

# **SCHOOL-TO-WORK TRANSITION PROGRAM AT THE CAMBRIA COUNTY ASSOCIATION FOR THE BLIND AND HANDICAPPED**

## **PROGRAM DESCRIPTION**

The School-to-Work Transition Program at the Cambria County Association for the Blind and Handicapped has been designed to prepare students with special needs to meet the challenges of the adult world. The purpose of this program is to provide pre-vocational/vocational training for those students whose needs are best met in a more structured setting. This program is designed and customized to meet the unique needs of each student.

### **Vocational Services**

The Cambria County Association for the Blind and Handicapped's Vocational Services provide the student with custom designed programming based on results of a vocational assessment completed by the Agency. Prior to receiving Vocational Services, the student shall be administered the CareerScope testing system by CCABH professional staff. This assessment consists of aptitude tests, and an occupational interest inventory. The approximately 2 hours of testing would be completed at either the Johnstown Division or the Ebensburg Division of CCABH for the approved testing fee. If requested, results of vocational assessments will be reviewed with the home school districts and/or parents.

Specific programs, available at either the Johnstown or Ebensburg Division, as determined by the vocational assessment results, can include:

- A. Job Sampling
- B. Vocational Orientation
- C. Personal Adjustment Training
- D. Social Orientation
- E. Work Center Employment/Situational Assessment
- F. Community Job Placement

**Job Sampling** is a series of work-related tasks that are used to determine vocational strengths, weaknesses, and interests. While on tasks, the students would be rated in the areas of work habits, interest, motivation, personal and social adjustment skills, attitude, and basic physical and mental abilities required in order to be competitively employed.

**Vocational orientation** occurs during individual and group counseling sessions, which help the students, understand and develop appropriate work behavior and problem solving on the job.

Discussions can include **the reasons people work, similarities and differences between school and work, required characteristics of a good employee, and why individuals lose their jobs.**

**Personal Adjustment Training** gives the students the opportunity to be assigned to various production areas within the work center based on interest and abilities required for particular tasks. Emphasis centers on such areas as **productivity, work method, quality of work, and the acquisition of marketable employment skills.** Individual and group work center instruction and supervision is provided to assist the students in developing to the maximum level of their employment abilities.

**Social orientation** helps the student become part of the community mainstream by participating in social activities and tours. Within these sessions, students participate in discussions regarding budgeting money and comparison shopping. Individuals are also linked to appropriate community agencies as deemed appropriate.

**Work center employment/situational assessment** is a **paid work experience** in one of a variety of work areas within the work center. A student can receive production experience in the **industrial sewing department** where they may operate a variety of sewing machines such as single needle, double needle, overlocking, bartacking, or surging machines in the production of hospital related garments. Examples of these include laundry bags, shower curtains, pajamas, bibs, curtains etc. The student may also gain work experience in the **trimming department** where they are responsible for trimming and inspecting sewn items prior to shipping. These individuals examine fabric for broken threads, skipped stitches, cuts in materials, stains or other imperfections. They also trim loose or hanging threads using scissors or nippers and may operate an automatic thread trimming device. Students may receive production training in the **Mine Hanger fabrication** department where they would operate a DiAcro bender in the production of a variety of hooks and hangers used in the mining industry. Finally, students may receive production training and experience in the **Material Handling/Vehicle Maintenance** work area. These individuals are responsible for moving materials within the worksite. They load and unload materials from pallets or shelves, load materials into delivery vehicles, move raw materials and finished products from production areas, clean and maintain work areas and wash, clean, and detail company vehicles. **Building maintenance and light clerical work** experiences can be made available to the appropriate student.

**Community job placement**, as deemed appropriate, is made available to demonstrated reliable, capable, and productive students for local businesses and industries. The professional CCABH staff works closely with local employers and can offer job search activities, placement, and monitoring of that individual after placement. CCABH can provide a job coach if needed for on the job training as well as support and follow-up services to ensure successful performance and job satisfaction.

Other services provided by the CCABH Vocational Service can include work assessments and progress reports, attendance at IEP's as appropriate, Team PA CareerLink Access and Consultation.

The goal of the CCABH Vocational Services is to provide the student with the most appropriate customized vocational program to have that individual reach his or her highest level of vocational functioning and to develop skills, work habits, and appropriate attitudes necessary for competitive gainful employment.

## AGREEMENT

### Guidelines

Any student with special needs wishing to participate in this program must have reached the age of 16 prior to their first day of placement and have been administered the vocational assessment testing to determine the appropriateness for the program. A review of school records will also be required to ensure that the student meets the criteria for placement into the program.

### School District Responsibilities

1. Transportation to and from program
2. Transportation to and from vocational assessment testing
3. Completion of necessary paperwork
4. Participation in pre-placement staffing
5. Provision of a school district contact person

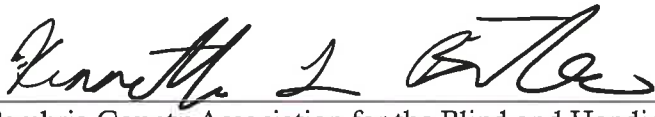
### CCABH Responsibilities

1. Program Administration
2. Workers Compensation for work experience
3. Progress reports in a timely fashion
4. Transportation for community social tours
5. CCABH agrees to provide required clearances to School District for all CCABH employees that have direct contact with students, upon request.

### 2026-2027 Fee Schedule

|                                    |                                                                              |
|------------------------------------|------------------------------------------------------------------------------|
| Vocational Assessment Testing      | \$100.00 per student                                                         |
| Pre-Vocational/Vocational Training | \$75.00 per student for half day<br>(charged only for days of<br>Attendance) |

## Agreement Signatures

\_\_\_\_\_   
Date Cambria County Association for the Blind and Handicapped

\_\_\_\_\_ \_\_\_\_\_  
Date School District

Provisions of this agreement may be modified or terminated at any time by either participating member. This contract ends at the conclusion of the current school year unless the student is approved for Extended School Year.