The Results-Driven Vocational Education Game

CBVI 100

and

Employment 0 ... Zero, Zip, Nada

TEXAS TRANSITION CONFERENCE

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And

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Dallas Independent School District
Dallas, Texas
What is the target?

**Employment**

Indicator 14

**Competitive employment means:**
- Work for pay
- At or above the minimum wage
- In a setting with others who are nondisabled
- For a period of 20 hours a week
- For at least 90 days at any time in the year since leaving high school
  ... or some other employment

What is “some other employment”?

"**Some other employment**" means:
- Work for pay or self-employed.
- For at least 90 days at any time in the year since leaving high school.
- Includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).
Under "some other employment" are number of hours per week and earnings considered?

• No, hours and wages are not considered.

• However, the "other employment" needs to be "for a period of at least 90 days at any time in the year since leaving high school."

• Does it include "Sheltered Workshop", "Sheltered Employment"? Yes

Paths to Employment

Taking Stock of What We Do in CBVI

Formula for Employment?

• Following graduation from high school, Marcos will work at a pet shop as a groomer.

• Marcos participated in CBVI to train for employment:
  – Showtime Theater
  – HEB
  – Library
  – Marshall's
  – Luby's Cafeteria
  – Walmart, Pet Supply Department
  – CiCi's Pizza
Formula for Employment?

- Following graduation from high school, Jasmine will work as a sales associate.
- Jasmine participated in CBVI to train for employment:
  - HEB
  - Library
  - Marshall’s cleaning and
  - Luby’s Cafeteria
  - Walmart shoe department
  - CiCi’s Pizza

What is the job that Jasmine wants?

- Walmart sales associates perform several job duties during a typical shift:
  - stock shelves,
  - check expiration dates, and
  - organize displays.
- Walmart sales associates also:
  - assist customers with a variety of requests.
  - direct customers to the placement of goods,
  - check back stock for products not on the shelf, or
  - assist customers with a sales decision.
- Walmart sales associates may also need to clean certain departments or restrooms at the request of management.
  (Taken from a Walmart Job Description)

What is the job that Jasmine wants?

- Kohl’s Sales Associate.
  - Greets and offers assistance to customers
  - Assist with price changes, fitting room recovery, sales floor recovery, and housekeeping duties
  - Inventory
  - Stock room organization
  
  - Ability to lift 50 pounds on occasional basis
  - Ability to work as part of a team and interact effectively with others
  (Taken from a Kohl’s Job Description)
Job and Training Matches in Typical CBVI Programming

• Students want jobs in:
  – Chef
  – Work with animals
  – Video game design
  – Animals

• Typical CBVI Sites:
  – HEB
  – CVS
  – Wal-mart
  – Marshall’s
  – Library
  – Hospital
  – La Quinta

How are these CBVI sites going to train students for the jobs listed above?

CBVI

Where to Start

Collect Baseline Date

• Determine your baseline
  – # of students at each high school in CBVI
  – # of students employed in Fall 2013 at minimum wage or above

• Longitudinal Data
  – Number of students in 2012-2013
    • # in CBVI (for the district and by high school)
    • # competitively employed or other
  – Number of students in 2011-2012
**District/HS CBVI Improvement Plan**

- **Step 1:** Review the Postsecondary Goals of Students and design CBVI training sites that:
  - Provide career awareness
  - Basic employment skills
  - AND specific skill training related to PS Goals
- **Step 2:** Work to steadily increase the # and % of students for whom CBVI has results... paid employment.
- **Step 3:** Identify “Red Flag” students and implement a “Full Court Press”

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**Defining the Graduation Option**

- **During the ARD determine the graduation options:**
  - Have the ARDC determine what employability will look like for each individual student.
  - What are the instructional needs for employment?
  - Where is the appropriate place for the instruction to occur:
    - In the classroom
    - Vocational Preparation
    - Career and Technology Education
    - Community-based vocational instruction in the community
    - VAC
    - General Education Work Coop
- **Endorsements of HB 5:** How do the graduation options in your district align with HB 5 endorsements?

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**HB 5: Things to Think About**

- How do the locally developed special education courses align with the 5 areas of Endorsements? (*specifically vocational education*)
- How do the CBVI sites align with the 5 areas of Endorsements?
- How is your district, the student, parent/guardian, and ARDC going to make the decision regarding the appropriate endorsement for the student?
Aligning CBVI Sites with Expectations

- Career and Technology Career Clusters *(16)*
  - Agriculture, Food & Natural Resources
  - Architecture & Construction
  - Arts, A/V Technology & Communication
  - Business Management & Administration
  - Education & Training
  - Finance
  - Government & Public Administration
  - Health Science
  - Hospitality & Tourism
  - Human Resources
  - Information Technology
  - Law, Public Safety, Corrections & Security
  - Manufacturing
  - Marketing
  - Science, Technology, Engineering & Math
  - Transportation, Distribution & Logistics

- 5 Endorsements from HB 5
  - STEM (Science, Technology, Engineering, Mathematics)
  - Technology, Computers
  - Environmental Science
  - Business & Industry
    - Marketing
    - Construction, Welding, Automotive, HVAC
    - Agriculture
  - Public Services
    - Health Science
    - Law Enforcement
  - Arts and Humanities
    - Fine Arts
  - Multi-disciplinary Studies

* Small districts may primarily have the “Multi-disciplinary Studies Endorsement.”

Data Collection: Student Progress

- The Use, Misuse, and Lack of Use
- Good Data/Bad Data
- Meaningful Data
  - Task analysis
  - Productivity
  - Levels of Support

Blank Task Analysis Template

- Research-based practice since the early 1980's
- Used in education and business
- Because it is FUNCTIONAL, education uses it teaching environments for students in Low Incidence populations
Examples of Task Analysis

The Role of the Task Analysis Bar Graph

Instructional Decision-Making

- Keep materials in the same location
- Place a dot on the toothbrush
- Create a picture schedule

He is not independent but met the criteria set on Oct. 12th. Now raise the bar and set the criteria higher. Your criteria should match the IEP Standards-Based Goal or objectives.
Task Analysis

- Research-based
- Measureable
- Can use this to provide a grade and/or verify progress on an IEP.

Task Analysis As the Condition & Criteria for Standards-Based IEPs

- Condition, criteria, behavior, and timeframe
- GOAL: In 36 instructional weeks, given the ingredients for a sandwich and task analysis, Maria will complete 9 of 9 steps to make a sandwich with 80% accuracy.
  - Objective: In 12 instructional weeks, using a picture schedule to make a sandwich and task analysis, Maria follow the picture schedule to make a sandwich and follow 4 or the 9 steps with 70% accuracy.
  - Objective 2: In 24 instructional weeks, using a picture schedule to make a sandwich and task analysis, Maria will use the proper ingredients to make the sandwich and follow 6 of the 9 steps with 80% accuracy.

Monitoring Progress

- Levels of Support
- Productivity
Walmart – Spring 2013

Data Collection: WBL/CBVI Site

Cleaning Up WBL/CBVI

• Guiding Principles
  1. Make sure you have CBVI sites that match job opportunities and either FHSP Endorsements or CTE Career Clusters
  2. Monitor the WBL/CBVI sites to ensure they are operating appropriately and effectively
  3. Continuously identify students to move into paid employment

IMAGINE THAT!!!
CBVI with Results
Have a Great Spring Semester

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## TASK ANALYSIS FORM

**Date:** ____________  
**Teacher/Para:** ____________________  
**Student:** ____________________  
**School:** ____________________  
**Training Environment:** ____________________

### Task Analysis

<table>
<thead>
<tr>
<th>Percent Met of the “Steps” in the Task Analysis</th>
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### Steps

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### Key to Prompts:

- **X** = Incorrect/No Response  
- **P** = Physical Prompt  
- **M** = Model  
- **V** = Verbal  
- **G** = Gesture  
- **I** = Independent

**Baseline Prompt:** ____________  
**Date Baseline was determined:** ____________

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WBL/CBVI
LEVEL OF SUPPORT T-CHART
A Process to Increase Student Level’s of Independence

**Column 1:** In this column, list the supports you are providing to the student for tasks you believe they should be able or need to be able to do for themselves. List no more than 5. Pick one to address. Gradually work on each of the 5 support needs until all have been addressed.

**Column 2:** In this column, determine what you will do to help the student become more self-determined and independent. Does a skill need to be taught? If teaching the skill does not work, determine an accommodation that will promote independence or the use of natural supports.

**Column 3:** Chart progress. Have the student, if appropriate, evaluate his/her progress on the “Level of Support” skill/behavior you chose to target (Student Self-Monitored Progress). Under the “Teacher” Column, the VCT, Job Coach, Paraprofessional or teacher charts progress on the Level of Support skill or behavior that was targeted as the “Support” priority to address. Make adjustments, if needed.

Teacher Name: ___________________________ Date: ________________
Student Name: ___________________________

<table>
<thead>
<tr>
<th>Question: What am I doing for the student that he/she should be doing for themselves?</th>
<th>What skill, behavior, or accommodation can be taught or developed to facilitate independence for the student?</th>
<th>Student/Teacher/JC Evaluation of Progress (Date and Rating)</th>
</tr>
</thead>
</table>
|  |  | C = Continue  
CM = Continue/Making Progress  
M = Met |
| Student | Teacher |  |
## MEASURING PERFORMANCE PRODUCTIVITY

**Directions:**
1. Identify the task
2. List the date of the progress monitoring
3. Observe a non-disabled student to determine the number of steps required to complete the task, quantity produced, and the amount of time to complete the task.
4. Identify strategies or accommodations to improve the productivity of the student with a disability (SWD). *The first time you collect the data will be the baseline to measure future progress.*

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
<th>Steps of the Task Completed</th>
<th>Quantity Produced/Time</th>
<th>Speed</th>
<th>Strategies to Improve Productivity</th>
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<td>Student SWD</td>
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### Summary of Progress Monitoring to Increase Productivity
**CBVI SITE VISIT – PROGRESS MONITORING FORM**

Date: _________  H.S.: _________  CBVI Site: __________________________  Transition Specialist/Job Coach Name: __________________________

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
<th>Next Steps for Continuous Improvement</th>
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<tbody>
<tr>
<td>1. How many students were at the CBVI site today?</td>
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<tr>
<td>2. How many district/campus Teaching Assistants were at the CBVI site today?</td>
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<tr>
<td>3. Look at the list of PS Employment Goals for the students. Which match does this site represent?</td>
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<td>Career Investigation = PS Job Goal(s).</td>
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<td>4. Which CBVI data collection tools did you observe used today?</td>
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<td>5. What process did you observe that was used to reduce and fade support, today?</td>
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<td>6. Did you observe the business employees helping to train and support the students, today?</td>
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<td>7. Were the Teaching Assistants training/monitoring the students and not doing the work for the students or with the students?</td>
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<td>8. Do the students have the uniform and badges worn by other employees?</td>
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<td>9. How long are the students at this CBVI site? How long is the bus ride to and from the school to the CBVI site? TOTAL TIME?</td>
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<td>Travel time to CBVI: ______</td>
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<td>Time at CBVI site: ______</td>
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<td>Travel time to H.S.: ______</td>
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<td>Total travel time: ______</td>
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<td>10. Based on the start date, how long have the students been at this CBVI site?</td>
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<td>11. Red Flag Students: Are there any students on SSI or who are undocumented on the CBVI site? If so, what are the plans to ensure employment connections?</td>
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<td>12. How many of the students from this site have obtained employment?</td>
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<td>13. Of the students on CBVI at this site, which student would you determine as appropriate to consider for paid employment?</td>
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<td>14. Other:</td>
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</table>

*Developed by Dr Vickie J Mitchell; Mitchell-Panter Consulting, LLC. Based on National Transition Network; Uni of Minn; Handbook on WBL and CBVI*