question several times although he appeared to know the answer and knew what time he needed to leave to go to the library. A “Get ready for work on your own” checklist was written in his journal to encourage him to do this on his own. It read: “At 2:05 get your coat. Look in a mirror and check your face. Wash your hands. Leave school for the library at 2:10.”

By the end of the experience he didn’t need to look at the list but would get his coat and then ask if he needed to wash his hands - I would reply, “Check your journal.” He would go wash his hands. He sometimes needed redirection to check his face thoroughly for food and pencil marks.

Todd found sharp objects in the book bins several times. Louise Albert thought that he might be finding nail heads protruding and then was pulling them out. She suggested that maybe he concentrate on putting the nail back in so the book shelves wouldn’t fall apart. He stopped finding nails when she was with him.

Critical Job Factors: *(Characteristics of the job tasks or environment which must be in place or must be avoided for the worker to succeed.)*

Clear expectations of routine so he can work independently.

Learning Style: *(How does the student learn best – instructional methods, environmental factors, time of day, etc.?)*

Teach the task exactly how you want it done the first time in terms of process and quality. Have him write expectations in his journal.

Written expectations help. Limit the amount of verbal direction you give Todd. He is better able to remember things that are written and demonstrated.

Recommendations for Future Experiences: *(Include additional information needed about the student, necessary ongoing supports for him/her to maintain a work experience or volunteer position, recommended environmental or job factors, etc.)*

- Continue the expectation for independent work.
- Expand opportunities to practice interacting with unfamiliar people.
- Provide various experiences to explore preferences and skills, especially academic skills.
- Extend his work time to two hours.
- Have him move from one task to another task independently.
- Try role playing some social scenarios or try writing some scripts for him.
- Explore knowledge of states, cities, and geography.

Year-End Summary of Work/Volunteer Experiences

Student: Todd Brown

*See attached Work Assessment Summaries and Training Plans for specific performance information at each site

Work Experience Site	Job Coach	Tasks	Start/End Date	Cumulative Hours
Humane Society	Louise	Take out trash Wash pet dishes Wash, dry, fold laundry and put away Socialize cats	9/3-11/5/06	12
Bitterroot Library	Ted	Find books that are misfiled Sort books by letter File books by letter Organize newspapers by date	11/10/06-1/26/07	12
Washington Middle School	Carla	Make copies Collate Laminate Cut Deliver completed work	1/29/07-3/30/07	12
Head Start	Cassie	Complete inventory on supplies List needed supplies Stock supplies	4/3/07-6/2/07	12
Montana Work Solutions	Susanne	Fold tri-fold brochures Collate fact sheets into folders	7/14/07-8/22/07	25



Products & Forms

The following products and forms can be found and printed from the Transitions Projects website:

http://ruralinstitute.umt.edu/transition/forms_tools.asp

Individual Volunteer Placement Training Plan (Attach to the Volunteer Position Description)

Date: _____

Student's Name: _____

Volunteer Site: _____

Teacher/Coordinator: _____

Job Coach: _____

As part of the student's volunteer experiences he/she will participate in non-paid, volunteer work for the time period of: _____

The following will be assessed during this volunteer experience as identified in the student's IEP/Transition goals and objectives:

1. _____
2. _____
3. _____
4. _____

The student will perform these work behaviors:

1. _____
2. _____
3. _____
4. _____

The student will perform these job tasks:

1. _____
2. _____
3. _____
4. _____

Anecdotal records will be kept by the job coach during the training experience outlining progress of the student toward the above training goals. The job coach or site supervisor will also keep a log of the dates and accumulated hours the student has worked at the site.

**New training activities will be initiated once the goals are met.

Adapted from the 2005 NCSET Essential Tools Sample Training Plan, University of Minnesota.

Unpaid Work-Based Learning Training Agreement

Student's Name _____ Work Site _____
Date of Birth _____ Address _____
School _____ City _____
Teacher _____ Site Contact _____
Phone _____ Phone _____
Emergency Contact _____ Placement Dates _____

Check the appropriate box and list the specific site (see reverse side of this form for explanations of these unpaid options).

- Career Exploration (no more than 5 hours/site) _____

- Career Assessment (no more than 90 hours in a job cluster) _____

- Work-related Training (no more than 120 hours per job experience) _____

By signing this agreement, all parties understand and agree to the following:

1. The employer derives no benefit from the activities of the student;
2. The student does not displace a regular employee and is closely supervised;
3. All parties understand that the student is not entitled to any wages during the agreement time; and
4. All parties understand that the student is not entitled to a job at the end of the experience.

Work Site/Supervisor Responsibilities are to:

- Provide the student with an occupational experience of educational value appropriate to the student's IEP.
- Assure the student is closely supervised at the work-based learning site.
- Provide feedback on student performance for progress reviews.
- Provide evidence of general liability insurance coverage for visitors.
- Provide the student with safety training, safe equipment, and a work environment that conforms to all health and safety standards of federal and state laws.

School Responsibilities are to:

- Support the student to meet the requirements of their IEP and training plan.
- Participate in progress reviews of the student at the work experience site.
- Place the student in appropriate work-based learning environments based on the student's interests, aptitudes, and support needs.
- **Maintain a log of the student hours/site, progress notes, and performance information.**

Parent/Guardian’s Responsibilities include:

- Give permission for participation in the work-based learning activity.
- Understand that your child is not entitled to a paid job at the end of this training period, is not entitled to receive wages during the training, and that the training period is time limited.

Student’s Responsibilities include:

- Follow all rules and guidelines set by the school and the work site.
- Understand that you are not entitled to a job at the end of this experience or entitled to receive any wages during this experience.

Upon signing this agreement, all parties agree to comply with the responsibilities listed above.

Parent(s)/Guardian(s) _____ Date _____
 Student _____ Date _____
 School Representative _____ Date _____
 Work Site Representative _____ Date _____

Career Exploration (limited to 5 hours/job)

A brief exposure to a variety of work settings. Activities can include work site field trips, or job shadowing to watch the type of work being performed. The student can try out the tasks under the direct supervision of the work site personnel. The purpose of the exploration is to determine interests, preferences, and direction for more intense work experiences.

Career Assessment (limited to 90 hours/job)

An extended observation where the student undertakes work assignments for the purpose of assessing his/her interests, aptitudes, and support needs. (Remember, since this is unpaid the student’s work cannot benefit the employer.) The student is under the direct supervision of the workplace or school. The assessment identifies futures sites for training and objectives for the student to work on at the sites. When all the information is gathered about the student’s training needs, it is time to move to another site or to a training site. The Career Assessment Plan should identify what tasks and duties the person will be trying and what skills and aptitudes are being assessed.

Work-Related Training (limited to 120 hours/job)

A period of work experience for the purpose of training job skills and job-related skills. Since this training is unpaid, the person cannot replace another employee or fill an open position. The experience is under the general supervision of the school but school personnel are not required to be there at all times. An Individual Work-Related Training Plan documents the objectives of the training. Data should be taken to document performance in relation to the objectives and notes should be taken when school personnel are observing. Attach a copy of the Individual Career Assessment or Individual Work-Related Training Plan.

Adapted from NCSET Essential Tools 2005, Handbook for Implementing a Comprehensive Work-Based Learning Program According to the Fair Labor Standards Act; University of Minnesota.

Individual Work-Related Training Plan (Attach to Unpaid Work-Based Learning Training Agreement)

Date: _____
Student's Name: _____
Volunteer Site: _____
Teacher/Coordinator: _____
Job Coach: _____

As part of the student's work-based learning experiences he/she will participate in non-paid, work-related training for _____ hours/day _____ days/week that will not exceed 120 total hours.

The following will be assessed during this work-based learning experience as identified in the student's IEP/Transition goals and objectives.

1. _____
2. _____
3. _____
4. _____

The student will perform these work behaviors:

1. _____
2. _____
3. _____
4. _____

The student will perform these job tasks:

1. _____
2. _____
3. _____
4. _____

Anecdotal records will be kept by the job coach during the training experience outlining progress of the student toward the above training goals. The job coach or site supervisor will also keep a log of the dates and accumulated hours the student has worked at the site.

**New training activities will be initiated once the goals are met.

Adapted from the 2005 NCSET Essential Tools Sample Training Plan, University of Minnesota.

Youth Corps Project Work Experience Volunteer Log

Student Name: _____
 Work Experience Site: _____
 Experience Start Date: _____ End Date: _____
 Job Coach: _____

Indicate Type of Experience:

- Career Exploration (no more than 5 hours/site) Career Assessment (no more than 90 hours in a job cluster)
- Work-related Training (no more than 120 hours/job experience) Volunteer (no hour restrictions)

Date	Shift Worked	Cumulative # Hrs.	Notes

Observation Notes

DATE: _____ JOB SEEKER: _____

OBSERVER(s): _____ ACTIVITY: _____

LOCATION: _____ TIME OF OBSERVATION: _____

When taking observation notes think about writing what you see—just the facts. Do not draw conclusions, or write judgmentally about the performance or behavior. Describe it with enough detail and robustness so any reader who was not there can picture it in their mind. Capture information that will indicate the motivation of the individual, as well as the quality of their performance in terms of pace, correctness, and stamina. List specific tasks you see them doing, mundane household or tasks in school as well as vocational tasks. Describe any connections to people, organizations, and/or to the community that you become aware of the job seeker having. If any concerns arise from parents, the job seeker or support staff, note them. Quotes work well in this instance.

Year-End Summary of Work/Volunteer Experiences

Student: _____

*See attached Work/Volunteer Experience Summary and Training Plans for specific performance information at each site.

Work/ Volunteer Experience Site	Job Coach	Tasks	Start/ End Date	Cumulative Hours

Work/Volunteer Experience Summary

Student:

Date of Report:

Dates of Experience:

Days/Hours:

Site:

Person Supporting Student at Site:

OBSERVATION SUMMARY

Performance of Job Tasks: *(Describe the tasks required of the student, how she/he performed, the student's response to production and endurance requirements, attention to detail, support required from the support person or the site personnel initially and by the end of the experience, etc.)*

Environment: *(Note the characteristics of the environment including: noise level, coworker proximity and interaction, communication skills required, endurance and production requirements, appearance expectations, etc. Describe how the worker performed in response to these characteristics.)*

Strengths and Interests: *(Note the specifics of the job task(s) or environment that the student liked and/or excelled at performing.)*

Dislikes or Things to Avoid:

Supports the Student Needed: *(To learn and perform the job both initially and at the end of the experience.)*

Critical Job Factors: *(Characteristics of the job tasks or environment which must be in place or must be avoided for the worker to succeed.)*

Learning Style: *(How does the student learn best – instructional methods, environmental factors, time of day, etc.?)*

Recommendations for Future Experiences: *(Include additional information needed about the student, necessary ongoing supports for him/her to maintain a work experience or volunteer position, recommended environmental or job factors, etc.)*

(Rural Institute on Disabilities, Condon, 2006)

Design by Jillian Jurica

