

# **GREENBURGH – NORTH CASTLE UFSD**

## **Career Development and Occupational Studies Program (CDOS)**

### **Andrus Transition Program**

The Andrus Transition Program is a unique, business-led, one-year, school-to-work program that takes place entirely at the Andrus Nursing Home located in Hastings-on-Hudson. It is part of the many Career Development and Occupation Study (CDOS) options provided by the District to students with the objective of preparing them for the “World of Work.” Total workplace immersion facilitates a seamless combination of classroom instruction, career exploration, and relevant job-skills training through strategically designed internships.

The goal for each student participant is competitive employment. The program provides real-life work experience combined with training in employability and independent living skills to help students make successful transitions from school to productive adult life. The Andrus Transition Program involves an extensive period of training and career exploration, innovative adaptations, long-term job coaching, and continuous feedback from teachers, job coaches, and employees. As a result, at the completion of the training program, students are potentially employed in rewarding jobs throughout the community. Andrus Transition Program can bring about long-term changes in business culture that have far-reaching positive effects on attitudes about hiring people with disabilities and the range of jobs in which they can be successful.

## **Eligibility**

The Andrus Transition Program educates students with disabilities. Typically, these are students who have completed the majority of their academic program and are in their last year of high school eligibility. The most important criterion for acceptance into The Andrus Transition Program is a desire to achieve competitive employment.

## **Program Overview**

Students attend the program (8:1:1) for a full school year for a half day at Andrus Nursing Home which provides access to an on-site classroom that can accommodate up to 8 students for a half day and 16 students in total and a number of internship placements. The site is staffed by a special education teacher and one to three paraprofessionals who act as job coaches to meet the educational and career needs of the students.

- **Beginning of the school year:** The first few weeks of the program are focused on new employee orientation, hands-on skill assessment, and familiarization within the Andrus Nursing Home environment. Students develop a career plan which guides the internship selection process and individualized job placement(s).
- **Employment Skills Curriculum:** Throughout the school year, the students work on employability and functional skills for approximately one hour of their day. Classroom activities are designed around these focus areas: Team Building, Getting Around your Workplace, Workplace

Safety, Technology, Social Skills, Communication, Presentation Skills, Interviewing Skills, Money Management, Health and Wellness, Math/Literacy Skills, Job Search Skills and Keeping a Job. The Program Course of Study is attached which includes specific units and student outcomes. The Career Choices curriculum will address the aforementioned program course of study that also include math and literacy skills.

- **Internships/Worksite Rotations:** Through a series of at least three targeted internships the students acquire competitive, marketable and transferable skills to enable them to apply for a related position. Students also build communication, teamwork and problem-solving skills which is important to their overall development as a young worker. These are unpaid student work experiences-analogous to the clinical rotations that are part of every medical school or business internship program.

Potential student worksites in the Andrus Nursing Home are identified through a continuous collaborative process involving the teacher, job coaches and Andrus staff. These internship rotations begin a week or two after the start of the program. Students are required to interact with their potential supervisors via face to face interaction and written communications to arrange a job interview to secure each rotation.

A department mentor is identified in each designated department. The mentor interacts with the teacher, paraprofessionals, and the students as a consistent source of guidance and feedback.

Students spend approximately two hours each day in an internship. Working from a task list, they acquire the core skills necessary to be hired in an entry-level position in the community. School District staff and Andrus staff collaborate to provide support for students. The School District staff delivers the training and develops job accommodations and standard work procedures in conjunction with Andrus staff. Once the students master the core skills, additional skills are layered on to improve their marketability.

## **Job Placement and Community Connections**

During the last few months of the program the emphasis is on refining skills, achieving career goals, and carrying out individualized job placement. The Vocational Rehabilitation Counselor from ACCESS becomes an important part of the team as the job search process begins. Job development and placement occurs based on the student's experiences, strengths, and skills. Linkages to appropriate services in the community are critical at this stage, as students prepare to graduate from the program, to ensure a successful transition to employment and adult life.

Upon satisfactory completion of the program (90% or better attendance, good attitude, successful skill acquisition at each job site) students receive a Career Portfolio. The contents of the packets contain a resume, letters of recommendation career plan, employability profile, performance reviews and any awards or special recognition received while in the program. Services are identified in the Vocational rehabilitation (VR) community that provide assistance with necessary adaptations required to perform a specific job, job coaching, and long-term follow along are arranged usually through the ACCESS-VR office.

# Program Model Fidelity

## Andrus Transition Program Core Model Components

- **The sole definition of a successful outcome is competitive employment in an integrated setting for each Andrus Transition Program intern that include:**
  - Employment in an integrated setting
  - Year-round work
  - 20 hours/week or more
  - Minimum wage or higher

**Andrus Transition Program is a business-led program.** This means that students learn relevant, marketable skills while immersed in Andrus Nursing Home. The skills developed will be generalized to other employment sectors.

- **True collaboration among partner agencies is essential.** This leads to seamless transition services and sustainability through braided funding streams. True collaboration requires a willingness among partner organizations to share resources and adapt policies and procedures. The following are active partners:
  - Kenneth Clark Academy
  - Greenburgh Academy
  - Andrus Nursing Home
  - Vocational Rehabilitation -ACCESS
  - Community Rehabilitation Providers
  - Families
  - Social Security Administration
- **The Program focus is on serving students with a variety of disabilities.**

- **Program participants experience total immersion in the workplace.** Students are on site at Andrus Nursing Home each school day for a minimum of three hours for an entire academic year.
- The partners provide consistent on-site staff including a special education teacher from the District and paraprofessionals who are job coaches.
- **Data is submitted to Greenburgh North Castle UFSD Central Office.**
- **Program activities are tied to these federal IDEA (2004) Indicators:**
  - 1 - Graduation
  - 2 - Dropout Rates
  - 5 - Least Restrictive Environment
  - 8 - Parent Involvement
  - 13 - Compliant (Quality) IEP's and Transition Goals
  - 14 - Post School Outcomes
  
- The Program Course of Study is attached

For more information regarding the Andrus Transition Program or any other CDOS Program please contact Mr. William Federice, Assistant Superintendent at (914) 231-8624.

	<b>Andrus Transition Program</b>	Time (hrs.)	recommended time of year	
	<b>Bold=Essential Skills</b>	~176 hours total		
<b>Unit 1</b>	<b>Team Building</b>	<b>15</b>	<b>orientation and ongoing as needed</b>	
<b>1.1</b>	<b>The student will acquire skills necessary to function within a team</b>			
<b>1.1.1</b>	<b>Demonstrate the ability to communicate personal needs, wants and questions within a team</b>			
<b>1.1.2</b>	<b>Identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers</b>			
1.1.3	Identify the steps necessary to complete a task within a team			
<b>1.1.4</b>	<b>Display concern for each team member and for team goals (ex: provide encouragement, maintain a can-do attitude, and common focus)</b>			
<b>1.1.5</b>	<b>Select the appropriate way to solve a conflict within a team</b>			
<b>1.1.6</b>	<b>Complete assigned tasks according to team-established procedures and within specific timelines</b>			
<b>Unit 2</b>	<b>Getting Around Your Workplace</b>	<b>10</b>	<b>orientation</b>	
<b>2.1</b>	<b>The student will demonstrate skills needed to navigate within a workplace</b>			
2.1.1	Identify workplace locations on a map (ex: restrooms, stairs, elevators, exits, where you are, where you are headed...)			
<b>2.1.2</b>	<b>Demonstrate the ability to find specific locations on a map of a workplace</b>			
2.1.3	Explain appropriate communication skills for asking or responding to questions for directions in a workplace			
<b>2.1.4</b>	<b>Demonstrate functional literacy skills for the workplace</b>			
<b>Unit 3</b>	<b>Workplace Safety</b>	<b>10</b>	<b>orientation and ongoing</b>	
<b>3.1</b>	<b>The student recognizes knowledge and skills related to safety in the workplace</b>			
<b>3.1.1</b>	<b>Identify safe working practices related to the workplace</b>			
<b>3.1.2</b>	<b>Demonstrate knowledge of personal and occupational safety practices in the workplace</b>			

3.1.3	Propose solutions related to unsafe work practices and attitudes			
<b>Unit 4</b>	<b>Technology</b>	<b>10</b>	<b>orientation and mastery by October</b>	
<b>4.1</b>	<b>The student will demonstrate knowledge of basic technology skills</b>			
4.1.1	Demonstrate how to turn on and off a computer			
4.1.2	Create and save documents using appropriate software to complete assignment (Word, PowerPoint, Excel...)			
4.1.3	Establish and use an email account (ex: sending emails, attaching documents...)			
4.1.4	Create a folder on a computer			
4.1.5	Explain the importance of online safety and how to appropriately protect oneself in an online environment			
4.1.6	Use technology to locate basic information and reference material.			
<b>Unit 5</b>	<b>Social Skills/Communication</b>	<b>19</b>	<b>orientation/September/ongoing</b>	
<b>5.1</b>	<b>The student develops skills for success in the workplace</b>			
5.1.1	Demonstrate respect for the rights of others			
5.1.2	Demonstrate effective verbal, nonverbal, written, and electronic communication skills			
5.1.3	Evaluate the impact of positive and negative personal choices, including use of electronic communications (ex: social networking sites)			
5.1.4	Demonstrate appropriate conversation skills with peers, and staff (ex: introducing oneself, giving and receiving compliments, during class breaks)			
5.1.5	Identify, express, and understand feelings of oneself and others			
5.1.6	Exhibit the ability to follow and give instructions			
5.1.7	Apply appropriate strategies for dealing with the differences associated with diversity (e.g. racial, ethnic, gender, educational, social, and age)			

<b>Unit 6</b>	<b>Presentation Skills</b>	<b>12</b>	<b>October/November prior to open house events</b>
<b>6.1</b>	<b>The student will demonstrate presentation skills</b>		
6.1.1	<b>Create presentations that fulfill specific purposes using appropriate technology (ex: using a PowerPoint to explain skills learned at the workplace)</b>		
6.1.2	Create a story board that illustrates workplace skills		
<b>Unit 7</b>	<b>Interviewing Skills</b>	<b>10</b>	<b>Assess in September, begin teaching in November, re-teach in January, mastery by March/April</b>
<b>7.1</b>	<b>The student exhibits appropriate interview skills</b>		
7.1.1	<b>Identify appropriate interview etiquette (ex: dress, behavior, first impression, eye contact, appropriate behavior while waiting for an interview to begin)</b>		
7.1.2	<b>Evaluate and respond to interview questions</b>		
7.1.3	<b>Judge ones performance on an interview</b>		
7.1.4	<b>Demonstrate proficient interviewing skills</b>		
<b>Unit 8</b>	<b>Money Management</b>	<b>15</b>	<b>November/December</b>
<b>8.1</b>	<b>The student understands personal financial management and recognizes the value of personal fiscal responsibility</b>		
8.1.1	Compare and contrast different types of banking services		
8.1.2	Practice different methods of withdrawing, maintaining, and depositing funds (ex: writing and cashing checks, direct deposit, ATM...)		
8.1.3	Compare and contrast forms of credit, including credit cards and debit cards		
8.1.4	<b>Identify important financial information that one should keep (ex: bills, bank accounts, pay stubs...)</b>		
8.1.5	<b>Create and identify the need for a personal budget</b>		

8.1.6	<b>Demonstrate the ability to interpret a paycheck (ex: gross vs. net, different types of taxes, withholding)</b>			
8.1.7	<b>Compare various consumer options based in response to personal need and wants (ex: price comparison, brand versus generic, rent to own vs. saving to purchase)</b>			
<b>Unit 9</b>	<b>Health and Wellness</b>	<b>15</b>	<b>December/January</b>	
<b>9.1</b>	<b>The student acknowledges the importance of health and wellness in their lives</b>			
9.1.1	<b>Evaluate the relationship of good physical and mental health to job success and personal achievement</b>			
9.1.2	<b>Determine health and wellness practices that influence job performance</b>			
9.1.3	<b>Recognize the importance of a healthy lifestyle, including the ability to manage stress</b>			
9.1.4	<b>Identify and model appropriate grooming and appearance for the workplace</b>			
9.1.5	Explain the importance of eating a balanced, nutritious diet			
9.1.6	Given instruction on availability of leisure/recreation services the student will be able to determine appropriate options.			
<b>Unit 10</b>	<b>Resume and Career Passport</b>	<b>20</b>	<b>at conclusion of each internship update and final resume in April</b>	
<b>10.1</b>	<b>The student creates professional documents required for employment.</b>			
<b>10.1.1</b>	<b>Develop a personal resume</b>			
<b>10.1.2</b>	<b>Create and complete appropriate documents (ex: application organizer, employment application, letter of intent, and thank you letters)</b>			
<b>10.1.3</b>	<b>Demonstrate protocol for obtaining and using references</b>			
<b>10.1.4</b>	<b>Obtain letters of recommendation</b>			
<b>10.1.5</b>	<b>Identify how personal interests, abilities, and skills relate to choosing a career</b>			
<b>10.1.6</b>	<b>Investigate realistic career options</b>			



<b>Unit 11</b>	<b>Job Search Skills</b>	<b>20</b>	<b>February/March/April</b>
<b>11.1</b>	<b>The student uses job search skills to gain successful employment</b>		
<b>11.1.1</b>	<b>Identify employment opportunities related to personal employment goal</b>		
<b>11.1.2</b>	<b>Evaluate and compare employment options such as salaries, benefits, and required skills</b>		
<b>11.1.3</b>	<b>Determine interests, abilities, personal priorities, and family responsibilities affecting career choice</b>		
<b>11.1.4</b>	<b>Identify various sources to use in finding job opportunities (ex: newspaper, online, networking)</b>		
<b>11.1.5</b>	<b>Demonstrate how to obtain and complete a job application (ex: paper or online)</b>		
<b>11.1.6</b>	<b>Recognize how current job skills transfer to another job</b>		
<b>11.1.7</b>	<b>Explain appropriate ways to follow up after an interview</b>		
<b>Unit 12</b>	<b>Keeping a Job</b>	<b>20</b>	<b>ongoing with mastery in April/May</b>
<b>12.1</b>	<b>The student will demonstrate skills needed to enter, maintain, or reenter the workforce.</b>		
<b>12.1.1</b>	<b>Choose ethical courses of action in all work assignments and personal interactions</b>		
<b>12.1.2</b>	<b>Demonstrate a positive work ethic (examples: coming to class, completing assignments...)</b>		
<b>12.1.3</b>	<b>Comply with the confidentiality requirements of workplace policies and procedures</b>		
<b>12.1.4</b>	<b>Analyze information to prioritize, plan, and implement work to completion</b>		
<b>12.1.5</b>	<b>Apply self-management processes in the workplace</b>		
<b>12.1.6</b>	<b>Given instruction and practice in telling time and time management skills, the student will be able to put these concepts into a daily routine</b>		
<b>12.1.7</b>	<b>Given their individual needs the student will learn to access appropriate community service agencies</b>		

<b>12.1.8</b>	<b>Explain characteristics of successful appropriate working relationships (ex: teamwork, coworker relationship boundaries, conflict resolution, self-control, and ability to accept criticism)</b>			
<b>12.1.9</b>	<b>Describe and apply effective listening skills used in the workplace</b>			
<b>12.1.10</b>	<b>Demonstrate appropriate conversation skills with co-workers and customers (ex: introducing oneself, giving and receiving compliments, during workplace breaks)</b>			
<b>12.1.11</b>	<b>Describe the personal needs of ones disability and how to advocate for oneself (ex: what accommodations are needed and how to ask for accommodations)</b>			
<b>12.1.12</b>	<b>Exhibit the ability to follow and give instructions in a workplace setting</b>			
<b>12.1.13</b>	<b>Given a variety of interpersonal workplace situations the student will respond to the needs of all stakeholders (coworker, supervisor, customers, job coach, instructor, job developer, agencies...).</b>			
<b>12.1.14</b>	<b>Choose the appropriate way to ask questions in the workplace (ex: time off, needing assistance, permission to do a task or use something)</b>			