

**Student and Family Services**

**4+ Program Referral/Application**

**STEP and Project SEARCH**

**January Referrals Due: October 31, 2018**

**Fall 2019 Referrals Due: January 18, 2019**

**To:**

**Jenny Ross**

**Central Campus**

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**(515) 242-7626 – phone**

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**Special Education**

**Vocational Continuum of Services**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **School Based Vocation Instruction** | **Community Based Vocational Instruction** | **4+ Programs**  **STEP/Project SEARCH** |
| **Purpose** | * To assess students’ vocational skills, interests, and support needs by providing students the opportunity to participate in vocational activities in the school environment. * To introduce students to the concept of work | * To provide students the opportunity to participate in job training activities in the community in order to acquire work skills needed for employment. * To assess students’ interests, abilities, and support needs in a community work environment. | * To provide students with opportunities to acquire job skills in a variety of work settings and to teach students the skills necessary to become successful employees. * To increase students’ independence in a work setting by fading direct support of school staff. |
| **Consideration**  **For Participation** | * Open to all middle and high school students per IEP. | * Completed assessment indicating student’s work experiences, abilities, interests, and support needs. * Students must demonstrate the ability to follow one-step directions, and work continuously for a minimum of 15 minutes with direct supervision. * A proven, effective Behavior Intervention Plan (BIP) must be in place, if needed. | * Age 18 or older * Completed 4+ Referral process * Completed assessment indicating student’s job performance at community business sites. * Demonstrated ability to work for a period of time. * A proven, effective Behavior Intervention Plan (BIP) must be in place, if needed. * Students must maintain regular attendance according to school policy. |
| **Program** | * Students participate in vocational activities in the special education classroom or in the school environment. * Teachers or teacher associates supervise and instruct students | * Students participate in job training experiences at community sites during community-based instruction (CBI) time. * A teacher or associate trains and supervises students in the community business site. * Students will be taught skills needed to succeed in work environments. | * Students train at community business sites 2-5 days per week for up to 5 hours per day. * A job coach is responsible for overseeing the training and supervision of the students. * Students will be off campus. |

\*\* All community-based vocational training placements must be indicated in the student’s IEP and vocational goals and objectives must be developed.

**Comparison of 4+ programs in the DMPS**

**(STEP and Project SEARCH)**

**Common Characteristics**

* Student must have met all graduation requirements
* Student must be 18 years old
* Student had good attendance in high school
* Student will use DART bus for transportation
* Both programs’ goal is paid employment
* Programs use job coaches to help students develop on the job skills

**Differing Characteristics**

|  |  |  |
| --- | --- | --- |
|  | **STEP** | **Project SEARCH** |
| **Previous Work Experience** | None is required, although it is desired | Previous experience in volunteer, non-paid, or paid environment highly recommended |
| **Classroom** | Classroom is open and instruction is taking place throughout the day, every day. Students have an individualized schedule. | Classroom instruction occurs for full days in first two weeks. After that it is one hour in morning and ½ hour in afternoon. |
| **Work Experience** | Occurs throughout the community with varied schedules | Occurs in a variety of settings at Mercy or Methodist from 9:00 – 2:00 daily. |
| **Length of program** | From one semester to three years (up to age 21). | One year. Student moves from Project SEARCH to the world of work. |
| **Application** | 4+ application/referral process | 4+ application/referral process plus an additional Project SEARCH interview |

Referring Students to 4+ Programs in DMPS

**How Do I Make a Referral to the 4+ Programs?**

The referral process involves four steps:

1. Discuss 4+ referral with your team.
2. Discuss 4+ program with parents/student.
3. During the semester prior to the anticipated start of the program, teachers should submit the attached Referral Form, along with the Job Seeker (Student) application and the Essential Job Skills Rubric and district transition checklist. Student should be the one to complete their application, not the teacher or parent.
4. Staff from 4+ program will meet/speak with student’s family about the program.

**The 4+ program staff will review all collected information and inform the school of the decision regarding acceptance into the program.**

The purpose of this referral process is twofold:

1) to assist school staff in identifying strong candidates for our 4+ programs;

2) to provide 4+ staff with information on the type and level of support a potential candidate needs in order to determine if the program can effectively serve that student.

The referral form is not intended to be a rigid screening tool, rather it is designed to gather information for consideration of the transition services appropriate to meet a student’s unique needs. Meeting or not meeting one or more considerations does not necessarily guarantee or prevent program acceptance.

**Once a student has been accepted into a program, an IEP meeting must be held to review/amend services and goals.**

**For additional information, please contact:**

Jenny Ross, Special Education Consultant Susan Hope, Special Education Administrator

(515) 242-7626 (515) 242-8275

**DMPS 4+ Referral Form**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Birthdate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home High School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Referring Teacher:­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Team Members Involved in Referral:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Outside Agency Involvement:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program applying for: \_\_\_\_\_STEP \_\_\_\_\_Project SEARCH

Goal areas and current level of functioning:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | READING | MATH | WRITTEN LANGUAGE | BEHAVIOR  (goal is required) |
| Is this a goal area? |  |  |  |  |
| Level: |  |  |  |  |

A “NO” response requires an explanation in the comments section.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| |  | | --- | | Referral Considerations: | | | | |
|  | YES | NO | COMMENTS: |
| Completion of all high school or IEP graduation requirements by the end of the student’s senior year (4+ programs are not credit recovery programs) |  |  |  |
| Average or above average attendance history, especially during grades 11 & 12 – please note attendance records in comment section |  |  |  |
| Demonstrated willingness to ask for and accept help |  |  |  |
| Desire to work in the community and to accept assistance in identifying and meeting a career goal |  |  |  |
| Demonstrated desire to work by participating in pre-vocational exploration activities, school-sponsored career preparation activities or those recommended by the school (e.g., job shadows, interest inventories, interviews, community volunteering, paid employment) Please summarize experiences to date in comments. |  |  |  |
| High school courses related to career interests have been taken – please list electives taken |  |  |  |
| Demonstrated ability to work without 1:1 supervision, following short-term training/support |  |  |  |
| Level 2 incidents/referrals documented in Infinite Campus? If so, please describe. |  |  |  |
| Has a behavior intervention plan |  |  |  |
| Has Paraprofessional or Teacher Associate Support |  |  |  |
| Needs short term assistance identifying a job match, getting, and/or keeping a job |  |  |  |
| Is willing to try new things |  |  |  |
| Is independent in public transportation |  |  |  |
| Is legally eligible to work in the United States |  |  |  |
| Has medical conditions/diagnoses that will impact career planning |  |  |  |
| Has Health Plan. If so, please describe |  |  |  |
| Has been arrested for a misdemeanor or a felony |  |  |  |

What challenges does this student face to becoming successfully employed?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What supports will this student need in order to become successfully employed?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*\*\*Please attach student’s updated transition checklist, Essential Job Skills Rubric and the student completed STEP application.

4+ Program Application

JOB SEEKER INFORMATION SECTION

**JOB SEEKER INFORMATION**

Last Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ First Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Middle Initial \_\_\_\_\_\_\_\_

Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Apt #/ PO Box \_\_\_\_\_\_\_

City/State \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ County \_\_\_\_\_\_\_\_\_\_\_\_ Zip \_\_\_\_\_\_\_\_ Phone No. \_\_\_\_\_\_\_\_\_\_\_\_

Date of Birth \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age \_\_\_\_\_\_\_ Social Security No. \_\_\_\_\_\_\_-\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_

Method of Transportation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Live on MTA Route(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**JOB SEEKER PHYSICAL LIMITATIONS**

Lifting \_\_\_\_\_\_\_\_ Bending \_\_\_\_\_\_

Standing \_\_\_\_\_\_ Sitting \_\_\_\_\_\_\_\_

**FORMAL EDUCATION**

Computer Skills \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Skills with tools/machinery\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Special Training \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CAREER DEVELOPMENT TRAINING**

**I have… Yes No Yes No**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Taken an interest/skills assessment. |  |  | Title XIX insurance. |  |  |
| Had help with writing a resume. |  |  | Connections with adult service agencies. |  |  |
| Participated in job coaching. |  |  | Ability to get around the community. |  |  |
| Arranged for three job references. |  |  | Practiced job interviewing. |  |  |

**How many hours do you want to work:** **Are you available to work?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Yes | No |  | Yes | No |
| Full-time |  |  | Days: 7:00am to 5:00pm |  |  |
|  |  |  | Evenings: 3:00pm to 11:00pm |  |  |
| Part-time |  |  | Nights: 11:00pm to 7:00am |  |  |
| Number of hours per week \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |  |  |  |

**IN WHAT AREAS OF THE COMMUNITY WILL YOU WORK?**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Location** | **Yes** | **No** | **Location** | **Yes** | **No** | **Location** | **Yes** | **No** |
| Downtown |  |  | North DM |  |  | Western DM |  |  |
| East DM |  |  | South DM |  |  | Suburbs |  |  |

**WORK HISTORY – Please list most recent job (paid or non-paid) first**

**Company \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Begin Date \_\_\_/\_\_\_/\_\_\_\_\_\_\_ End Date \_\_\_/\_\_\_/\_\_\_\_\_\_**

Responsibilities: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Skills Used: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Reason for Leaving: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pay: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Company \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Begin Date \_\_\_/\_\_\_/\_\_\_\_\_\_\_ End Date \_\_\_/\_\_\_/\_\_\_\_\_\_**

Responsibilities: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Skills Used: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Reason for Leaving: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pay: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Company \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Begin Date \_\_\_/\_\_\_/\_\_\_\_\_\_\_ End Date \_\_\_/\_\_\_/\_\_\_\_\_\_**

Responsibilities: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Skills Used: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Reason for Leaving: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pay: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WHAT TYPES OF JOBS INTEREST YOU? WHAT SKILLS DO YOU POSSESS?**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WHAT DO YOU CONSIDER YOUR STRENGTHS? PERSONAL CHANGES YOU WOULD LIKE TO MAKE**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you have any medical conditions or diagnoses that would impact your career planning or work experience options? \_\_\_\_\_\_\_Yes \_\_\_\_\_\_No

If yes, please explain.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Have you ever been convicted of a crime or a misdemeanor? \_\_\_\_\_Yes \_\_\_\_\_No

If yes, please explain.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are you legally eligible to work in the United States? \_\_\_\_\_Yes \_\_\_\_\_No

I hereby certify that the information I provided on this form is complete and true. I give permission to the DMPS 4+ program staff to use this information to assist me with job training and placement.

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Job Skills Checklist**   |  |  | | --- | --- | | Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Evaluator Name: Job Site: |  | |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Critical Skills** | **1**  **Never** | **2**  **Rarely** | **3**  **Sometimes** | **4**  **Usually** | **5**  **Always** | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Communicates and Works Productively** |  |  |  |  |  | | 1. Interacts appropriately with co-workers |  |  |  |  |  | | 2. Interacts appropriately with supervisors |  |  |  |  |  | | 3. Interacts appropriately with customers/public |  |  |  |  |  | | 4. Communicates important information |  |  |  |  |  | | 5. Follows directions |  |  |  |  |  | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Adapts to Various Roles and Responsibilities** |  |  |  |  |  | | 1. Quality of work is acceptable |  |  |  |  |  | | 2. Remains on task and allows others to remain on task |  |  |  |  |  | | 3. Works independently or as a part of a team |  |  |  |  |  | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Demonstrates leadership, integrity and social responsibility** |  |  |  |  |  | | 1. Displays positive attitude |  |  |  |  |  | | 2. Accepts feedback & responsibility for actions |  |  |  |  |  | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Demonstrates initiative and self-direction** |  |  |  |  |  | | 1. Initiates tasks as appropriate |  |  |  |  |  | | 2. Asks for help to solve problems & conflicts, as needed |  |  |  |  |  | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Demonstrates productivity and accountability** |  |  |  |  |  | | 1. Demonstrates acceptable hygiene |  |  |  |  |  | | 2. Dresses appropriately |  |  |  |  |  | | 3. Gets to work independently |  |  |  |  |  | | 4. Is at work when scheduled and works entire shift |  |  |  |  |  | | 5. Is on time to work |  |  |  |  |  | | 6. Calls in or requests time off if not at work |  |  |  |  |  | | 7. Clocks/signs in and out |  |  |  |  |  | | 8. Works at a competitive rate |  |  |  |  |  | | |
| Total Points /Percentage /100 % |

Additional notes/comments here:

**Student Selection Rubric Guide**

**Student Self-Assessment**

**Student name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Completed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TOTAL SCORE: (out of a possible 90):\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **1** | **2** | **3** | **4** | **5** |
| **Age and School Status** | Under 18 or over 22 years of age | Student has had two or more possible years of school eligibility, lacks maturity and is working toward skills for employment | Student needs one or two credit requirements for graduation and can be fulfilled through participation in the PS HS program | Student has had two possible years of school eligibility remaining but student agreed that this will be the last year and has the end goal of employment | Student will be in last year of school eligibility and has all credits necessary for high school graduation or will be able to receive certificate of completion |
| **Commitment to Community Employment** | Student is unsure of interest in community employment | Student is unsure of interest in community employment but parent is supportive and encouraging | Student demonstrates commitment to work but has significant restrictions such as inappropriate work goal, location, type of work, etc. | One member of the team, student or family member may be non-committal to the goal of community employment | Student and family are committed, appropriate and will be flexible to meet the work goal |
| **Attendance** | 10+ unexcused absences | 10+ excused and unexcused absences or tardies within the past school year | 5-10 excused and unexcused absences or tardies within the past school year | 1-5 excused absences or tardies within the past school year | No absences or tardies within the past school year |
| **Independent Daily Living and Self Care Skills** | Student has very poor or no independent daily living and self-care skills. They may rely on parents and staff for some basic needs to be met | Student has not been exposed to any daily living skills training but displays some skills in these areas and in self-care. Team should begin planning for training/practice in these areas | Student has participated in limited or informal training for daily living and self-care skills. S/he can demonstrate minimal skills in these areas. If toileting and feeding are still dependent, team could investigate accommodations | Through training, the student demonstrates basic proficiency in daily living skills and self-care skills. Self-care skills include toileting, feeding, taking medication, bathing, etc. | Student practices and demonstrates daily living and self-care skills such as cooking, sleeping, budgeting, handling money, and is also able to take care of self-care needs independently |
| **Appearance and Professional Presentation** | Student does not possess any personal hygiene skills and clothes are not neat and clean | Student needs assistance in making sure clean clothes are worn daily. Personal appearance may vary each day | Student wears neat and clean clothing and has appropriate grooming on most days | Student is neat, clean and well-groomed but makes inappropriate clothing choices for work based on place of business, dress code and weather. | Student has good personal hygiene skills and will arrive to the 4+ program and/or work clean and according to the dress code and weather |
| **Transportation** | Student is not eligible, has not been trained in any independent method and family cannot provide | Family is willing to provide on-going transportation to the 4+ program and/or community work site | Student is eligible for transportation from outside resources like MRDD or other disability related service | Student can utilize public transportation including a door-to-door system with basic skills | Student can utilize public transportation and/or door-to-door system as well as other transportation options (cab) |
| **Appropriate Social and Behavior Skills** | Student frequently displays inappropriate social and behavior skills | Student periodically displays inappropriate social and behavior skills | Student is appropriate in the presence of adult supervision but is not independent | Student display appropriate social and behavior skills in most situations | Student displays appropriate social and behavior skills in all (or nearly all) situations |

**Student Selection Rubric Guide**

**Parent Assessment**

**Student name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Completed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TOTAL SCORE: (out of a possible 90):\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **1** | **2** | **3** | **4** | **5** |
| **Age and School Status** | Under 18 or over 22 years of age | Student has had two or more possible years of school eligibility, lacks maturity and is working toward skills for employment | Student needs one or two credit requirements for graduation and can be fulfilled through participation in the PS HS program | Student has had two possible years of school eligibility remaining but student agreed that this will be the last year and has the end goal of employment | Student will be in last year of school eligibility and has all credits necessary for high school graduation or will be able to receive certificate of completion |
| **Commitment to Community Employment** | Student is unsure of interest in community employment | Student is unsure of interest in community employment but parent is supportive and encouraging | Student demonstrates commitment to work but has significant restrictions such as inappropriate work goal, location, type of work, etc. | One member of the team, student or family member may be non-committal to the goal of community employment | Student and family are committed, appropriate and will be flexible to meet the work goal |
| **Attendance** | 10+ unexcused absences | 10+ excused and unexcused absences or tardies within the past school year | 5-10 excused and unexcused absences or tardies within the past school year | 1-5 excused absences or tardies within the past school year | No absences or tardies within the past school year |
| **Independent Daily Living and Self Care Skills** | Student has very poor or no independent daily living and self-care skills. They may rely on parents and staff for some basic needs to be met | Student has not been exposed to any daily living skills training but displays some skills in these areas and in self-care. Team should begin planning for training/practice in these areas | Student has participated in limited or informal training for daily living and self-care skills. S/he can demonstrate minimal skills in these areas. If toileting and feeding are still dependent, team could investigate accommodations | Through training, the student demonstrates basic proficiency in daily living skills and self-care skills. Self-care skills include toileting, feeding, taking medication, bathing, etc. | Student practices and demonstrates daily living and self-care skills such as cooking, sleeping, budgeting, handling money, and is also able to take care of self-care needs independently |
| **Appearance and Professional Presentation** | Student does not possess any personal hygiene skills and clothes are not neat and clean | Student needs assistance in making sure clean clothes are worn daily. Personal appearance may vary each day | Student wears neat and clean clothing and has appropriate grooming on most days | Student is neat, clean and well-groomed but makes inappropriate clothing choices for work based on place of business, dress code and weather. | Student has good personal hygiene skills and will arrive to the 4+ program and/or work clean and according to the dress code and weather |
| **Transportation** | Student is not eligible, has not been trained in any independent method and family cannot provide | Family is willing to provide on-going transportation to the 4= program and/or community work site | Student is eligible for transportation from outside resources like MRDD or other disability related service | Student can utilize public transportation including a door-to-door system with basic skills | Student can utilize public transportation and/or door-to-door system as well as other transportation options (cab) |
| **Appropriate Social and Behavior Skills** | Student frequently displays inappropriate social and behavior skills | Student periodically displays inappropriate social and behavior skills | Student is appropriate in the presence of adult supervision but is not independent | Student display appropriate social and behavior skills in most situations | Student displays appropriate social and behavior skills in all (or nearly all) situations |

**Student Selection Rubric Guide**

**Teacher Assessment**

**Student name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Completed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TOTAL SCORE: (out of a possible 90):\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **1** | **2** | **3** | **4** | **5** |
| **Age and School Status** | Under 18 or over 22 years of age | Student has had two or more possible years of school eligibility, lacks maturity and is working toward skills for employment | Student needs one or two credit requirements for graduation and can be fulfilled through participation in the PS HS program | Student has had two possible years of school eligibility remaining but student agreed that this will be the last year and has the end goal of employment | Student will be in last year of school eligibility and has all credits necessary for high school graduation or will be able to receive certificate of completion |
| **Commitment to Community Employment** | Student is unsure of interest in community employment | Student is unsure of interest in community employment but parent is supportive and encouraging | Student demonstrates commitment to work but has significant restrictions such as inappropriate work goal, location, type of work, etc. | One member of the team, student or family member may be non-committal to the goal of community employment | Student and family are committed, appropriate and will be flexible to meet the work goal |
| **Attendance** | 10+ unexcused absences | 10+ excused and unexcused absences or tardies within the past school year | 5-10 excused and unexcused absences or tardies within the past school year | 1-5 excused absences or tardies within the past school year | No absences or tardies within the past school year |
| **Independent Daily Living and Self Care Skills** | Student has very poor or no independent daily living and self-care skills. They may rely on parents and staff for some basic needs to be met | Student has not been exposed to any daily living skills training but displays some skills in these areas and in self-care. Team should begin planning for training/practice in these areas | Student has participated in limited or informal training for daily living and self-care skills. S/he can demonstrate minimal skills in these areas. If toileting and feeding are still dependent, team could investigate accommodations | Through training, the student demonstrates basic proficiency in daily living skills and self-care skills. Self-care skills include toileting, feeding, taking medication, bathing, etc. | Student practices and demonstrates daily living and self-care skills such as cooking, sleeping, budgeting, handling money, and is also able to take care of self-care needs independently |
| **Appearance and Professional Presentation** | Student does not possess any personal hygiene skills and clothes are not neat and clean | Student needs assistance in making sure clean clothes are worn daily. Personal appearance may vary each day | Student wears neat and clean clothing and has appropriate grooming on most days | Student is neat, clean and well-groomed but makes inappropriate clothing choices for work based on place of business, dress code and weather. | Student has good personal hygiene skills and will arrive to 4+ program and/or work clean and according to the dress code and weather |
| **Transportation** | Student is not eligible, has not been trained in any independent method and family cannot provide | Family is willing to provide on-going transportation to the 4+ program and/or community work site | Student is eligible for transportation from outside resources like MRDD or other disability related service | Student can utilize public transportation including a door-to-door system with basic skills | Student can utilize public transportation and/or door-to-door system as well as other transportation options (cab) |
| **Appropriate Social and Behavior Skill** | Student frequently displays inappropriate social and behavior skills | Student periodically displays inappropriate social and behavior skills | Student is appropriate in the presence of adult supervision but is not independent | Student display appropriate social and behavior skills in most situations | Student displays appropriate social and behavior skills in all (or nearly all) situations |