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ABSTRACT

Successful rural transition strategies which assist disabled rural secondary students in the transition from school to employment and community integration are described. Effective programs and specific strategies touch on such topic areas as job/career exploration, on-site job exploration, career planning, prevocational training, transition training and academic skills, mainstreamed vocational courses, individual vocational training contacts, and parent and family involvement. Additional strategies address identification of training sites, diversified job training, rotation job training, making the most of limited work sites, community involvement in training, contract vocational education (CVE), transportation options, mobile assessment units, interagency collaboration, employer training, community education, social integration, using local employment, school/business partnerships, and creating employment (products and services). The name and address of a contact person is provided for each strategy described. (JW)

Rural Transition Strategies That Work

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RURAL TRANSITION STRATEGIES THAT WORK

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INTRODUCTION

A need for successful rural transition strategies and exemplary rural transition programs has arisen as rural communities have begun to develop programs to assist rural students with disabilities in the transition from school to employment and community integration. Effective models exist for transition in urban areas. Rural communities, however, do not have the wide spectrum of services that are present in urban communities. Rural areas also may not have a variety of employers to provide job training and future employment for individuals with disabilities; some rural communities lack any local employment or industry. A number of creative options have been developed to meet the unique challenges of transition in rural areas. The rural transition strategies described in this manual have been developed by rural educators and found to be effective. These practices have worked in the communities in which they were established. The strategies described herein capitalize on unique rural resources: the close relationship between rural citizens and employers; the sense of community found in small towns; and the urge to "help one's own."

NEED	STRATEGY
Training for effective transition:	An in-school career-based transition program can provide comprehensive transition programming in the areas of job support, job placement, continuing education, and referring clients to the county adult service agencies. Extensive community support from related agencies and employers, citizen advocacy, and job coach training are ways to involve community members. The following areas need particular attention and should be fully explored before implementing a transition program: the school curriculum should realistically prepare students for adult life in this community, including employment, leisure, and housing; cooperative service delivery should be coordinated with adult service providers; follow-up services for both the disabled adult and his/her family should be provided, by either the school or an adult service provider; the follow-up provider should be specified prior to the need for follow-up arises; community members should be made aware of the needs of the disabled adult in terms of employment, independent living, and social interactions; and the parents should be provided with information necessary to assist in developing a transition plan and to aid their son or daughter in becoming an independent adult. *Contact: Joyce Beam, Project Director, Charles County Public Schools, PO Box D, La Plata, MD 20646.
Job/career exploration:	It is important to start transition training early, before the student is in high school. As early as junior high school, career exploration should be incorporated into the student's I.E.P. Students may be apprehensive about going into unknown parts of the community. Therefore, it can be beneficial to start with field explorations into the community, such as riding a bus, going into a restaurant, etc. These activities are common in community living skills programs, which should be part of transition training. But they can also be useful in exploring career options. Ask the student about driving a bus, vehicle maintenance, and/or restaurant work as a vocation. Help the student to begin thinking in terms of a job, and to see a job as part of his/her future. *Contact: Virginia and Glenn Terry, White Pine County Schools, Box 400, East Ely, NV 89315.

Career exploration program:

A transition program can provide career exploration where students participate in short-term on-the-job training in the community. In one program, students rotate through six 3-week community-based training stations; students choose which training sites they would like to explore. At each training site, students are evaluated with checklists by instructors and the participating employers. This program provides basic "hands on" training to students exploring a variety of career options.

*Contact: Ivan Dineps, 1219 Clayton Avenue, Williamsport, PA 17701.

On-site job exploration:

Many students are not sure what career they would like to establish and may even be unaware of possible jobs. On-site job exploration provides students the opportunity to work at six to ten jobs in the community after basic job-related academics have been completed. Once students have experienced several jobs, each student's ability and interest can be assessed and a career focus chosen. In the senior year of high school, students have an identified area of ability and interest, and can return to the job training site to participate in intensive training for that particular job. Job training and supervision is done by the employer rather than school staff. Funding from JTPA and vocational rehabilitation programs helps finance this program. In Iowa, mildly, moderately, and severely handicapped students are involved in this vocational program.

*Contact: Brad Riley, Work Experience Program, Green Valley Area Education Agency, Green Valley Road, Creston, IA 50801.

Career planning:

"Small School Pride and Educational Progress Through Sharing" is a cooperative project of several Minnesota school districts. In the Project, each student completes an Individual Educational Plan (IEP) with the cooperation and guidance of a teacher-advisor. The advisor-advisee relationship begins in the 7th grade and extends into the final year of high school. A separate career IEP is developed to focus on career choices and monitor programs toward those choices. A vocational cooperative has been developed to offer vocational training. In addition, two of the districts share all extracurricular activities, including sports. They also share teachers in math, computers, physics, chemistry, and agriculture.

*Contact: Les Potas, Superintendent of Schools, Sanborn District 638, Sanborn, MN 56083.

Prevocational training:

A hands-on, prevocational program can be designed for students prior to on-the-job training. The prevocational program should be designed as much like a real job as possible. For example, one pre-voc program has a time clock and students are required to punch in; the teacher acts as a job supervisor and assigns jobs. Students complete projects which are brought in by the public. Each day, students are evaluated on the following skills: work behavior and attitude, quality of work, clean up, punctuality, and proper time card procedure. A pre-voc program should offer training in jobs that are available in the region: construction, auto maintenance and repair, office work, grocery and sales, horticulture, drafting and graphics, computer work, and so on.

*Contact: Kevin Jones, Pre-Voc Instructor, Eagle Rock Junior High School, 2020 Pancheri Drive, Idaho Falls, ID 83402.

Academic skills:

Try to incorporate transition training and basic academic subjects. For example, after a field exploration the students can write a report of what they saw and experienced, how they felt, whether or not they would like to have a job such as they observed. Integrate academic skills such as writing, social studies, arithmetic, and science into the transition. Academic curriculum guides have been developed which teach academic subjects with a vocational focus.

*Contact: Sharon Lindstrom and Sandra Sept, Project RAVE (Rural Alternative to Vocational Education), 3115 5th Avenue North, Great Falls, MT 59401.

Instruction modules:

Vocational education instructors can meet the needs of their exceptional students through the use of vocational instruction modules. Each module is a self-contained instructional package, self-paced, and can be adapted for individual or group instruction.

*Contact: American Association for Vocational Instructional Materials (AAVIM), 120 Driffmiev Engineering Center, Athens, GA 30602.

Individualized mainstreamed vocational instruction:

An individual work study program can be developed to assist each student in meeting specific vocational objectives. The program can provide for modifications with on-line special education and regular education programs to ensure successful mainstreaming for students in school and later in work. The three elements of the program--teacher, student, and community--can be interwoven to develop the individual vocational plan.

*Contact: Jana Hubbs, Vocational Coordinator, County Services Building, ESD #123, 314 West Main St., Walla Walla, WA 99362.

Mainstreamed vocational courses:

The Vocational Education for Special Students (VESS) program provides specific job training skills in occupational areas for students aged 17-21, who are mildly handicapped and enrolled in secondary special education programs. The VESS coordinator, vocational instructor, and special needs students develop lists of competencies to be met by the student. Training plans are developed and tailored to the individual needs of each student. The students are mainstreamed into vocational courses to gain the skills needed to complete the list of competencies. Commercial special education materials and teacher prepared materials are used.

*Contact: Frederick Krueger, Special Education Director, Arrowhead Area Education Agency, PO Box 1399, 1235 5th Avenue South, Fort Dodge, IA 50501.

Individual vocational training:

Students who have completed prevocational training in the school are ready for on-the-job training. Rather than sending several students to one employer, individual vocational training (IVT) contracts can be established. The school identifies job sites and, based on interest and ability, develops an IVT contract with the student, parents, and the employer. The school employs a vocational teacher/consultant to work with the employer and student on site in training and supervision; the consultant works with each student on a daily, weekly, or monthly basis depending on the student's need for support. Each employer receives a checklist of competencies from the school and trains the student in the job skills. Students earn course credit for the on-site job training.

*Contact: John Lindholm, Director of Special Education, Delta Schoolcraft ISD, Escanaba, MI 49829.

On-the-job safety: It is important to teach students safe habits in prevocational classes and in on-the-job training. All job training programs should include a safety component. Examples are: how to lift heavy objects, how to use a ladder, where to store objects safely, how to handle a knife or other sharp object, and so on. Each job has potential safety hazards, and students should be trained in safety for that job while learning job skills.
*Contact: K. Joe Edmondson, Vocational Instructor, Alchesay High School, PO Box 190, Whiteriver, AZ 85927.

Parents and transition: Parents can become involved in the transition process and can be an important part of a transition team. However, parents may need training before becoming involved in their son/daughter's transition program. Components of parent training can include: legal rights under PL 94-142, realistic expectations for employment and independent living for their son/daughter, career options and necessary job skills, parent's roles in transition planning, at-home training, what legal rights their child will assume when reaching adulthood, guardianship, estate planning, and how to plan for the future. A comprehensive workbook and implementation guide has been developed in Montana; parents completing the workbook are better prepared to assist their child in transition decisions and programs.
*Contact: Katharin Kelker and Michael Hagen, Montana Center for Handicapped Children, 1500 N. 30th St., Billings, MT 59101.

Family involvement: Parents and other family members can become involved in the transition program. Parents should be counseled early in their child's school years to focus on what their children will do once they leave school. Various options for education, job training, and employment should be discussed. Daily living and employability skills can be taught at home: being on time, the ability to get along with people, transportation skills, honesty, willingness to try new activities, and how to handle money. These will all assist a student in being successful in a job. Parents should also be involved in the transition planning process from the beginning. In addition, parents may want to serve on an advisory council or board, attend conferences, and serve as volunteers within a transition program. Family members should be encouraged to become involved in these activities.
*Contact: Sally Hedberg, Tri-SELPAS Job Project, Acalanes Union School District, 1212 Pleasant Hill Rd., Lafayette, CA 94549.

In-school/out-of-school training and placement:

Students need to be trained and have placements which provide for development of skills in employment, independent living, and recreational development. A transition program can build in opportunities which encourage independent living and recreational skills. Materials can be used in school to train students in job and living skills; adaptive physical education provides skills training in recreation. Out-of-school placements reinforce these learned skills. Learning centers can provide a transition point between school and job sites, where students can practice and develop individual skills. Recreational activities can also reinforce employability skills such as social interaction and independent transportation.

*Contact: David N. Sapp, Director, GST, Multi-district Educational Services, Box K, Hillsboro, ND 58045.

Finding job training sites:

Before talking to employers about training students on the job or hiring graduates of the program, do some research and gather data on the employment of persons with disabilities. Employers often have concerns about hiring persons with disabilities and possible problems with attendance, job performance, safety, and such. A number of publications cite research which shows that workers with mental retardation often surpass their non-disabled peers in various employment skills. This information, especially if printed in a brochure, can dispel some of the employers' misconceptions.

*Contact: George Collier, Southeast Vermort Mental Health, Gilman Office Complex, White River Junction, VT 05001.

Diversified job training:

Programs can provide basic skills training for a diversity of occupations by first conducting a local job survey to identify known jobs in the community. Persons experienced in the job skills coordinate job training; social and personal skills necessary to maintain job placement are taught to all students. The evaluation process includes data compiled on job placements, state vocational education reviews, state special education reviews, and reports to the state board of education.

*Contact: Cliff Hall, Director, Lake Regional Vocational Tech Center, Bridgton, ME 04069.

Job training sites:

Students often need job skill training in the classroom, learning specific skills necessary for a particular job. After training, when a student is ready for on-the-job training, it is suggested the teacher take the student into the community for job observation. Rather than going to a business or employer and saying "We have a student with a disability who would like to be trained in a job here," it can be helpful at first to just go in to the business and observe. Have a soda at the restaurant, sit there a while, then ask the manager, "This is John. He's interested in restaurant work. Would it be okay if he comes in every afternoon this week to just watch?" This method acquaints the employer with an actual person, not "a student in my class."

*Contact: Glenn and Virginia Terry, White Pine County Schools, Box 400, East Ely, NV 89315.

Rotation job training:

A vocational program can prepare students for several different jobs. The student learns pre-vocational skills at school, and then spends two to three months at each job site to learn each job. Rather than hiring a vocational supervisor at each school, several schools have pooled their resources and fund honoraria paid to one on-site staff at each job to train and supervise the students. The school is responsible for costs such as insurance, uniforms, and transportation. This program is very inexpensive and cost-effective. Job sites include the computer center at bank, the housekeeping area of community hotels, and nursing homes.

*Contact: Carolyn Poole, West Warwick School District, 300 Providence Street, West Warwick, RI 07893.

Making the most of limited work sites:

Rural areas may not have as many potential employers and sites for on-the-job work experience as urban and suburban areas. A creative educator can "make the most" out of the limited number of work sites in a rural area by using each work site to teach/train students in a variety of job skills. For example, a store selling any kind of merchandise (food, hardware, stationery, clothing) could be used to train students in customer relations, stocking shelves, cashiering, custodial maintenance, and ordering/inventory. Training in food services (fast foods and restaurants) could include the same job skills, in addition to taking orders, cooking, serving, washing dishes, and so on. Each job site does not have to be viewed as

one work experience placement; a variety of job skills can be learned at one job site, and thus that site can be considered as several work experience placements.

*Contact: G. Franklin Elrod, College of Education, 400 Tillman Hall, Clemson University, Clemson, SC 29634-0709.

Community as trainers: Small schools often have difficulty employing staff to train students for all potential jobs in the community. One alternative is to contact people in the community to come to the school to teach job skills in their area of expertise. For example, a carpenter could teach basic woodworking and carpentry skills for several months. Next, a restaurant owner or manager might be contracted by the school to teach both money handling and food service skills. In this way, community members become actively involved in the vocational training program.

*Contact: Akio Hanano, Maui School District, PO Box 1070, Wailuku, Maui, HI 96793.

Expanded rural vocational education: Rural school districts can expand their students' vocational horizons through a concept called Contract Vocational Education (CVE). Through CVE programs, local business persons contract with the school and family to provide the student with specific on-site training. The business person is compensated as an instructor providing students with marketable skills at a reasonable cost to the district. The student receives valuable job training as well as academic credit upon successful completion of the program. School counselors provide initial career counseling, serve as contract negotiators, and aid in defining the individual programs. Job Training Partnership Act funds can be used in a CVE program.

*Contact: Vicki Hobbs, Program Director, Rural School Employability Program, Route 11, Box 72A, Columbia, MO 65201.

Transition program options: Within a transition program, more students can be successful if the program provides options for the students; in this way, each student can find one skill or ability at which he/she is successful. In serving students ranging from mildly to severely handicapped, this is especially important. A variety of skills offered will provide more choice and successful matching for students. Also, a variety of settings can be beneficial. For example, some students may be able to move from in-school vocational classes to

on-the-job training; other students may need to progress from in-school placements to sheltered workshops, then work activity centers, and later to community placements.

*Contact: Gary Plossay, Project Director, RFD #5A, Cobbossee Avenue, Gardiner, ME 04345.

Supported employme

Some students can be trained for competitive employment but need specialized support and assistance in finding an appropriate job, on-the-job training, and continuous, permanent support to maintain a job. The transition program staff can work daily with these students on-the-job training programs and very slowly give the student more responsibility and more independence. After completion of high school, the student may continue to need one-to-one supervision from a job coach, and other program support while on the job. The transition program can work with adult service providers and the employers to ensure that this support continues. With adequate support, individuals with severe and profound handicapping conditions have been able to be competitively employed.

*Contact: Ian Pumpian, Project Work, San Diego State University, 6505 Alvarado Road, San Diego, CA 92120.

Computer skills for visually impaired students:

A program in Georgia is training visually impaired high school students in computer skills. The students are provided wwith classroom instruction in computer operations and occupations. Computer science consultants instruct the students, and a consulting psychologist provides student counseling and evaluations. After completing the program, the students are placed in on-the-job training.

*Contact: Faye Mullis, Education Supervisor, Georgia Academy for the Blind, 2895 Vineville Avenue, Macon, GA 31201.

Transportation options:

On-the-job work sites may be some distance from the school, and in rural areas this may pose a problem. A number of alternatives should be considered. If the community has any form of public transportation, this could be a viable option. Students would also learn to work with a schedule of routes and times. School district buses could assist with transportation; often, kindergarten buses have additional delivery times during the middle part of a school day. Car pools, with student, parent, or community volunteer drivers provide another option; often retired citizens or volunteer groups are willing

to assist in such tasks. The transportation itself could provide work experience: in one location, a student worked with the community "Meals on Wheels" and helped deliver meals to home-bound elderly citizens; the "Meals on Wheels" van picked him up at school, and after the delivery run dropped the student at his afternoon job site. It is important to be creative, consider all options, and be flexible when working around rural transportation.

*Contact: G. Franklin Elrod, College of Education, 400 Tillman Hall, Clemson University, Clemson, SC 29634-0709.

Mobile assessment units: In rural, remote, and sparsely populated areas, it may be more convenient for a transition program to travel to the students, rather than the students coming to the program. Vocational mobile units include vans which drive from site to site, serving as mobile classrooms equipped with work space, assessment tools, and training activities. Local business persons participate by volunteering to talk to students about various occupations.

*Contact: Bennie McKay and Gayle Waller, Special Education and Vocational Education, PO Box 599, Rayville, LA 71269.

Interagency collaboration: Transition programs in rural areas can benefit from collaboration between several service providers. Local school districts might work with a regional education agency and a community college to provide transition training for students. The community college could provide vocational assessment and evaluation as well as vocational training classes. Each local school district would coordinate the IEP, supervise and monitor the progress of their students, and give high school credit for completed classes. The regional education agency would coordinate community-based job training sites so that students could be placed outside the local districts. Through cooperative efforts, each student can earn credits needed to complete high school, and also develop independent living, job acquisition, social, and vocational skills.

*Contact: Charlotte Linden, Arrowhead Area Education Agency, Fort Dodge, IA 50501.

Interagency cooperative agreement:

It can be beneficial for agencies working with special needs students to develop an interagency cooperative agreement. This agreement can delineate the responsibilities of each participating agency as well as the services provided. In this way, each agency can learn of the services available through other providers, and the role of each is carefully delineated. The cooperative agreement should be shared with local education agencies and schools so that educators know which agency can provide needed services. In North Dakota, a detailed interagency cooperative agreement was developed between the State Board for Vocational Education; the North Dakota Department of Public Instruction, Division of Instruction, Special Education; The North Dakota Department of Human Services, Division of Vocational Rehabilitation, Division of Developmental Disabilities; and Job Service North Dakota. The responsibilities of the schools in providing academic and vocational programs are also clearly outlined, as well as the agencies who provide pre- and post-school academic and vocational training.

*Contact: Marcia Schutt, Supervisor, Vocational Special Needs, State Board for Vocational Education, State Capitol, Bismarck, ND 58505

Vocational Rehabilitation collaboration:

The Washington State Division of Vocational Rehabilitation has initiated a program in which DVR works closely with special education and vocational education teachers to develop individual transition programs for students with special needs. Each school district in the state has been assigned a DVR coordinator who works with vocational and special education teachers, school counselors, and the school nurse to identify students who would benefit from DVR services. Special on-going meetings notify school personnel and parents of the DVR program. An additional effort is being made to locate school drop-outs who would benefit from the program.

*Contact: Orval Taylor, State Transition Coordinator, Division of Vocational Rehabilitation, OB 21C, Olympia, WA 98504.

Vocational Rehabilitation cooperative program:

In Georgia, the state Vocational Rehabilitation Center funds on-the-job training for high school students with disabilities. Students needing special job training undergo vocational assessment and then are placed in job training in the community. Voc Rehab pays a stipend to the employer who uses the money for the student's salary. The program trains students ages 16-21; after graduation, Voc Rehab assists with job searches and job entry skills.

*Contact: Alex Roane, Rabun County, Box 468, Clayton, GA 30525, or
Mack Spates, Director, Cooperative School Program, Atlanta Rehabilitation Center, 1599 Memorial Drive SE, Atlanta, GA 30317.

Consultants in rehabilitation:

Hospitals with a rehabilitation center often serve as referral centers for children with chronic handicapping conditions, including neurological and orthopedic impairments. Outreach activities to rural communities include consultation services to schools, developmental disability centers, and independent living centers. A mobile van can go directly to the various facilities; trained personnel are able to assess and evaluate children and adults where they work, live, or attend school. The rehabilitation staff can assist in solving problems which cannot be completely anticipated when a client comes to the center. The rehabilitative engineering consultants can also assist in decisions about training in assistive aids use and in integrating assistive aids into educational or work programs.

*Contact: Jean G. Kohn, Clinical Evaluation Coordinator, Rehabilitation Engineering Center, Children's Hospital at Stanford, 520 Willow Road, Palo Alto, CA 94304.

Employer training:

The Careers Project is an effort to increase the awareness of employers, vocational educators, and counselors of the potential of handicapped individuals to be a viable and contributing part of the work force. The project involves a large number of stage agencies, private organizations, and units of the University of Vermont. Project personnel from these agencies develop inservice opportunities such as consultation, workshops and courses for regular and special educators, human service providers, employment and training personnel, employers, and consumers.

*Contact: Lynn Baker, Chair, Department of Education, Trinity College, Burlington, VT 05405.

Community education: The community also needs to become sensitive to the needs of students with disabilities. One rural transition program has established "Bank Day." Every two weeks the students receive a stipend for their work, and are taken in to town to the bank to deposit their "paycheck." Then, students are transported to the regional shopping center and are able to make purchases. "Bank Day" provides the students with an opportunity to learn and practice independent living skills and social skills, and also provides an opportunity for community members to become educated about people with special needs.

*Contact: Valerie Van Allsburg, Job Training Coordinator, 1225 East 11th Place, Casa Grande, AZ 85222.

Social integration for individuals with severe handicaps: In Burlington, Vermont, the Making Special Friends Project is a model program designed to facilitate social integration and interactions between severely handicapped persons and nonhandicapped peers and adults. The project includes three components: the In-School Social Integration Model which facilitates social interaction and integration within the school setting; the Community Integration Model, which focuses on social interactions and integration in general community settings; and the Parent Involvement Model, which is concerned with interaction within the learner's home and neighborhood. These three models were designed by task forces of teachers, parents, support staff, and project staff.

*Contact: Center for Developmental Disabilities, 499C Waterman Building, University of Vermont, Burlington, VT 05405.

Transition program as continuing support: Some transition programs have developed an effective strategy for convincing employers and businesses to hire people with disabilities. Effective transition programs stress the fact that when a person with a disability is hired, the business is hiring not only that individual but also the transition program staff as a support team. The staff can act as trainers, develop task analysis training programs for co-workers, and act as facilitators in settling disputes. This approach has alleviated many of the worries and apprehensions of employers, and seems to provide a powerful incentive.

*Contact: Lucinda Aborn, Career Specialist, Office of Career Planning and Placement, California State University, 18111 Nordhoff Street, Admin 202, Northridge, CA 91330.

Using local employment: It is important to use the services and resources available in the local community. In a rural area, the school may be the main "industry" in the community and should be considered as a potential employer. Transition services should also take into consideration the existing agencies and resources, and build on those. Also, each student/client in a transition program already has an established support network of family, friends, extended family, and friends of the family. For example, a student may be looking for on-the-job training, but cannot locate an employer. The extended family members and friends of that student can and should be contacted to assist in finding a job. The student may find that his/her uncle knows his supervisor would like someone to sort and shelve supplies at the end of the day; this could be a potential job for that student.

*Contact: Tommie Vogel and Cathy Gangstad, Consultant and Training Services, 7122 Artondale Drive NW, Gig Harbor, WA 98335.

Multiple part time jobs: Due to high local unemployment and scarcity of jobs in some rural areas, rural transition programs are beginning to encourage several part-time jobs rather than one full-time job for high school students in the program. Using this strategy, all students and graduates of the transition program have been able to be employed. It seems to be easier to find part-time jobs in the area; one person could work at three or four part-time jobs and earn money equivalent to one full-time job. An additional benefit is that if a person is terminated from one job, he/she still has one or two other jobs that contribute an income while he/she looks for another part-time job.

*Contact: Bud Fredericks, Educational Research, Monmouth, OR 97361.

Establish successful placements: Employers who have worked with transition students in on the job training programs have experienced either a successful or frustrating interaction. An employer who has had a successful experience is more likely to continue working with the transition program. It is advisable for program staff to screen students carefully before matching for on-the-job training. If an employer is inexperienced in working with disabled students,

try to match that employer with a student who very clearly will be successful. Also, some training for the employer concerning the student's abilities and realistic expectations will increase the likelihood of success for both the student and the employer.

*Contact: James Kjelstrup, Detroit Lakes and Frazee District, 702 Lake Avenue, Detroit Lakes, MN 56501.

Building a job network: Once a program has gained a reputation as having well-trained graduates who are reliable employees, other program graduates will be requested for job opportunities. The best advertisement for a successful program is a successful graduate.

*Contact: Becky Schroeder, Director, Franklin County Special Education Cooperative, PO Box 440, Union, MO 63084.

Postsecondary vocational education: Some students may need vocational training that continues after high school. A student who is "aged out" of secondary school after age 21 can continue job training through adult service agencies and vocational-technical schools. In Kentucky, the regional voc-tech schools have modified admission requirements for students with special needs. The voc-tech school programs focus on instruction in basic academic skills, occupational preparation including on-the-job training, and life-skill training. Students may complete a full program, which includes a GED diploma, or they may receive a certificate for successful completion of the vocational program.

*Contact: Barbara Burrows, Assistant Director, Program Services Division, Office of Vocational Education, Kentucky Department of Education, 2129 Capital Plaza Tower, Frankfort, KY 40601.

Preservice training: Teachers in training can be taken on caravans to rural areas to view the situations for which they are training. Workshops are conducted for rural medical professionals to enlighten them about special education needs and services. The rural educators and medical professionals are trained to work together to provide coordinated special education services.

*Contact: Jerry White, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201.

School/Business Partnerships:

Partnership projects: In establishing a school/business partnership, it is helpful to set up an advisory board which includes representatives of community businesses and industries. These employers know the job market and the skills needed for the job (both work and social/related skills). Also, the employers will ultimately train students on the job and will employ successful graduates. Thus employers should be part of the transition process from the beginning.

*Contact: Norman Hammond, President, Inter-National Association of Business, Industry, and Rehabilitation (I-NABIR), 12100 Portree Drive, Rockville, MD 20852.

Restaurant training: In a restaurant or food services training program, restaurant owners can serve on an advisory board. The restaurant owners/managers develop a hierarchy of job skills necessary for employment in the food service industry. The school trains students in these job skills, and then students are trained on the job site. Restaurants participating in the program provide on-the-job training for students, with restaurant staff serving as trainers and supervisors rather than school teachers. When a student has completed one set of competencies, he or she rotates to a different job in the restaurant to master a different set of skills. Students completing the program have completed the list of job competencies and are employable; often the training restaurant hires the student after graduation.

*Contact: Sylvia Heselwood or Allison Harr, Kalispell School District #5, 233 First Avenue East, Kalispell, MT 59901.

Specialized career training: Many rural areas face high unemployment rates. Even though there may be one major industry providing specialized jobs, individuals within the community may not have training in the appropriate areas. Los Alamos National Laboratory in New Mexico developed an education outreach program to expose local students in the rural schools to jobs in science and computer technology. Participating schools include schools on several Native American Reservations, serving a population traditionally

underserved in educational outreach programs. The Careers in Science Program begins in grade 4, introducing science-related subjects which stimulate the students' imaginations. Continuing to grade 12, the program includes in-school discussions held by volunteers from the Laboratory, summer science programs, science youth days, and a summer science teacher's institute.

*Contact: Kathryn Ringhand Strong, Secondary Outreach Coordinator, Los Alamos National Laboratory, MS P-278, Los Alamos, NM 87545.

Making a product

Woodworking: Some transition programs create employment within the program itself. For example, a transition training program might include training in woodworking and crafts. The products made in these classes could be marketed in the community. The students in the program are the "employees" and are paid by the piece, according to production.
*Contact: Ron Ornstein, Association for Retarded Citizens, 1000 South High Street, Harrisonburg, VA 22801.

Tourism: In an area where tourism is a major industry, a product could be made and sold related to tourism. For example, Montana is known for the fishing; a transition program has trained students in making fishing lures and flies, and has sold these to visiting fishermen.
*Contact: Jim Jacobs, University of Wyoming, PO Box 3374, University Station, Laramie, WY 82071.

Food dehydrators: A program in Idaho has manufactured and sold food dehydrators in the community.
*Contact: Richard Catlin, Bonner County School District #82, PO Box A, Sandpoint, ID 83864.

Buttons: Advertising buttons can be easily made and sold in the community. Buttons include high school "booster" buttons, political buttons, and buttons saying "It's A Boy!" or "It's A Girl!" to be sold in the hospital.
*Contact: Barb Elliott, Educational Service Unit #9, 1117 East South Street, Hastings, NE 68901.

Multiple products: Multiple products increase the chance of marketing successful products. Some products which have been reported to be selling well and making a profit for transition programs include plants raised in the greenhouse and sold in groceries, and picnic tables, dog houses, and wooden toys made in carpentry training classes.
*Contact: Barbara Nelson, Whiteriver Unified School District #20, PO Box 190, Whiteriver, AZ 85941.

Creating Employment

Providing a service

Forming a business: A program can be developed for and by students needing to develop increased time on task as well as vocational skills. In such a program, students have formed their own business focusing on "odd jobs" such as raking lawns, moving furniture for senior citizens, and taking down storm windows. The charge for their labor is based on an hourly rate. This program has been beneficial for students who have not been able to maintain a steady job in the community due to short attention spans.

*Contact: Spencer Gartin, Work Experience and Study Coordinator, Northeast BOCES, Haxtun, CO 80731.

Fence maintenance: Before creating employment that provides a service to a community, an environmental or employment survey should be conducted. The transition program staff, parents, high school students, and employers in the community could survey the services provided within the community and attempt to uncover an unmet need. Once the community's needs are identified, employment to provide the needed service can be established. In Utah, a program found that owners of large ranches were willing to pay for fence building and mending; the transition program created a fence service center and has trained and employed students.

*Contact: Jeannette Boltz, Central Utah Educational Services, 188 W. Center St., Richfield, UT 84701.

Seasonal maintenance: A specialized maintenance service could be provided. A transition program might provide a service such as window washing, putting up and taking down storm windows, and shoveling snow in winter. These services are seasonal, but together provide year-round employment.

*Contact: Patrick Pflieger, Special Education Office, 4550 Highway 57, Sturgeon Bay, WI 54235.

Mailings: Many organizations have extensive mailings and are willing to contract the job to a reputable service or group. Political campaigns and fund drives are just two examples of mailings to be collated, folded, put in envelopes, sealed, and addressed.

*Contact: Theresa Ferg, ESU #8, 613 Maple Avenue, Norfolk, NE 68701.

Courier service:

In a county seat or capital, a courier service might be a useful service. Couriers employed by the service could carry legal documents to and from law offices, the county courthouse, and other government agencies. This is being implemented in several towns in a county; the courier service will be between the towns as well as within the county capital.

*Contact: Jan Eberhard, Lincoln County School District, 295 Burgess, Toledo, OR 97391.