

**Don't forget to register for upcoming events at [arkansastransition.com](http://arkansastransition.com)!**

**FRESHMAN FIFTEEN**

**June 13**

**College Bound Arkansas**

**June 14-16**

**AITP Summer Connections**

**July 24**

## Project SEARCH Coming to Jonesboro Fall 2017!

by Jennifer Williams

Project SEARCH® Arkansas' goal is competitive integrated employment for young adults with disabilities. The training program is a nine month internship program that takes place in a business setting where total immersion in the workplace facilitates the teaching and learning process as well as the acquisition of employability and marketable work skills. The interns work with a team that includes their family, an instructor, and local state agencies to create an employment goal.

Project SEARCH® International was founded at Cincinnati Children's Hospital Medical Center in 1996 by Erin Riehle, Nurse Manager at Children's Hospital, and Susan Rutkowski, Manager of Disability Education, at Great Oaks Center for Technology and Career Development. Project SEARCH® is a partnership between business, education, vocational rehabilitation, and other stakeholders. It is a researched, evidence-based vocational training program that results in competitive integrated outcomes for young adults with intellectual and developmental disabilities. Project SEARCH® International has grown from one site in Cincinnati in 1996 to over 400 hundred sites in 45 states and 8 countries. Project SEARCH® recently announced it was

partnering with the St. Bernard's Regional Medical Center in Jonesboro as the host business in conjunction with ACCESS group, Arkansas Vocational Rehabilitative Services and Arkansas Department of Career Education to bring this program to the Eastern region of the state. This Project SEARCH® site will be an adult model serving young adults with intellectual/developmental disabilities ages 18 to 35.

The first meeting of the Project SEARCH® SBRMC was held in January of 2017 and attended by many area educators, agencies, and interested community members. At this meeting a local steering committee was established along with the announcement of the opening of the application process. The deadline for applications was March 1<sup>st</sup> with the hopes to fill ten intern positions with qualified applicants. The interview process, to be conducted by the local steering committee, will be in May with the final selections to be soon thereafter. August 2017 SBRMC will host the first class of Project SEARCH!!!

If you would like more information about Project SEARCH®, please visit their website: <http://www.projectsearch.us/>

# Arkansas Transition Services Newsletter

Spring 2017

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## Summer Trainings

*Be sure to register through your coop!*

### Transition Planning for Students on the Autism Spectrum and Intellectual Disabled (1 day)

Wilbur Mills Coop—June 20  
 Northeast Coop—June 20  
 Arch Ford Coop—June 21  
 Southeast Coop—June 27  
 South Central Coop—June 29  
 Northcentral Coop—June 29  
 DeQueen/Mena Coop—July 6  
 Dawson Coop—July 7  
 Arkansas River Coop—July 12  
 Southwest Coop—July 12  
 Great Rivers Coop—July 14  
 Northwest Coop—July 21  
 Guy Fenter Coop—July 27  
 Crowley's Ridge Coop—July 27

### Interactive Toolkit (1 day)

Northcentral Coop—June 7  
 Southeast Coop—June 26  
 Arch Ford Coop—June 27  
 Northeast Coop—June 27  
 South Central Coop—June 28  
 Wilbur Mills Coop—June 28  
 Dawson Coop—July 3  
 DeQueen/Mena Coop—July 5  
 Arkansas River Coop—July 11  
 Southwest Coop—July 11  
 Northwest Coop—July 14  
 Guy Fenter Coop—June 26  
 Crowley's Ridge—July 26  
 Great Rivers Coop—July 28

Each newsletter we will alternate putting the spotlight on an exceptional district or an exceptional student in transition. If you would like to submit one of these, please let us know! Our next newsletter deadline is *July 14*.

# Opportunities to Work with ATS

## Did You Know...?

by Karen Randolph

There are many ways we as consultants can work with you on your transition needs. Here are just some of the opportunities we can offer during the school year and/or during the summer:

Provide one-to-one consultation for teachers new to high school and/or the transition process!

Assist in finding appropriate and a variety of transition assessments and discuss a transition assessment timeline.

Learn how to effectively evaluate your Transition Program by using the Predicator Implementation School/District Self-Assessment. This assessment looks at predicators that are currently in place at your school, determines effectiveness and if there is a need for more. Indicator 13 Checklist helps break down all the components of a compliant transition plan and provides a handy checklist for teachers to use while writing the transition plan for each student.

Discover ways to write appropriate measurable goals that have meaningful activities to go along with them!

Provide an overview of Self-Determination assessments and curriculums that are free and on our website.

Learn helpful tips in planning a Transition Fair that does not place all the responsibility on one individual!

For those students who you find difficult to write a Transition Plan, we can provide training on how to use person-center planning or we can facilitate an actual PCP meeting. If you are not sure what PCP is, contact your consultant. This approach can be a game changer in writing and effective transition plan!

Provide assistance with your Local Transition Team by meeting with one you have had for years, facilitate getting a team together or getting the current team back on track!

With the establishment of your Local Transition Team, we can also assist you in preparing for the 2018 ATS Summit Planning: It will be held November 5 & 6. It's never too early to begin preparing your team for effective planning.

As your consultants we can be invited to your special education department meetings to give updates on a variety of transition topics happening throughout the state and the year, as well as to your area LEA monthly meetings. We can also schedule regular visits, monthly, quarterly, or when needed, to keep teachers updated, review files, or share information on transition topics.

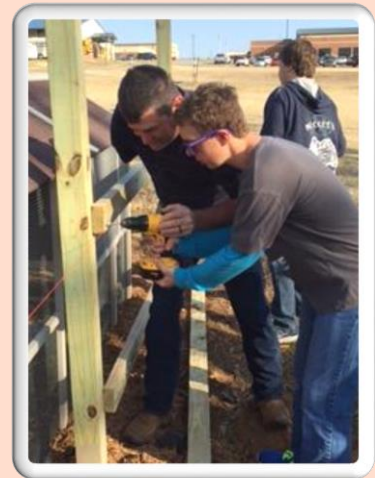
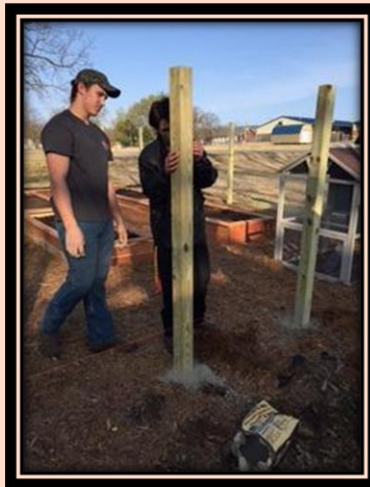
We hope you take advantage of these services by contacting your Transition Consultant. Please visit our website [www.arkansastransition.com](http://www.arkansastransition.com) for more information on our services and to reach a consultant.

# District Spotlight

## Greenwood Special Services Gardening Project



The students at Greenwood High School have been outside building their workability skills at the on-campus garden. The garden plans were a collaboration between the students and teachers after a unit on gardening was presented. The garden consists of eight raised cedar planters that were constructed by students in the construction technology class. The students helped put soil and mulch in the beds. The students also built a chicken coop and a fence to surround the garden. Plants will go in the week after spring break. They take such ownership and pride in this project. The garden brings a sense of community within the class.



## Easterseals ACCE Program at UALR

by Leslie Harms

Easterseals Arkansas (Easterseals) and the University of Arkansas at Little Rock (UA Little Rock) have an exciting new program called Academics, Community, Career Development & Employment Program (A.C.C.E.) for students and young adults with intellectual and developmental disabilities. UA Little Rock and Easterseals have collaborated to provide a college experience and

employment options for ages 18-30. The opportunity to attend college is a dream that many high school students and young adults are interested in pursuing. They want to attend college just like other family members, and ACCE allows them to live out their dreams. The students attend a two-semester program that focuses on employment readiness skills and internships with an outcome of

integrated, competitive employment. "Youth with intellectual disability have the lowest rate of education, work, or preparation for work after high school of all the disability groups" (Migliore, Alberto, "Postsecondary Education and Employment Outcomes for Youth with Intellectual Disabilities", THINKCOLLEGE Fast Facts, Nov. 1, 2009). *Continued on Page 4.*

# Easterseals ACCE Program at UALR Continued

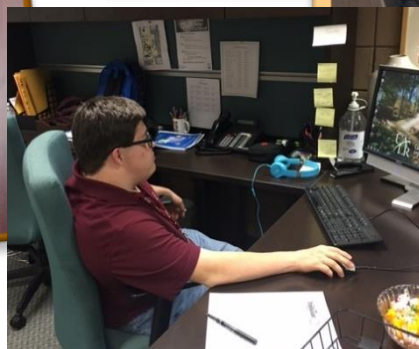
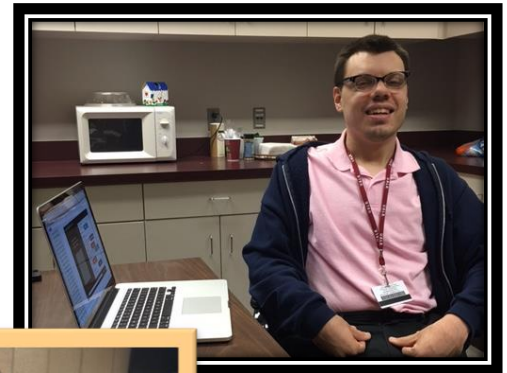
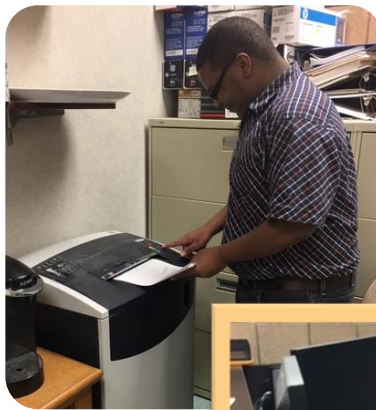
Within the two semesters, students attend daily courses on campus to work on 21<sup>st</sup> century skills such as problem solving, receiving critical feedback, punctuality, appropriate dress, etc. These soft skills are essential and are instrumental in all fields of employment. Students are encouraged to practice these skills within the classroom, and they gain experiential learning within three separate internships housed on the UA Little Rock campus. Students are provided opportunities to put into practice the skills from the classroom, receive feedback from supervisors, work with a job coach, and discover how their interests and abilities pair together to identify future employment opportunities.

A.C.C.E. and the faculty within the UA Little Rock Special Education department developed a mentorship program. Prospective Special Education teachers volunteer within the A.C.C.E

program to work on job skills related to interview skills and problem solving with the students. They also gain valuable experience prior to graduating by working with individuals who have disabilities. The A.C.C.E. students contribute to the Special Education program by doing class presentations and sharing personal testimonies of their experience while in school in a special education program. A.C.C.E. also partners with the Best Buddies program to highlight all of the social aspects of college life. Students and their Best Buddies meet for lunch and attend campus functions such as sporting events. This helps to provide a well-rounded experience for the students; how to balance demands of classwork, internships and social life.

Research conducted through THINK College show that students and young adults who participate in postsecondary education have an increased outcome of 48% employment rate and \$316

weekly earnings as compared to those without additional education services who earned an average income of \$195 per week. (Migliore, Alberto, "Postsecondary Education and Employment Outcomes for Youth with Intellectual Disabilities", THINKCOLLEGE Fast Facts, Nov. 1, 2009). At the conclusion of the two semesters, A.C.C.E. students work with Easterseals staff to identify companies hiring in the surrounding area. Students are supported during this transition of applying for positions, interviews, and the hiring process to ensure a smooth transition. Easterseals is currently accepting applications to the A.C.C.E. program. Submit completed application packets by May 5, 2017 to Linda Rogers at 3920 Woodland Heights Avenue, Little Rock, Arkansas 72012 or [lrogers@eastersealsar.com](mailto:lrogers@eastersealsar.com) with the words "A.C.C.E. Application Packet". You can call 501-414-5804 to schedule a tour.



# District Spotlight

## Job Shadowing Day / Groundhog Day ~ Ouachita High School

February 2, 2017

by: Lisa Washington

Job shadowing is "a work experience option where students learn about a job by walking through the work day as a shadow to a competent worker. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the student. Students witness firsthand the work environment, employability and occupational skills in practice, the value of professional training and potential career options. Job shadowing is designed to increase career awareness, help model student behavior through examples and reinforce in the student the link between classroom learning and work requirements. Almost any workplace is a potential job shadowing site." -- Paris, K., & Mason, S. (1995). *Planning and Implementing Youth Apprenticeship and Work-Based Learning*. Madison, WI: University of Wisconsin, Center on Education and Work.

Job shadowing is also one of the most popular work based learning activities because it allows students a chance to see actual workplaces. It's engaging, relevant and FUN!

On February 15, 2017, Rena Poirier's transition class at Ouachita High School participated in a job shadowing assignment. Mrs. Poirier students had an opportunity to observe a wide-range of occupations including teachers, paraprofessionals, maintenance men, tattoo artists, janitorial specialists, heavy equipment operators and bookkeepers. Her class (which consists of seven students) was responsible for completing the following tasks:

1. Students had to find someone who would allow them to do an observation while they worked and provide contact information.
2. Students had to conduct an interview (questions were prewritten).
3. Students had to summarize the interview and write a reflection of their experience.

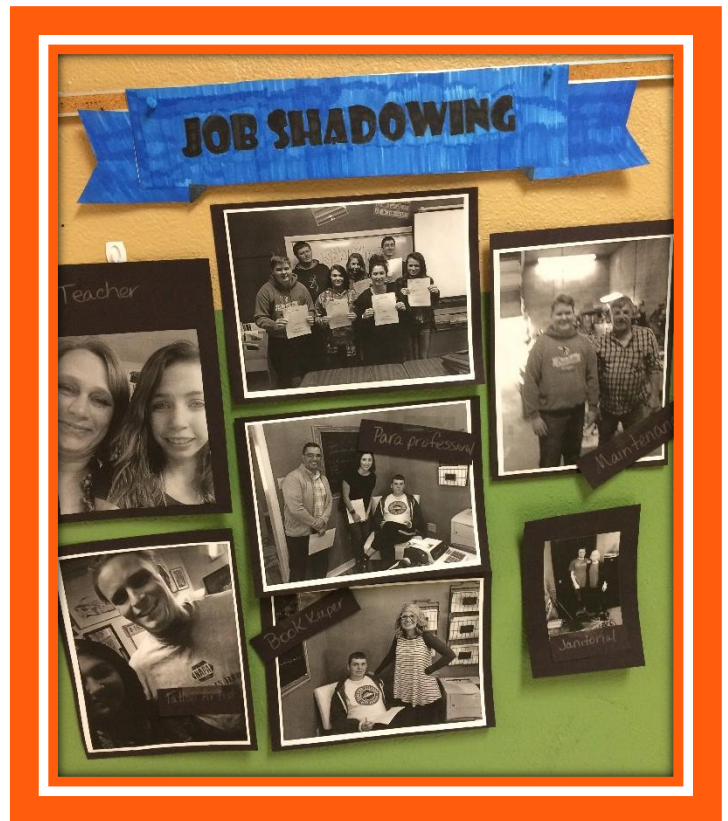
In addition to summarizing their experiences, students were required to write and send thank you notes to those that allowed them this experience.

Mrs. Poirier said, "I would encourage everyone to try this assignment! My students gained valuable insight into various jobs and a new appreciation for what really is involved in different careers and a number of valuable things while completing this activity. They also had fun!"

If you are interested in getting more information for your district, please contact your area transition consultant.

Please check out our website at  
[www.arkansastransition.com](http://www.arkansastransition.com)

Additional job shadowing resources:  
<http://www.jobshadow.com/>  
<http://www.drkit.org/careervideos/>  
<https://www.virtualjobshadow.com/>



Here is the display of the kids with their supervisors!

# Continuing the TEAMWork with YOUR Local Transition Team

by Bonnie Boaz

It's hard to believe that it is already April! It seems like the ATS Summit was last week! Time certainly gets away from you, doesn't it? We understand everyone has a lot going on once you leave the Summit with your team. Usually everyone is so pumped and ready to get moving on the plan and then they get back to work and there are meetings and lesson plans and sports activities and grading and discipline issues and summaries of performance to write and testing and so on.

We also know how passionate you are about your work as most of you return to the Summit each time we hold one and leave with great plans! We want you to come back to our 2018 Summit—November 5-6 in Rogers, AR! We want you to feel prepared so that it's the best Summit yet!

We would like to offer some simple suggestions for keeping in touch with your team and not losing touch with your plan and your team goals.

- If you didn't set team meeting dates at the Summit, try to set some up now. You could set one to two for the remainder of this school year and then set some up for the fall. If you prefer quarterly meetings, set one up before school is out and then set one for the fall. You can set tasks at each meeting that move toward your goal—a lot of work can get done among team members between meetings!
- Do a quick survey of your current team and see if anyone has suggestions for additional team members—do you have a student or parent on your team? Their perspectives and input can be very valuable.
- Have an agenda for your team meeting and distribute beforehand so everyone is prepared and you can make the most of your time. Some teams will even meet for 15 minutes just to touch base!
- Consider this for an agenda item: revisit a topic you heard at a Summit breakout session or that great idea that was discussed at the Summit and bring it back into your team's discussion. You could even make contact with a presenter to re-cap their presentation or ask additional questions.
- If setting meetings won't work for your team right now, perhaps the team leader could send an email out to team members with a summary of the goals and tasks you set at the Summit. Everyone can respond and provide input via email.
- If you have not shared your plan with administrators, set up a 15-30-minute meeting where the team can share the plan. This is a great way to let them know what you are working on and to get future support to attend additional Summits (like the one we have set for November 5-6, 2018 in Rogers!).
- As team members what professional development they plan to attend this summer. Does any of it relate to the team's plan? If not, is there anything available that might relate and help you work toward your plan?
- Celebrate your accomplishments—even the small ones. If you haven't done anything with your plan, but you set a meeting date to get started, that's a big first step! Let us know how you are doing and don't hesitate to ask for any help!
- Update your plan on [transitionprogramtool.org](http://transitionprogramtool.org). Remember the user name is the team leader's (that was designated at the time) email address and the password is whatever was set at the time. You can easily change the password if you don't know or remember.

Keep up the great work you are doing! And know that we are here to support you!

# Suggestions for Transition in Your Student's Summer

by Carrie Tuttle

Summer time is a great time for a break for students. It's also a great time for students and their families to incorporate transition skills at home, at the pool, on vacation, etc. Before you break for the summer, talk to students and their families about trying some of these during the summer. When students return to school, have another discussion about what activities they did and how they did. This could provide some great ideas on activities to do during the school year or some new found interests. Some examples include:

**Visit Post-Secondary Schools of interests Disability Resource Office:** Summers are usually not as busy for these offices. It's a good time to make initial contact and to get clarity on what services the school can offer the student.

**Visit Service Agencies that can work with the students as adults:** Make visits to Day Programs, Independent Living facilities to narrow down which programs will be the best fit for the family and student.

**Sort/wash/fold/put away clothes:** have the student do their own laundry. This is a skill that all students should be encouraged to do independently.

**Prepare basic meals for breakfast, lunch or supper:** Have the student prepare their own meals when possible.

**At the pool, restaurants, etc.:** Ask for and pay for items at the concession stand; have the student order for themselves.

**Clean family bathrooms:** have the student clean the bathroom they use regularly

**Load/unload dishwasher:** Work with the student on rinsing dishes to load and unload the dishwasher.

**Dust/Vacuum/Sweep Home:** Have the student practice dusting, vacuuming and sweeping the home.

**Review Driver's License training materials:** Provide the student with study materials for them to review over the summer. These materials can be in print, APP or web sites.

Think of some of your own activities that might be specific to your students and make them fun, so they can continue their skills over the summer!

## AITP Summer Agency Connections

by Jennifer Bibel

AITP is the Arkansas Interagency Transition Partnership, a group of agency representatives with a vision of a state that respects and values all individuals with and without disabilities who fully participate together in all life experiences. Through coordination and collaboration of these agencies the mission is to improve lifelong outcomes for youth and young adults with disabilities. For schools to effectively link students to these agencies, they must be aware of these agencies and their services! The AITP recognizes this lack of awareness and the need to provide accurate information to school districts. The AITP Summer Agency Connections will allow up to five representatives from districts to attend this important meeting and gather information that is critical to students' post-school success. Several agencies, both big and small, will be on hand to present information on services and eligibility requirements and talk one on one with those in attendance. The new format allows more time for more presenters in breakout format - so your district could hear from up to 14 AGENCIES! Join us for an excellent opportunity to learn from the agencies first hand! It's a great time to hear from individuals who have benefitted from agency services and to network with other district, as well as agency representatives!

**July 24, 2017**

**Crowne Plaza Hotel**  
201 S. Shackelford Rd.  
Little Rock, AR  
(501) 223-3000  
**9 a.m. - 3:30 p.m.**

Visit  
[www.arkansastransition.com](http://www.arkansastransition.com)  
for more information and  
to register!

## Your STATE Transition Team Update

by Bonnie Boaz

Many of you are probably aware that Arkansas Transition Services is part of an amazing team with the National Technical Assistance Center on Transition. Also on this team are representatives from the Arkansas Department of Education, Special Education, Arkansas Rehabilitation Services, Arkansas Department of Career Education, Division of Services for the Blind, and Arkansas Department of Workforce Services. Leading the group are Val Mazzotti and Jacque Hyatt, both from NTACTION. You may not be aware of the amazing things we are working on within our CORE team that works with the State Implementation Team (additional members from DHS, Project AWIN, school districts, ACTI) as well as our Local District Leadership Teams. The CORE team meets on a regular basis in person and via phone conferences. We've tried to keep you informed as we began our work doing an infrastructure analysis, developing a logic model, and a technical assistance plan. Our work has only just begun though, even after a

year and a half and we want to continue to keep you updated as our work progresses.

One of our main goals is to increase the number of school personnel and agency staff of current transition initiatives across agencies, including employment predictors and EBPPs so that we can improve employment training for students with disabilities. To do this, we had to first develop and disseminate a survey to see assess what you felt is a current area of strength or need. Perhaps some of you completed that survey—thank you if you did! The responses were overwhelming, as we shared it with multiple agencies and school districts. The results of that survey are being analyzed and we will share those with you in the near future. We can tell you that they have already given us ideas on areas of need that we can help with—from raising awareness of certain programs to providing technical assistance and training on the implementation of evidence-based practices that support employment skills. We are excited to move forward in our

work having your input!

We have also been working on providing some resources to help you better understand WIOA and its implications on schools and Arkansas Rehabilitation Services providing pre-employment transition services for your students. The Core team developed a WIOA Facts Guide which you can find on our website: <http://www.arkansastransition.com/images/wioa%20facts.pdf> The guide explains what WIOA is and what categories of Pre-Employment Transition Services the schools and ARS might be providing and areas they can collaborate on and provide together. We hope you will use this guide to begin educating yourself on Pre-Employment Transition Services. We will be offering more information and training in the near future, but please continue to ask questions as they come up! If you don't have questions, but you like (or don't like or understand) the guide, we want to hear that too! We truly value your input and we will continue to keep you updated on our work! Thanks as always for your support!