

**Orange County Public Schools**  
in collaboration with  
**The University of Central Florida**



**UCF/OCPS Post High School  
Transition Class**

# Orange County Public Schools and the University of Central Florida

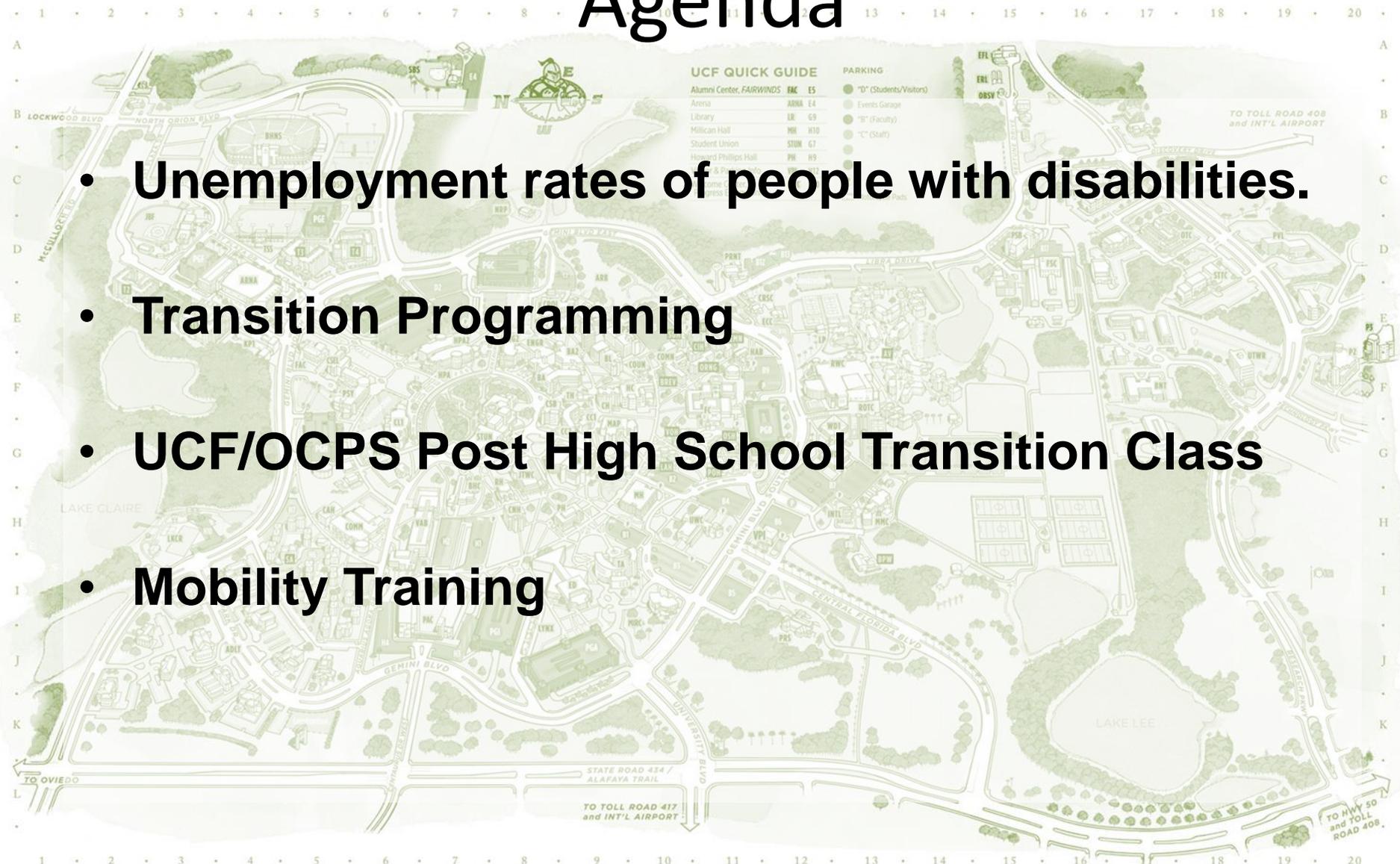
**Learning goal: Participants will understand the services provided by Orange County Public Schools that help students with disabilities transition successfully from school to careers.**

## Scale of Understanding

	<b>4</b> <b>Partner</b>	<b>I know how I can partner with Orange County Transition Services to help students with disabilities transition successfully from school to careers.</b>
	<b>3</b> <b>Got it!</b>	<b>I am familiar with the continuum of services in place to help students with disabilities transition successfully from school to careers.</b>
	<b>2</b> <b>Aware</b>	<b>I understand some of the supports Transition Services offers to help students with disabilities transition from school to careers successfully.</b>
	<b>1</b> <b>Unsure</b>	<b>I am unsure of the extent of the services OCPS provides to help students with disabilities transition from school to careers.</b>

# Agenda

- **Unemployment rates of people with disabilities.**
- **Transition Programming**
- **UCF/OCPS Post High School Transition Class**
- **Mobility Training**



Youth with disabilities are half as likely as their peers without disabilities to participate in postsecondary education.



Two years after graduation, more than 70 percent of youth with disabilities are still unemployed.

-2013 US Labor Report



Young adults with disabilities are three times likelier to live in poverty as adults than their peers without disabilities.

-National Collaborative on Workforce and Disability



# Bureau of Labor Statistics Unemployment Rate

<b>Category</b>	<b>Rate of Unemployment</b>
<b>Persons with no disability</b>	<b>8.1</b>
<b>Persons with a disability</b>	<b>15.2</b>
<b>High School Dropouts</b>	<b>15.2</b>

Of individuals with disabilities out of high school up to four years, how many indicate they are employed full-time?

58%

-Bureau of Labor Statistics



# Result of Unemployment?

Lower Wages

Increased Rates of Depression

Less Community Involvement

Decreased Quality of Life



# What can be done?



# Transition Services

## ★ Standard Diploma

### ★ College Preparatory

### ★ Career Preparatory

#### ★ The Able Trust High School High Tech (HSHT)

High School/High Tech is designed to provide students with disabilities in grades 10-12 the opportunity to explore post-secondary education and technology-related careers in the 21st Century. While providing career exploration, students develop leadership and self-esteem through course work, leadership camps, college tours, corporate site visits, job shadowing, guest speakers, service learning, and internships. Additionally students have the opportunity to design, develop and implement community improvement projects. High School High Tech goals include: reducing the dropout rate of students with disabilities, increasing enrollment in post secondary programs, and improving participation in education and employment related activities.

## ★ Special Diploma

### ★ Option 1

#### ★ Continuum of Services

The Transition Department supports a continuum of services for students seeking an Option 1 Special Diploma including: Community Based Instruction, Career Based Vocational Education, BRIDGES Transition Program, Post High School Transition Programs, and Project Search Internships.

### ★ Option 2

#### ★ Career Placement Services

Students may earn a Special Diploma Option 2 by enrolling in full time Career Placement and completing two consecutive semesters of successful paid employment (20+ hours/week). Career Placement teachers assist students in getting and keeping regular employment.



# Transition Services

Orange County Public Schools Exceptional Student Education Department provides a continuum of services to support students earning Special Diplomas in their successful transition from school to careers.



## Career Based Vocational Education (CBVE)

CBVE is the term used to define vocational education and training provided by high school instructors to students with disabilities in community work settings. This training is non-paid vocational exploration and assessment. The goal of the CBVE program is to help students identify career interests, and develop the skills and attitudes necessary for paid employment.



## Post-High School Transition Programs

OCPS Transition Services teachers and job coaches provide post-high school instruction to promote employability and independence through unpaid work experience. This program serves students with disabilities who are 18 through 22 years old and have graduated with a special diploma. OCPS currently has Post High School sites at locations throughout the county including: AgriStarts, Goodwill, Marriott World Center, OCPS Facilities, OCPS Printing Services, OCPS Transportation Services, Siemens Energy, University of Central Florida, and Winnie Palmer Hospital and the BRIDGES Transition Program.



## Project SEARCH Internships

Project Search is a nine month intensive internship for students with disabilities ages 18-22 who graduated from high school with a special diploma. Project search is a collaborative job training program between Orange County Public Schools and Quest Inc., Vocational Rehabilitation, Agency for Persons with Disabilities, and our business partners: Rosen Shingle Creek, Florida Hospital East, Florida Hospital Orlando, Winter Park Memorial Hospital. Students receive instruction in an on-site classroom environment for a small portion of the day. However, the majority of their day involves hands-on work experience with support from job coaches and a Transition teacher. Students rotate through various departments every nine weeks to gain broad work experiences.



## Community Based Instruction (CBI)

Schools provide Community Based Instruction opportunities to promote the transference of functional skills into the community. Functional skills refer to those skills that a student needs to increase independence and to enhance quality of life.



# Transition Services

## CONTINUUM OF SPECIAL DIPLOMA TRANSITION SERVICES



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### Project SEARCH Internships

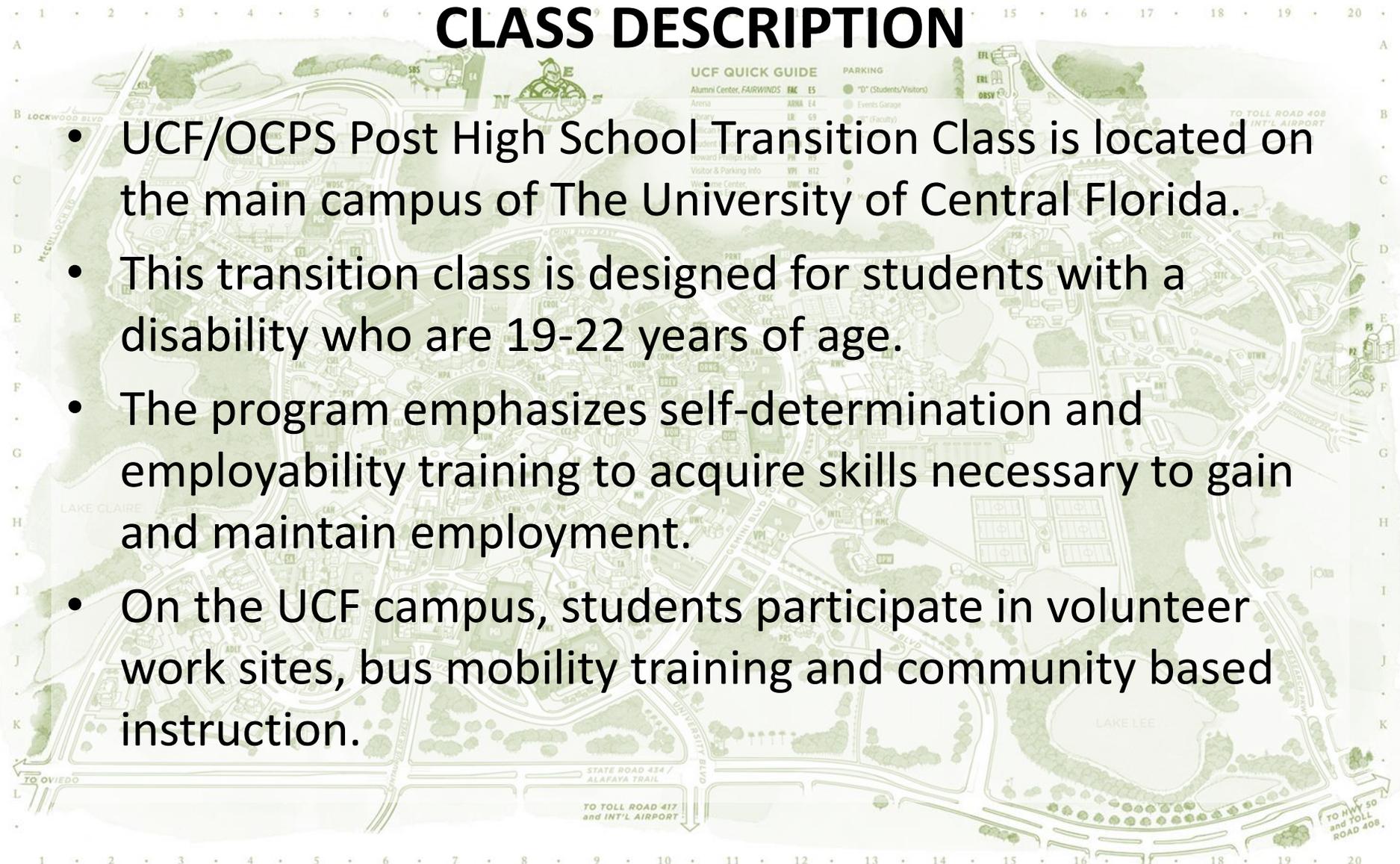
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# UCF/OCPS POST HIGH SCHOOL TRANSITION CLASS DESCRIPTION

- UCF/OCPS Post High School Transition Class is located on the main campus of The University of Central Florida.
- This transition class is designed for students with a disability who are 19-22 years of age.
- The program emphasizes self-determination and employability training to acquire skills necessary to gain and maintain employment.
- On the UCF campus, students participate in volunteer work sites, bus mobility training and community based instruction.



## Mobility Training



# Orange County Public Schools and the University of Central Florida



Recreation Center



Publix Produce



Campus Book Store



Creative School



Publix Bagging



Recreation Center



Publix Bakery



Employee of the Month

# Orange County Public Schools and the University of Central Florida



Burger U



Student Union



Creative School



Creative School



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Office of International Studies



Student Union



Publix Deli



Burger U

## UCF/OCPS POST HIGH SCHOOL TRANSITION CLASS CLASS Student Portfolio



**Eric Maldonado**

UCF/OCPS Post High School Transition Class



August 2012– January 2014

**Eric Maldonado**  
4002 Central Florida Blvd.  
Orlando, FL 32816 (407) 223-4567

**EDUCATION/CAREER EXPERIENCE**  
University of Central Florida/Orange County Public School Post High School Transition Class  
Orlando, Florida August 2012 – January 2014

**UCF Main Campus Volunteer Job Sites:**

- Bookstore – Customer Service Desk
  - Returns books that need to be sent back to the publisher
  - Straighten books on the shelf
  - Scan books for inventory
- Recreation and Wellness Center
  - Vacuum carpeted areas
  - Collect and remove refuse
  - Clean bathroom sink and mirrors
- Student Union
  - Collect trays from food court restaurants
  - Deliver clean trays to food court businesses
  - Clean tables
  - Empty garbage cans as needed
- UCF Publix
  - Bakery
    - Package bakery items and attach label s
    - Place product on display shelves
    - Register
    - Customer
  - Greater School District
    - Participate in "Circle Time"
    - Prepare snacks for students
    - Help students with bathroom breaks
    - Clean classroom and snack areas

Freedom High School Orlando, Florida 2012 Graduate

On the Job Training (OJT)  
Public bagging groceries, blocking shelves, product

**ASSOCIATIONS**  
Beta Beta Beta University of Central Florida Chapter (2012-2014)

**UCF Bookstore**

- 8-15 report to customer service desk
- Ask supervisor for work tags
- Get book scanners
- Receive assignment area to scan
- Go to assigned area
- Begin scanning books on bookshelf
- Place scanned books on spine
- Continue scanning entire area
- Remove books that are returns
- Take returns to service desk
- Once finished, turn books upright
- Scan bookshelves for tidiness
- Return work tags and scanners



**Recreation and Wellness Center**

- Get supplies from closet
- Put on gloves
- Get glass cleaner
- Get blue paper towels
- Responsible for women's locker room



- Spray/Wipe all mirrors
- Clean sinks
- Clean counters
- Return supplies to closet
- Remove gloves
- Wash hands

**Student Union**

- Gather supplies from supply room
- Put on gloves
- Get table cleaner
- Get blue paper towels
- Find an empty table
- Remove any garbage
- Spray the table
- Wipe off the entire surface
- Continue cleaning empty tables
- Return supplies to supply room



- Get cart that holds trays
- Collect trays inside student union
- Collect trays outside student union
- Take trays to back of dish room
- Continue the process
- Take cart back to supply room
- Get the empty trash bin
- Go find a full garbage can
- Open garbage can door
- Put food garbage can
- Remove garbage bag
- Place full garbage bag in trash bin
- Make sure there is a new bag in can
- Push can back in
- Close garbage door
- Continue emptying garbage cans
- Take full trash bin out to dumpster
- Empty trash into dumpster
- Return trash bin to supply room
- Remove gloves
- Wash hands

**UCF Publix**

- Report to bakery department for assignment
- Put on helmet and gloves
- Remove items from trays and place in appropriate containers/bread bags
- Place price tag on containers/bread bags
- Place items on appropriate shelves
- Gather supplies from supply room
- Get table cleaner
- Get paper towels
- Spray paper towel and wipe down carts
- Wipe off the entire surface area
- Clean tables and chairs in eating area
- Return supplies to supply room
- Assist cashier at express checkout
- Bag groceries for customers
- Place bags in customer carts
- Collect green baskets and return to front of store
- Go to customer service and pickup balloons
- Place three balloons at each cash register



**Creative School**

Report to Creative School at 8:30am  
Get name tags  
Report to classroom  
Engage with children during center time  
Cleanup/Lineup  
Participate in outside play w/kids  
Come in and wash hands  
Prepare for snack time  
Bathrooming  
Wash hands  
Sit for circle time on carpet  
10:00 Say goodbye and return name tags



**UCF Best Buddies**

The Best Buddies UCF Chapter was founded in the Fall semester of 1992. Best Buddies is a nonprofit organization dedicated to enhancing the lives of people with intellectual disabilities by providing opportunities for one-to-one friendships. The students enjoy social activities and community service projects.





December 18, 2013

To whom it may concern,

As a Job Coach, I have had the privilege of working with Erik Maldonado in the UCF/OCPS Post High School Transition Class over the past two school years. During this time, I worked with Erik at the UCF Bookstore, the Recreation and Wellness Center, the UCF Student Union, the UCF Publix, and the UCF Creative School, here at the University of Central Florida.

Erik exhibits many fine qualities. Once Erik understands the routine, he is very capable of handling the job site responsibilities. Erik has always worked well with his supervisors, co-workers, and classmates. I would recommend Erik for any type of supported employment with minimal supervision. He is very hardworking and always willing to help, regardless of whatever task he is assigned.

I would highly recommend Erik to any employer, as he would be a solid asset to their team. If you have any questions, please feel free to contact me at (407) 384-1545.

Sincerely,

Scott Sieben  
Instructor  
UCF/OCPS Post High School Transition Class




December 18, 2013

To whom it may concern,

Erik Maldonado was a student in my class from August 2012 to January 2014. He participated in the UCF/OCPS Post High School Transition Class on the University of Central Florida Campus. During this time he worked in several different job sites both on and off campus.

Over the last 2 years I have come to know Erik and have found him to be a joy to work with. Erik is a very friendly well spoken young man. He is a very hard worker and is very eager to please. When Erik understands clearly what is expected of him, he will develop a routine and consistently complete any task that he is given. Erik works well with his teachers, classmates and fellow employees at his job sites.

I would highly recommend Erik for any type of supported employment with minimal supervision. If you have any questions, please feel free to contact me at (407) 384-1545.

Sincerely,

Larry Deigun  
Instructor  
UCF/OCPS Post High School Transition Class

# Orange County Public Schools and the University of Central Florida

## OCPS/UCF TRANSITION SITE WEEKLY SITE SCHEDULE 2013 - 2014

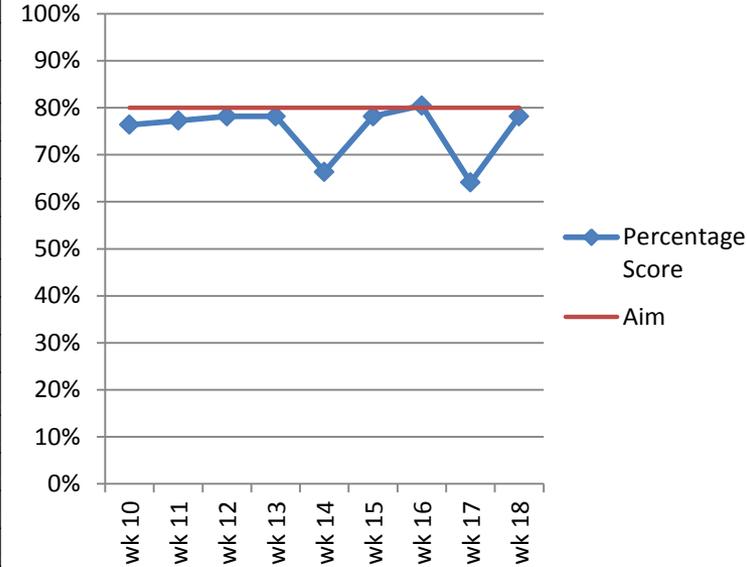
Updated on: 1/28/2014

Day	Time	Site	Job Coach	Students							
Monday	AM	Publix	Larry	Darius	Jonathan	Julia	Pedro	Talia	Tyler		
	AM	Bookstore	Dan/Will	CJ	MarkAnthony	Michelle	Theo	Tori			
	AM	Student U	Scott	Abraham	Brittany	Dillon	Edwin	Willie			
	PM	Student U	Dan/Will	Abraham	CJ	Darius	Edwin	Jonathan	MarkAnthony	Theo	Willie
	PM	Rec Center	Scott	Brittany	Dillon	Julia	Michelle	Pedro	Talia	Tori	Tyler
Tuesday	AM	Burger U	Larry	Brittany	CJ	Darius	Dillon	Jonathan	Pedro	Tyler	
	AM	Creative School	Dan/Will	Abraham	Edwin	Theo	Willie				
	AM	Rec Center	Scott	Julia	MarkAnthony	Michelle	Talia	Tori			
	PM	Rec Center	Dan/Will	Abraham	CJ	Edwin	Jonathan	Theo	Willie		
	PM	Student U	Scott	MarkAnthony	Michelle	Pedro	Talia	Tyler			
	PM	Bookstore	Dan/Will	Brittany	Dillon	Julia	Tori				
	PM	Burger U	Larry	Darius							
Wednesday	AM	Publix	Larry	Brittany	Dillon	MarkAnthony	Michelle	Theo			
	AM	Bookstore	Dan/Will	Abraham	Darius	Edwin	Jonathan	Pedro	Tyler		
	AM	Rec Center	Scott	CJ	Talia	Tori	Willie				
	AM	Inter Studies	Dan/Will	Julia							
Thursday	AM	Burger U	Larry	CJ	Edwin	Michelle	Tori	Theo	Willie		
	AM	Creative School	Dan/Will	Brittany	Darius	Julia	Pedro	Talia			
	AM	Rec Center	Scott	Abraham	Dillon	Jonathan	MarkAnthony	Tyler			
	PM	Rec Center	Dan/Will	Brittany	Dillon	Julia	Michelle	Theo	Tyler		
	PM	Student U	Scott	Abraham	CJ	Darius	Edwin	Jonathan	MarkAnthony		
	PM	Bookstore	Dan/Will	Pedro	Talia	Tori					
	PM	Burger U	Larry	Willie							

# Orange County Public Schools and the University of Central Florida

## Data Collection

Knightro		wk 10	wk 11	wk 12	wk 13	wk 14	wk 15	wk 16	wk 17	wk 18	Avg.
Efficiency	1. Practices punctuality	4	4	4	4	3	4	4.5	3	4	3.83
	2. Remains on task	4	4	4	4	3	4	4.5	3	4	3.83
	2. Completes tasks in a timely manner	4	4	4	4	3.5	4	4.5	3	4	3.89
Policy Adherence	4. Dresses appropriately	4	4	4	4	3.5	4	4.5	3	4	3.89
	5. Displays neat, clean appearance	3	3.5	3.5	3.5	3	3.5	3.5	3	3.5	3.33
	6. Complies with safety practices	4	4	4	4	3	4	4	3	4	3.78
	7. Displays appropriate use/care of tools/equipment	3	3	3.5	3.5	3	3.5	3.5	3	3.5	3.28
Interpersonal Skills	8. Relates with co-workers	4	4	4	4	3.5	4	4	3	4	3.83
	9. Seeks assistance appropriately	3	3.5	3.5	3.5	3.5	3.5	4	3.5	3.5	3.50
	10. Cooperates as a team member	4	4	4	4	3.5	4	4	3	4	3.83
	11. Interacts appropriately with supervisor	4	4	4	4	3	4	4	3	4	3.78
	12. Accepts constructive criticism	4	4	4	4	3	4	4	3	4	3.78
	13. Exhibits flexibility	4	4	4	4	3.5	4	4	3.5	4	3.89
Task Oriented	14. Exhibits a desire to improve	4	4	4	4	3.5	4	4	3.5	4	3.89
	15. Displays frustration tolerance	4	4	4	4	3	4	4	3	4	3.78
	16. Follows directions	4	4	4	4	3.5	4	4	3	4	3.83
	17. Completes tasks accurately	4	4	4	4	3.5	4	4	3.5	4	3.89
	18. Works unsupervised	4	4	4	4	3.5	4	4	3.5	4	3.89
Self-reliance	19. Shows dependability	4	4	4	4	3.5	4	4	3.5	4	3.89
	20. Displays initiative	4	4	4	4	3.5	4	4	3.5	4	3.89
	21. Exhibits self-confidence	4	4	4	4	3.5	4	4	3.5	4	3.89
	22. Solves problems effectively	3	3	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.39
	Percentage Score	76%	77%	78%	78%	66%	78%	80%	64%	78%	3.76
	Aim	80%	80%	80%	80%	80%	80%	80%	80%	80%	
	# of Correct	84	85	86	86	73	86	89	71	86	83
	Total# of Steps	110	110	110	110	110	110	110	110	110	110
	Grading Scale: = 4.0 – 5.0, B = 3.0 – 3.9, C = 2.0 – 2.9, D = 1.0 - 1.9	A									
		3.8	3.86	3.91	3.91	3.32	3.91	4.02	3.20	3.91	3.76



- 5 - Excellent
- 4 - Very Good
- 3 - Satisfactory
- 2 - Needs Improvement
- 1 - Unsatisfactory

# Orange County Public Schools and the University of Central Florida

## Data Collection

Student Name: (Student)

Annual Goal #: (Student) will demonstrate conduct that complies with social and environmental expectations in the workplace and in the community.

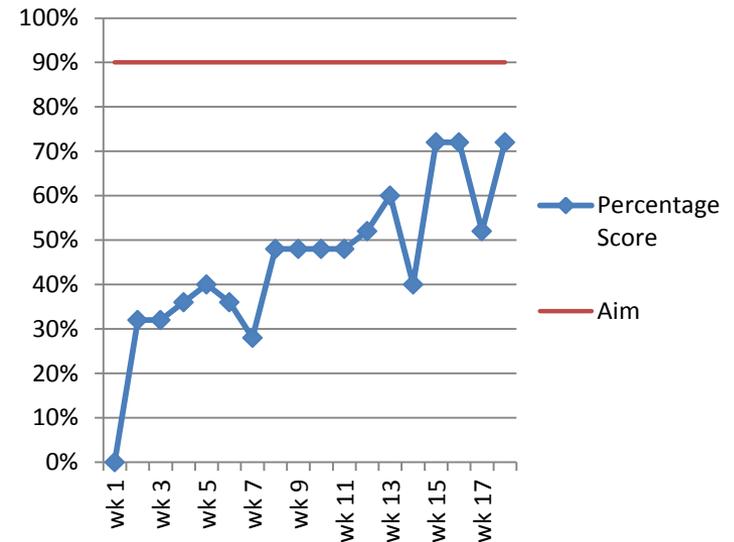
Benchmark: (Student) will demonstrate proper interaction with the public at his job site.

Benchmark: (Student) will exhibit appropriate behavior when presented with a real or simulated situation at his job site.

Benchmark: (Student) will ask for assistance from OCPS or UCF staff in the event a conflict arises at his job site.

Benchmark: (Student) will demonstrate appropriate interaction with coworkers.

	wk 1	wk 2	wk 3	wk 4	wk 5	wk 6	wk 7	wk 8	wk 9	wk 10	wk 11	wk 12	wk 13	wk 14	wk 15	wk 16	wk 17	wk 18	
appropriate interaction with people he is not familiar with		2	2	2	3	2	2	3	3	3	3	3	3	2	3	3	2	3	2.59
recognizes when interaction may be harmful		2	2	2	2	3	2	3	3	3	3	3	3	2	3	3	2	3	2.59
use assertive behavior in resisting harmful peer pressure.		1	1	1	2	1	1	2	2	2	2	2	3	2	4	4	3	4	2.18
Seeks assistance when confronted with inappropriate behavior.		1	1	1	1	1	1	2	2	2	2	3	3	2	4	4	3	4	2.18
appropriate interaction with co-workers at the job sites		2	2	3	2	2	1	2	2	2	2	2	3	2	4	4	3	4	2.47
Percentage Score	0%	32%	32%	36%	40%	36%	28%	48%	48%	48%	48%	52%	60%	40%	72%	72%	52%	72%	
Aim	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	
# of Correct	0	8	8	9	10	9	7	12	12	12	12	13	15	10	18	18	13	18	
Total# of Steps	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	



5 - Always (proficient)

4- Usually (independent)

3- Sometimes (verbal and/or gestural response)

2 - Occasionally (full physical assistance/modeling)

1 - Never (rarely)

# Discussion and Questions?

