VCU is a premier urban, public research university focused on academic success.

Established in 1838
Located in Richmond, Va.
More than 171,000 alumni worldwide
About VCU

» 31,288 students
» 100 countries represented in student population
» 11,388 employees
» 2,170 full-time instructional faculty
About the School of Education

» Ranked 17th best public graduate program in the nation by *U.S. News & World Report*
» 1,708 enrolled students
» 69 full-time instructional faculty; 114 teaching and research faculty; nationally-recognized
» 8 centers and institutes affiliated
» $28.8 million in state & federal grants (FY2014)
About Richmond

» Virginia’s capital city
» Home to six Fortune 500 companies
» Growing innovation ecosystem
» Thriving arts community
SOE academic programs

2 Doctoral Programs
14 Masters Programs
9 Certificate Programs
Virginia Commonwealth University

- We are the VCU Rams!
- Urban university in the city of Richmond
- Two campuses total enrollment 31,000
- In-State tuition $9,517 (Full-time)
- Diversity of student body, faculty, and staff is a central mission of VCU
LET’S Transition in Color

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Purpose of Transition

To identify post secondary outcomes

To plan community and school experiences to assure that students acquire the knowledge and skills to achieve their goals.

To identify community supports.

To make our students as independent as possible.

To dream with a plan (*Transition in Color*)
Domains of Transition Planning

- Postsecondary Education
- Vocational Training
- Integrated and Supported Employment
- Continuing and Adult Education
- Adult Services
- Independent Living
- Community Participation
Transition Services

- Instruction
- Related Services
- Community Experiences
- Employment/Post-School Adult Living Objectives
- Daily Living Skills and Functional Vocational Evaluation (if appropriate)
Who Should Be Involved?

- Student
- Parents
- Teachers
- Agency representatives/adult service providers
- Related Service Providers
- Guidance and School Administrators
- Others
Let’s Transition in Color

Research suggests that postsecondary options are not clearly stated and discussed at our schools.

Only about 25% of VCU ACE-IT in College students learned about our comprehensive transition program at their school.

Transition is the law (IDEA 2004).

Be effective. Make it ongoing, collaborative, results-oriented, base it on strengths, preferences, interests and needs.
Postsecondary Options

- Employment (competitive/supported/customized)
- On the Job Training
- Apprenticeships
- Community Colleges
- 4 Year Colleges and Institutions
- Vocational-technical colleges
- Adult Education
Tools

- Resource Tables
- NSTTAC age appropriate transition assessment toolkit-3rd edition
The Discovery Process

Assess strengths, preferences, interests and needs

ASSESSMENT DRIVES INSTRUCTION
The Discovery process is an age appropriate transition assessment in Virginia.

March 2012
The “What” of Discovery

Discover the best aspects of the person

- Routines
- Relationships
- Responsibilities
- Challenges
- Associations
- Friendships
- Conditions for success
- Tasks
- Solutions
- Connections
- Education
- Location
- Life performance
- Community inventory
The Cornerstones of Discovery

Interests...

Conditions...

Tasks...

Contributions...
The “How” of Discovery

1. Interview people who know YOUR STUDENT BEST

• Ask for names of individuals

• With the student’s permission, meet with and interview

• You want to obtain more information
The “How” of Discovery

2. OBSERVE YOUR STUDENTS IN A VARIETY OF SETTINGS.
Discovery seeks to identify already-existing information rather than developing information solely for the purposes of evaluation or diagnosis.
What Have We Learned About ______?

- What are the conditions under which ______ functions most successfully?
- What are ______’s interests/passions?
- What are the tasks you know for a fact that ______ can do?
- What are the contributions that ______ can make to an employer?
- What employment sites within 3 interest themes might offer the correct conditions, might have tasks that ______ could perform and might value ______’s contributions?
SEAN

My Strengths
1. People person
2. Friendly
3. Likes to work
4. Learns quickly
5. Good attitude
6. Hard worker
7. Counting money
8. Organizing
9. Enthusiastic

My Interests
1. Working
2. Doing the dishes at Colonial Harbor
3. Taking dog out for a walk at home
4. Listening to music
5. Reading
6. Watching movies at home
7. Books
8. Setting tables

My Preferences
1. A quiet environment
2. Being around people
3. Teamwork if working with others
4. Physical work (lifting, wiping pushing)
5. Office work
6. Daytime work

My Needs
1. Having a snack
2. Taking short breaks for water
3. Simple instructions
4. Working inside (some time outside okay)
5. Positive and patient co-workers and boss
6. Concrete tasks, routinized, clear end to tasks
ACE-IT in College

Inclusive College Experience for Students with Intellectual Disabilities
ACE-IT in College Overview

- Inclusive 5 semester college program for students with intellectual disabilities or other cognitive impairments
- Person-Centered Plans & Discovery
- Course selection from existing college classes
- Academic Supports - individual plans & education coaches
- Career Exploration – campus jobs, mentors, volunteer work, internships
- Social Networks - campus life
- Goal: Integrated, Competitive employment
ACE-IT in College Process

Choices Along the Way

1. Students apply using application found on website aceitincollege.org
2. Applications are screened and interviews granted
3. Accepted students participate in pre-semester activities including Person-Centered Planning
4. Students take classes and participate in campus life
5. Students explore employment through on or off campus jobs and internships
6. Interest-targeted employment sought after program completion

* Students need to make a plan to commute to and from campus. VCU does not provide campus housing
ACE-IT in College Supports

ACE-IT students are part of a team comprised of family members, an academic advisor, ACE-IT staff members, education coaches, job coaches and agency personnel.

Education coaches attend classes with students and assist with academics and social skills.

Job coaches provide supports with learning new tasks and positive workplace behaviors throughout program and after graduation.
Benefits to Students

- A program focused on competitive employment
- Opportunities for career exploration
- Career-focused internships
- Part-time on-campus employment
- Access to job coaches
- Volunteer opportunities
- Increased self-esteem
- Increased self-determination
- Assistance from education coaches
- Partnerships with mentors
- One-on-one academic advising
- Opportunities for academic growth
- Expanded social networks within VCU
Goal is Employment

Desired outcome of ACE-IT in College is competitive employment in student’s interest area based on courses and experiences at VCU. Employment outcome rate is currently 83%.

Curriculum includes career exploration, on or off campus part-time employment during the school year, and internships during the final semester.

Last 3-6 months of the program (along with finishing courses and internship), students work with a job coach to enter competitive employment.

Youth who participated in inclusive postsecondary education were 26% more likely to leave Vocational Rehabilitation with paid employment and earned a 73% higher weekly income.
# Employment Supports

<table>
<thead>
<tr>
<th>Job Coach</th>
<th>Business Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student is provided a job coach by VCU’s Business Connections</td>
<td>ACE-IT staff member who works with students to obtain their employment goals</td>
</tr>
<tr>
<td>❖ Provides on the job supports for campus and community employment</td>
<td>❖ Works to develop campus jobs and internships</td>
</tr>
<tr>
<td>❖ Helps obtain and maintain competitive employment after graduation</td>
<td>❖ Partners with job coaches to provide on the job training</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mentor</th>
<th>Business Mentors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student is assigned a CTI staff member as his/her mentor</td>
<td>Each student is assigned a mentor from the business during her/his internship</td>
</tr>
<tr>
<td>❖ Provides guidance and support, and facilitate communication among all team members</td>
<td>❖ Helps train and guide student</td>
</tr>
<tr>
<td>❖ Supports the development of soft skills</td>
<td>❖ Works with ACE-IT staff to troubleshoot issues</td>
</tr>
<tr>
<td>❖ Helps with career exploration, applications, and résumés</td>
<td>❖ Completes evaluations and provides feedback for skill growth and development</td>
</tr>
</tbody>
</table>
Internships

> Students obtain a 12 week internship in a local business matching their career interest area during their last semester. Typically this experience is not paid.

> Internships provide students with real world work experiences, opportunities to explore and develop their career interests, and build additional soft skills with greater confidence.

> The internship focuses on building new transferable work and social skills.

> Job coaches and the Business Liaison are available to support students on internship sites, as needed.

> Job coaches begin job development in the community for competitive employment.

“Graduating students with paid or unpaid internships on their résumé have a much better chance at landing a full-time position upon graduation.”-CNN
## Examples of Internships

<table>
<thead>
<tr>
<th>Internship Site</th>
<th>Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gates Elementary</td>
<td>Provided any needed support to teacher</td>
</tr>
<tr>
<td>VCU’s School of Ed, Dean’s Office</td>
<td>Greeted visitors, answered phones, data entry, mail dissemination, and reconciled invoices</td>
</tr>
<tr>
<td>Holocaust Museum</td>
<td>Data Entry, scanned negatives into photo film, created a self-search CD library database</td>
</tr>
<tr>
<td>Powell Orthotics and Prosthetics</td>
<td>Assisted creating molds, organized and cleaned the shop, disassembled prosthetics, and data entry</td>
</tr>
<tr>
<td>SPCA</td>
<td>Assisted in med delivery, provided support during surgery, cleaned cages, and exercised animals</td>
</tr>
<tr>
<td>Health Diagnostics Laboratory</td>
<td>Provides support to the pre-analytic lab, packages and unpacks test tube samples, and labels test tubes</td>
</tr>
<tr>
<td>YMCA</td>
<td>Front desk, greeted consumers, scanned for IDs, and folded towels</td>
</tr>
<tr>
<td>French Film Festival</td>
<td>Review foreign films, Marketing and promotional product distribution, and clerical tasks</td>
</tr>
<tr>
<td>Richmond International Film Festival</td>
<td>Marketing, ushered, cleaned and prepared theatre</td>
</tr>
<tr>
<td>Innsbrook After Hours</td>
<td>Works with Production crew to set-up for concerts.</td>
</tr>
</tbody>
</table>
Campus Jobs and Competitive Employment

Campus/Community Jobs options

A. Student arrives with job and can keep that job

B. Staff helps place students in on campus jobs for an average of 10 hours a week

C. If A & B are not available, job coach helps obtain employment in the community

Competitive Employment

- After graduation, student retains the job coach to help find integrated, competitive employment in student’s desired career path.

- The job coach provides job site training and follow along services

- Process begins during internship semester
Success Stories

Let’s look at an ACE-IT student on his journey through the program and into successful employment.
Why you will enjoy working with Loren:
Outgoing
Friendly
Gets along with everyone
Helpful - loves to mentor others
Funny
Independent
Hard worker
Always on time
Big heart
Great communicator

Loren’s hopes and wishes
• Experience things and try new things to help figure out what he wants
• To live on his own
• To be part of a team that works to make events come together
• Explore jobs in the film industry
• To have a place to hang out and interact with people

What is important to Loren?
Movies
People
Humor
Family
Friends
Archery
Service learning
Helping others
Developing rapport with others

How to best support Loren:
Offer an environment with supportive people
Allow him to move around regularly
Only require lifting under 20 pounds
Allow for time to warm up to new situations
Offer opportunities to eat alone
Allow interaction with people on a regular basis
Hi, my name is Lauren, and I'd like to welcome you to VCU Rec Sports.
Career and Dream Goals

- Loren applied to ACE-IT in College with hopes of obtaining a better paying job.

- When Loren interviewed, he stated that he wanted to move to a condo owned by his parents and be more independent and self-sufficient.

- Loren is friendly, but he has difficulty cementing friendships. His dream was to develop a circle of friends.

- Loren’s passion is film and wanted a job related to the film or entertainment industry.
Where is Loren now?

Living independently in an apartment close to campus.

Spends free time with friends and acquaintances he developed during his time working at Cary St gym while in the program.

Landed a job as a Theater Concierge - The Theater Concierge provides exceptional specialized service by providing outstanding customer service to theater patrons.
To Learn More...

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National Websites

www.thinkcollege.net

www.going-to-college.org

Virginia Websites

www.aceitincollege.org

www.centerontransition.org
Resources

Innovative Transition Practices
http://www.worksupport.com/innovative

The Process of Discovery webcast by Ellen Condon
http://www.worksupport.com/training/viewWebcast.cfm/230
TRANSITION IS LIFELONG