

Dear Case Manager,

Thank you for your interest in the Transition-to-Work Program for your student(s).

Please return fully completed referrals. Students must be at least 18 years old when entering the Transition-to-Work Program (if accepted) and **must have already completed their high school graduation requirements.**

Please note that this is an application to be reviewed for the Transition-to-Work Program and **is not** a guarantee of acceptance. Acceptance will depend on resources and space in each program and determination of which program might best serve the student. Upon review, you will be notified of further requirements for this referral process.

The deadline for applications is **January 31, 2019** in order for the department to process the applications, evaluate the students and plan allotments for staffing fall semester 2019.

After completing both the teacher packet and parent/student packet, please scan both packets and all supporting documentation from the Application Documentation Checklist to Lisa Oglesby at loglesby@apsk12.org and copy Carolyn Harris at charris@apsk12.org.

We appreciate your dedication to your students.

Sincerely,

Atlanta Public Schools Transition Team



Restaurant Transition Program
Atlanta Public Schools
Teacher Referral Packet

The restaurant internship program is a 1–2 year transition program that targets students whose main goal is supported or competitive employment after graduation or aging out. The program is hosted by two sites: the Capital Commons Restaurant (Eurest Dining Services) located at the Sloppy Floyd Building, 200 Piedmont Ave SE, Atlanta, GA 30303 and Café Aquaria (Eurest Dining Services) located at the Georgia Aquarium, 225 Baker St NW, Atlanta, GA 30313.

A full-time teacher and paraprofessional are assigned to each program site with students and staff reporting to the work site for the entire school day. Depending on daily workflow, students can expect to spend 1-2 hours of the day working on transition activities outside of the restaurant job tasks. For the remainder of the day, students are assigned to work alongside a Eurest employee to learn the specific job skills in a particular area. Specific job skills to be developed in this food service environment include: serving line, food preparation, dishwashing, cleaning, stocking, dining set-up, etc. Soft skill development includes: appropriate work hygiene, following directions, team work, adhering to a schedule, appropriately communicating with customers and co-workers, responding to feedback/correction, etc.

The program is designed for students ages 18–22 with varying disabilities (MOID, MID, AU) in addition to deficits in adaptive functioning. Students must have completed high school graduation requirements and be identified as needing additional career exploration and intensive vocational training experiences to be successful in the world of work.

The Vocational Training Program will:

- Provide customized career exploration opportunities to SWDs. Work experiences will be designed for each student based on their unique needs, strengths, abilities and interests.
- Help students gain soft employability skills that are needed in any work environment.
- Use the work experiences to provide situational assessment information to the student, families, and team members to make realistic career choices that lead to meaningful employment.
- Assist parents/guardians in realizing the benefits of their students being employed and being a meaningful contributor to society.
- Link the student and family with adult agencies such as Vocational Rehabilitation, Medicaid Waiver and other supported employment agencies that can provide ongoing services, including employment, once the student has completed the program.

Transition Program Application Documentation Checklist

Student Name: _____

Zone School: _____

VR office referred to and Counselor Name and contact info:

Office: _____ Counselor & Contact Info. _____

Check all included (MUST be complete, NO exceptions):

- ___ Student/Parent referral packet
- ___ Teacher referral packet
- ___ Youth Psychological completed before age of 18
- ___ Adult Psychological (student MUST be 17 or older at the date of testing)
- ___ Copy of shot/immunization record or exemption
- ___ Copy of official Georgia state ID card
- ___ Copy of Social Security card
- ___ Copy of passport/permanent resident card/work authorization card (if applicable)
- ___ Copy of birth certificate
- ___ Copy of Medicaid or private insurance card
- ___ Copy of SSI Award Letter
- ___ Copy of DBHDD Region 3 letter of eligibility, email from DBHDD confirming LTPL or copy of application.
- ___ Copy of VR referral. Specify to VR on the referral that the student is a transition program candidate.
- ___ Ten days of CBVI data taken on the provided data sheet
- ___ Completed Rubric

**Restaurant Internship
Teacher Referral Packet**

Student Name _____ Referral Date _____

Disability _____ D.O.B _____ IEP Due: _____

Teacher _____ Reeval Due: _____

Parents/Guardian Names _____

Will participate in graduation ceremony or will prior to internship: YES or NO

PLEASE CHECK ALL ITEMS THAT APPLY

Commitment to Employment

- _____ Student wants a job
- _____ Family supports goal of competitive employment
- _____ Student has a working resume (electronically preferred)
- _____ Student has a ½ fare Marta card
- _____ Student has an Emergency Information Card for wallet
(<http://www.medids.com/free-id.php>)
- _____ Student has an official GA state ID card
- _____ Student can pass a pre-employment drug screen
- _____ Student can pass a criminal background check
- _____ Student has a professional/working email address
Email: _____

Attendance

- _____ Student has less than 10 absences or tardies within the past school year
- _____ Student has 10 or more absences or tardies within the past school year
- _____ Student has a medical condition that has required excessive absences
- _____ If yes to 10 or more: Why has the student missed so much school?

Independent Daily Living Skills

The student is independent in:

- Proper nutrition
- Personal hygiene (showering, toileting, dressing)
- Taking medication
- Student can tell time/keep track of time
- Student has a basic understanding of money
- Student can appropriately use a cell phone to make calls/text

Please comment on areas of concern: _____

Appearance & Professional Presentation

- Student wears appropriate clothing for school/work/weather
- Student will follow the designated dress code of an employer regarding rules on:
 - Clothing (possible uniform)/shoes
 - Facial hair
 - Facial and body piercings/tattoos
 - Jewelry
 - Fingernail length & polish

Appropriate Social & Behavior Skills

- Student maintains appropriate sexual boundaries
- Student does not use profanity in a school or work setting
- Student shows respect to peers and adults
- Student works cooperatively with others
- Student accepts correction & criticism without a negative reaction
- Student has appropriate behavior with adult supervision but may not be appropriate in all independent situations (or needs some adult prompts on an ongoing basis)
- Student has lost temper in a school or work environment
- Student has acted aggressively in a school or work environment

Please comment on areas of concern: _____

Verbal Communication

- _____ Student is easily understood by others
- _____ Student sometimes has trouble getting his/her message across to others
- _____ Student perseverates on particular topics that may or may not be appropriate in the workplace

Please comment on areas of concern: _____

Physical Limitations

- _____ Does the student have any physical limitations that may affect employment.
For example: equilibrium, balance, orientation, fine motor, etc.

Please explain: _____

Production Rate & Work Quality

- _____ Student completes all tasks independently
- _____ Student stays on task until task is complete
- ___ ___ Student gets most of the tasks correct once learned
- _____ Student can self-correct
- _____ Student pays attention to detail
- _____ Student's work is neat & organized

Employability Skills

- _____ Student adapts to unfamiliar environments, people & change
- _____ Student uses appropriate judgment regarding safety procedures
- _____ Student can access personal information to complete an application
- _____ Student has had experience completing an online application
- _____ Student knows how to answer common interview questions
- _____ Student can tell boss or coworkers when help is needed on the job
- _____ Student has basic keyboarding skills
- _____ Student can use email correctly
- _____ Student uses a cell phone to talk to others
- _____ Student uses a cell phone for texting
- _____ Student has time management skills

Please add any additional comments or concerns about this student: _____

Signature

Date

Please complete rubric (pages 8-12) and CBVI data sheet (page 13).

STUDENT NAME: _____

DATE COMPLETED: _____

Criteria Points	1	2	3	4	5	Points
Age and School Status	Under 18 or over 22 years of age	Student is 18 years old and/or lacks maturity and is still working toward skills for employment.	Student is 19 years old, has meet all graduation requirements, and agreed that this will be the last year of school enrollment with an end goal of employment.	Student is 20 years old, has met all graduation requirements, and has an end goal of employment.	Student is 21 years old, has met all graduation requirements, and has an end goal of employment.	
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 work goal, location, type of work, etc.	One member of the team, student, or family 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 within the past school year.	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.	

Criteria Points	1	2	3	4	5	Points
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 plan for training/practice in these areas.	Student has participated in limited or informal training for daily living and self-care skills and can demonstrate minimal skills in these areas. If toileting and feeding are still dependent, the team could investigate possible accommodations.	The student demonstrates basic proficiency in daily living 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 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 based on such things as weather, dress code, etc.	Student possesses good personal hygiene skills and will always arrive to the transition program and/or work neat and clean according to the dress code and weather.	
Transportation	Student is not Marta Mobility eligible and has not trained in any independent method of transportation. Additionally, the family does not have the resources to provide transportation.	Family is willing to provide on-going transportation to the work site.	Student is eligible for transportation from Marta Mobility. The family is not supportive of public transportation	Student can utilize Marta Mobility. The family is supportive of this transportation option.	Student can be trained and utilize the general public transportation system. The family is supportive of this transportation option.	

Criteria Points	1	2	3	4	5	Points
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 displays appropriate social and behavior skills in most situations.	Student displays appropriate social and behavior skills in all (or nearly all) situations.	
Interpersonal Communication	Student has no grasp of interpersonal relationships.	Student uses appropriate body language (smiles, waves, etc.) but does not engage in appropriate conversations.	Student engages in some conversation when prompted.	Student engages in conversation independently but the topic or tone is not always appropriate.	Student uses appropriate tone of voice, body language, and conversation topics.	
Verbal Communication	Student has no way of clearly communicating with others.	Student is not fluent or easily understood even with assistive technology or support.	Student can be understood with 1-2 repetitions or when asked to speak more clearly.	Student uses a voice box or other assistive technology to communicate and is understood using these tools.	Student has the ability to communicate with others and can be understood easily.	
Problem Solving and Conflict Resolution	Student has no independent problem solving and conflict resolution skills.	Student has difficulty in problem solving and conflict resolution.	Student has demonstrated the capacity to expand problem solving and conflict resolution skills.	Student possesses good problem solving and conflict resolution skills.	Student possesses good problem solving and conflict resolution skills and initiates these skills independently.	

Criteria Points:	1	2	3	4	5	Points
Physical Ability <ul style="list-style-type: none"> • Mobility • Stamina 	Student has limited physical abilities as well as limited capacity to take care of his/her own personal needs.	Student has the mobility and stamina to perform some of the tasks including personal needs with limitations.	Student has low but improving mobility, stamina, and the ability to take care of own personal self-care needs.	Student has the mobility and stamina to perform all tasks with accommodations: i.e. A cart to help transport items or a wheelchair/scooter for mobility. The student has developed strategies to take care of his/her own personal needs.	Student has the ability, mobility, and stamina to perform all tasks including self-care independently and successfully.	
Pace and Work Quality	Student seldom gets work finished in the allotted time period or within a deadline.	Student is methodical which affects pace, productivity, and output.	Student can achieve appropriate work pace but quality suffers or work quality is sufficient but quantity is affected.	Pace and quality of work are mildly deficient but improving.	Student is able to achieve both quality and quantity of work, maintains neatness/organization, and completes work according to deadlines.	
Employability Skills	Student has not been exposed to any employability training	Student has participated in limited or informal employability training.	Student has had one year of a consistent class devoted to employability skills.	Student has had more than one year of employability skills training.	Student demonstrates independent living skills and has 2 or more years of employability training.	
Prior Work Experience	Student has no prior work experience	Student has had one or more years of in-school work experience.	Student has one or more years of volunteer work experience.	Student has had one or less years of competitive work experience.	Student has had more than one year of competitive work experience.	

Criteria Points:	1	2	3	4	5	Points
Academic Skills	Student cannot read of complete simple math computations.	Student has some basic academic skills such as rote counting and can file using two to three digits with numbers or letters.	Student can read simple functional information and can perform simple math computations (with or without a calculator).	Student can read and comprehend material at or above a 2 nd grade level and can tell time with a digital or analog watch to five minute intervals.	Academic skills are at or above a 4 th grade level.	
Computer Skills	Student has no computer skills.	Student has basic knowledge of keyboard and keyboard functions.	Student can access the internet and utilize search engines for information and entertainment.	Student can utilize some office suite products at a beginner level.	Student can utilize office suite products, save, edit, and retrieve documents with basic proficiency.	
Timeline (completed by Transition Team)	Application late and lacking required documentation.	Application received late with some of the required documentation.	Application received according to the established timeline but missing some required documentation.	Application is complete with all documentation but received after the timeline deadline.	Application received according to the established timeline with all required documentation.	
Rubric completed by: <hr/> Signature <hr/> Print Name				Total Rubric Score (completed by Transition Team) _____ / 85 Criteria Points		

Work Related Behaviors CBVI Community Based

Student: _____
Community site location: _____

Date:										
Supervisor Initials:										
Responds appropriately to verbal direction, correction or social comment										
Initiates appropriate social and work related conversations										
Used appropriate tone/body language to communicate										
Uses watch or other device to manage time										
Gathers supplies and sets up work area efficiently										
Remains on task										
Initiates moving from one task to another										
Monitors quality of work										
Cleans up work area at completion of task										
Manages Hygiene										

Yes/No

Properly dressed/groomed										
Adheres to safety requirements										
Attendance/ on time										

Independence Scale

U- unwilling to perform task 0-unable to perform task 1-hand over hand 2-physical prompt (e.g. touching student's hand) 3-demonstrating with accompanying verbal direction 4-constant verbal direction 5-intermittent verbal direction 6-verbal prompt	7-verbal cue or gesture – (ask leading question, e.g. “What do you think you should do now?” or indicate by gesture or facial expression desired behavior) 8-modified independence (performs correctly with trainer in close proximity) 9-independent (performs task with indirect supervision) 10-independent to site standards (reports to and works with site staff only)
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