

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

VECTOR Transition Program

*Vocational Education Community Training & Occupational Relations
Basic Program Design*

Sites: Northwest Technology Center

7008 Northland Drive, Suite 100, Brooklyn Park, MN 55428

Brooklyn Park Campus, 9000 Brooklyn Blvd., Brooklyn Park, MN 55445

South Education Center, 7450 Penn Ave South, Richfield, MN 55423

Eden Prairie Campus, 13100 College View Dr, Eden Prairie, MN 55347

Target Population

Students are young adults, ages 18-21, with special needs who are from a diverse student population background. Students are identified with needs in one or more of the five transition areas, and have a willingness and ability to collaborate in student-centered planning. Students need age-appropriate models in a community based setting. They also need enhanced support in career and technical education, post-secondary training and learning opportunities.

Student Profile

Student cognitive level ranges from Developmental Cognitive Disabilities (DCD) (mild) to above average ability, have identified needs in the transition areas of employment, community participation, home living, recreation/leisure and/or personal responsibility, and organizational skills. Students served in this program design require only very limited services from disability specific specialists

Disability categories served are Physically Impaired (PI), Other Health Impairments (OHI), Hard of Hearing (HH), Deaf/Blind, Low Visually Impaired (VI), Traumatic Brain Injury (TBI), Severe Learning Disabilities (SLD), Emotional/Behavioral Disorder (EBD), Speech/Language (SP/L), Developmental Cognitive Disabilities (DCD) and Autism Spectrum Disorder (ASD).

Mission/Goals

To provide transition services to young adults with disabilities as they progress from an educational setting toward living and working as independently as possible in the community.

Components

Academic Skills:

- Provides appropriate academic instruction to prepare students for functioning in their community, including post-secondary education opportunities.
- Provides appropriate vocational instruction, including community-based vocational experiences, to prepare students for community employment.
- Provides appropriate instruction and opportunities to engage in independent living to prepare students for young adulthood in the community in a community based apartment setting.
- Provides appropriate social/interpersonal skills instruction and opportunities to establish social relationships with peers.
- Provides appropriate leisure and recreational skills and opportunities for inclusive recreation activities
- Content leads to real life outcomes for students.
- Students participate in instructional programs tailored to individual needs and interests; not based on disability category or services.
- Instruction in reading, writing, and math.
- Preparation for Minnesota Basic Standards Testing, if needed.
- Extensive and comprehensive transition curriculum.

Social/Behavior:

- Personal responsibility/self-advocacy—assist students in developing skills to take responsibility for their own life plans, to understand their disability and learn to articulate accommodations needed in school, community, home, and the work place.
- Student lead individualized transition planning meetings focusing on a student's strengths, capabilities, interests, and preferences.
- Students are taught decision-making skills and provided opportunities to make real life, meaningful decisions.
- Students attend all transition planning meetings and are active participants in the planning process.
- Student ideas are heard and respected.
- Students are given opportunities to learn about and/or directly experience an array of community options (e.g., different community jobs)
- Students' decision-making capabilities and self-advocacy efforts are supported and encouraged.
- Students are actively involved in developing their transition Individual Education Plan (IEP), supported to lead the IEP meeting.
- Family Life Sex Education instruction in problem solving and development of age appropriate social skills.
- Mental Health and Chemical Health counseling support available through School Social Worker and in partnership with outside community agencies.
- Positive adult role models
- Facilitate social inclusion of students with disabilities into regular age appropriate school setting at Hennepin Technical College (HTC) and nearby community colleges.

Vocational Skills:

- "Career Awareness" and "Employability Skills" classes.
- Work Experience Coordination.
- Evaluation of work skills and habits.
- Community-based vocational training with job coaching, as needed.
- Strong school to community employment linkages – Career and Technical training options in the community are: Career Exploration, Supported competitive employment.
- Independent competitive employment.
- Level I, II, III classes at HTC with tutoring and note taking available.
- Community College classes with tutoring support.
- Teachers in regular academic and vocational courses are provided with assistance from special education teachers to adapt their instruction and curriculum to meet the diverse needs of students.
- Inclusion in post-secondary school programs lead to positive outcomes for all students.

Family/Interagency Collaboration:

- There is a collaboration and coordination among all agencies involved in the transition planning process. Designated coordinator of facilitator in the transition planning process.
- Post-school follow-up surveys.
- Provide coordination of services to all students exiting school; in areas of post-secondary education, employment, living, leisure/social, health care, and transportation services are person-centered and flexible to meet the needs of individuals, to ensure smooth transition.
- Work closely with families, state, and county systems to access needed services for students during the program and after graduation.
- Assist families in the process of seeking guardianship or conservatorship, if needed.
- Parents are provided with information about the importance of their child's involvement in the transition planning process and in self-advocacy.
- Work with agencies in established processes to determine the extent of students' service needs during transition.
- Services and supports provided by VECTOR facilitate formal and informal natural support networks, community connections.

Community-Based Services/Interagency Collaboration:

- MTCO Bus Training, Metro Mobility, Drivers Permit Preparation
- Recreation/leisure activities
- Home living in an apartment setting.
- Community-based/career exploration and employment.
- Community-based training in accessing the community.

NOTE: All VECTOR classes and services can be purchase as a partial FTE or at an hourly rate. (See class/services list.)

Program Core ~ VECTOR

Licensed Ratio: 6.7
Non-Licensed Ratio: 6.65

Staffing Includes:

Program Core

- Licensed/Highly Qualified Instructors
- Educational Assistants

Support Staff

- Program Facilitator
- School Social Worker
- Developmental Adaptive Physical Education (DAPE) Staff
- Work Experience Coordinator
- School Psychological Services
- Nursing Services

Other Support Staff, as needed

- Assistive Technology Specialist
- Audiologist
- Autism Specialist
- Behavior Specialist
- Communication Disorder Specialist (CDS)
- Due Process Facilitator
- Educational Audiology Specialist
- Low Incidence Specialists (Deaf/Hard of Hearing [D/HH], Blind/Visually Impaired [B/V], and Physical/Health Disabilities [PHD] teachers)
- Job Coaches
- Materials Production Specialist (Braille, etc.)
- Occupational Therapy (OT) Staff
- Orientation & Mobility (O&M) Specialist
- Physical Therapy (PT) Staff
- Sign Language Interpreter

Note: VECTOR refers to Basic VECTOR Program Design.

For further information contact

VECTOR North/Brooklyn Park Campus: Darla Jackson or Tina Sunda, Program Facilitators
VECTOR South/Eden Prairie Campus: Amy Koch, Program Facilitator