

# Pathways to Employment

*a unique program which helps students with disabilities achieve a greater level of independence while transitioning from the school environment to the workforce.*

## Summary

*Pathways to Employment is designed as an alternative program for student with disabilities who are preparing to transition from school to live and work in their community. Individual programs will be tailored to the specific needs of each student as identified through transition planning and the IEP process.*

## Contacts

*For more information about Pathways to Employment or to request a referral packet, please contact Penny Forcade, program supervisor, at (513) 674-4272; or Charlene Boerger at (513) 936-1720 and Sig Sieger at (513) 772-4603, classroom teachers.*



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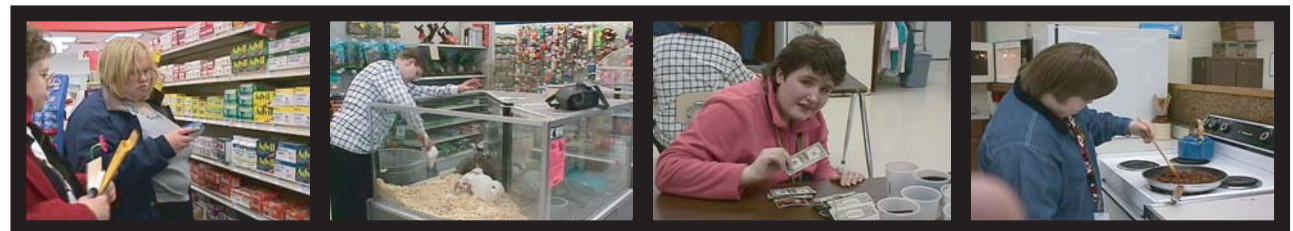
Pathways  
to Employment



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**Hamilton County  
Educational Service Center**  
*in collaboration with  
Great Oaks  
Institute of Technology and  
Career Development  
Scarlet Oaks Career Campus, &  
University of Cincinnati  
Raymond Walters Campus*

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# Pathways to Employment

## Pathways to Employment

### Program Description

*Pathways to Employment* is a program which meets the individual needs of students with disabilities who are in the process of transitioning from school to the community and employment. It is designed for students and families who value independence and work. Currently there are two campuses on which *Pathways* programs operate, Scarlet Oaks Vocational School and Raymond Walters College.

*Pathways* is a flexible program in which a continuum of services can be offered through full or part time enrollment. Some examples might include enrollment in a vocational lab at Scarlet Oaks while receiving academic or applied academic (life skills) support in *Pathways*; total support within the *Pathways* program for work experience and life skills; or, for students who are already employed, part time enrollment in *Pathways* for applied academic support only.

*Pathways* offers a variety of supports and services needed to prepare students to live and work in their community. These include functional programming (i.e. self advocacy, communication skills, time management, cooking), community based instruction (i.e. safety, shopping, travel training, leisure outings), and academic support (i.e. budgeting, money, time, following directions). For students who aren't sure of what setting of work they would prefer, community based work skills are a large component of the program. Students and their families are lead through person-centered planning to determine strengths, weaknesses, interests and preferences of the student. This plan helps to determine

which one day job shadows the student should participate in. Success and preferences of the job shadowing experiences leads to at least two short term experiences (2-3 months) per year. All work experiences are supported through the program with job coaches. The ultimate goal of the program is to provide each student with the skills necessary to live and work as independently as possible in their community.

*Pathways to Employment* works collaboratively with the Job Placement Specialist from Great Oaks to determine a final competitive job placement for the student before exiting the program. In addition the families will be given information regarding adult services, MRDD follow along services and RSC/BVR, so that the student can be as successful as possible.

### Enrollment

*Pathways to Employment* is open to students with disabilities who have typically met all their high school requirements and credits, and are in need of a program that will provide a transition from school to work. High school credits however can be provided.

### Procedure

Upon expressing interest in *Pathways to Employment*, the student will be assisted through the referral process by a *Pathways* teacher and program supervisor. After the referral packet is completed, the student will be directed to Great Oaks for a voca-

tional assessment. A visit to the *Pathways* program for the student and his/her family will also be arranged. It is preferred that the student spend at least one day in the program to help the teachers determine if the students needs can be met within the *Pathways* program. In the late spring the *Pathways* team will meet to determine whether the student can be supported adequately in *Pathways*. Once eligibility is determined, the *Pathways* staff will then meet with the student, his/her family, and the district representative to determine the extent of instruction and supports that are needed. An Individualized Educational Program (IEP) will be developed outlining the vocational and instructional components of the program.

### Program Cost

The rate of tuition for *Pathways to Employment* is based upon the amount of participation in the program.

### Program Supports

A full time teacher and full time instructional assistant are assigned to each program, as well as various related services such as:

- Work Study Coordinator
- Speech/Language Pathologist
- Job Coaches
- Transportation to job shadows/ experiences and community
- Occupational Therapy\*
- Physical Therapy\*

\* available for consult

