

Mission Statement for the Providence Transition Academy

The Providence Transition Academy, in partnership with Education in Action, is a unique program that provides comprehensive real world transition services to students with disabilities ages 18-21. This program prepares students to successfully transition to employment, independent living, and community participation. Students learn in a non-profit business setting located within Providence, RI while simultaneously participating in work based community internships and experiences. The Academy utilizes a transition based curriculum and career exploration program. This program will engage and empower young adults to recognize their value and potential while achieving their post-secondary goals to become productive and independent citizens.

The criteria for a student to attend the Providence Transition Academy:

- A student with a documented disability who has an IEP and;
- Referred by the school based IEP team
- Has a transition goal completed by the school based IEP team for implementation at the Transition Academy
- A self-motivated student
- Must be 18 years or older
- Documented consistent school attendance and punctuality
- Be able to go into the community independently and experience with public transportation preferred
- Needs assistance and services in the area of transition
- Willing to commit to spending a year transitioning from school to work
- Will meet all academic requirements for high school graduation
- Registered with Office of Rehabilitation Services (ORS) preferred
- Shows a demonstrated willingness to participate in all required activities
- Attend an open house
- Complete the PTA student application by March 13
- Participate in an interview
- Shadow a student at the Academy for one day
- Vocational evaluation prior to leaving high school preferred

STUDENT OUTCOMES

- 1) Identify personal interests, abilities, strengths and weaknesses and set short and long term goals.
- 2) Increase functional, computer, daily living and personal-social skills through individualized instruction and support.
- 3) Explore job sites at local businesses and identify areas of interest through career research and job shadows.
- 4) Develop work related behavior transition skills and abilities through supported community internships.
- 5) Increase self-advocacy skills by identifying their disability; how it impacts their performance and what workplace support and accommodations they need.
- 6) Increase independence by accessing community resources (ie. banking, healthcare, public transportation, etc.).
- 7) Prior to graduation, students will present a transition action plan to staff, internship providers, peers, and family.



Providence Transition Academy
35 Swiss Street
Providence RI 02909
(401)461-4224



Student Application

Date of Application: _____

Name: _____

Address: _____

City _____ State _____

Phone Number: _____ Current High School _____

Date of Birth: _____ Age: _____

Why do you want to attend the Providence Transition Academy?

Why would you be a good candidate for the Providence Transition Academy?

What is your favorite subject in school? _____

Why? _____

What was your biggest accomplishment in high school?

What transition goal from your IEP meeting would you need to focus on in the upcoming year?

What job skills do you think you need to work on if you attend the Academy?

What would you like to do after you complete the Academy?
(Ex: work, more school, travel)

List your top 4 jobs\careers you are interested in doing after high school?

1. _____ 2. _____
3. _____ 4. _____

Do you have a job now? Yes: ____ No: ____ Where: _____

If yes, what are your responsibilities?

Do you have any volunteer or trial work experience?

Yes: ____ No: ____ Where: _____

If yes, what are your responsibilities?

Are you registered with the Office of Rehabilitation Services? Yes____ No____

Do you currently use RIPTA transportation daily? Yes_____No_____

Are you comfortable taking RIPTA to different places? Yes _____ No _____

Do you speak a second language? _____

If there is an emergency, who should be contacted?

Name: _____

Relationship to you: _____

Phone Number: _____

School Contact Person Who Helped you with this Application:

Signature _____ Date_____

Please mail this completed application package with attached student evaluation(s) and the following items to the address below:

- ✓ **Most recent grades and progress reports with attendance**
- ✓ **Current IEP**
- ✓ **Most recent TPI and Transition Assessment Data**

Mail to:
Providence Transition Academy
Attention: Kim Shangraw/Tribbie Zarra
35 Swiss Street
Providence, RI 02909
(401)461-4224
Kimberly.shangraw@ppsd.org
Tribbie.zarra@ppsd.org

Student Evaluation

Student: _____ School: _____

Evaluation Period: _____ Evaluator: _____

(To be completed by teachers, staff, social worker, school psychologist, guidance counselor or anyone who knows the student on a regular basis)

More than One (1) Evaluation can be completed for a student by different evaluators and is encouraged

Please check one in each category

Comments

<p>Cooperation – ability to get along with others</p> <p><input type="checkbox"/> Gets along well with others <input type="checkbox"/> Cooperates willingly <input type="checkbox"/> Usually gets along with others <input type="checkbox"/> Does not work well with others <input type="checkbox"/> Is antagonistic; pulls against rather than works with others</p>	
<p>Initiative – tendency to go ahead</p> <p><input type="checkbox"/> Is resourceful; looks for things to learn and do <input type="checkbox"/> Is fairly resourceful; does well by himself/herself <input type="checkbox"/> Does routine work acceptably <input type="checkbox"/> Takes very little initiative; requires urging <input type="checkbox"/> Takes no initiative; has to be instructed repeatedly</p>	
<p>Courtesy</p> <p><input type="checkbox"/> Is very courteous and very considerate of others <input type="checkbox"/> Is considerate and courteous <input type="checkbox"/> Usually is polite and considerate of others <input type="checkbox"/> Is not particularly courteous in action or speech <input type="checkbox"/> Has been discourteous to the public and staff</p>	
<p>Attitude toward constructive criticism</p> <p><input type="checkbox"/> Accepts criticism and improves greatly <input type="checkbox"/> Accepts criticism and improvement noted <input type="checkbox"/> Accepts criticism and tries to do better <input type="checkbox"/> Doesn't pay too much attention to criticism <input type="checkbox"/> Doesn't profit by criticism; resents it</p>	
<p>Knowledge of job</p> <p><input type="checkbox"/> Knows job well and shows desire to learn more <input type="checkbox"/> Understands work; needs little supervision <input type="checkbox"/> Has learned necessary routine, but needs supervision <input type="checkbox"/> Pays little attention to learning job <input type="checkbox"/> Has not tried to learn</p>	

<p>Accuracy of Work</p> <p><input type="checkbox"/> Very seldom makes errors; does work of very good quality</p> <p><input type="checkbox"/> Makes very few errors; is careful, thorough, and neat</p> <p><input type="checkbox"/> Makes errors; shows average care, thoroughness and neatness</p> <p><input type="checkbox"/> Is frequently inaccurate and careless</p> <p><input type="checkbox"/> Is extremely careless</p>	
<p>Work Accomplished</p> <p><input type="checkbox"/> Is fast and efficient; production is well above average</p> <p><input type="checkbox"/> Works rapidly; output is above average</p> <p><input type="checkbox"/> Works with ordinary speed; work is generally satisfactory</p> <p><input type="checkbox"/> Is slower than average</p> <p><input type="checkbox"/> Is very slow; output is unsatisfactory</p>	
<p>Work Habits</p> <p><input type="checkbox"/> Is industrious; concentrates very well</p> <p><input type="checkbox"/> Seldom wastes time; is reliable</p> <p><input type="checkbox"/> Wastes time occasionally, usually reliable</p> <p><input type="checkbox"/> Frequently wastes time; needs close supervision</p> <p><input type="checkbox"/> Habitually wastes time, has to be watched and prodded along</p>	
<p>Adaptability</p> <p><input type="checkbox"/> Learns quickly; is adept at meeting changing conditions</p> <p><input type="checkbox"/> Adjusts readily</p> <p><input type="checkbox"/> Makes necessary adjustments after considerable instruction</p> <p><input type="checkbox"/> Is slow grasping ideas; has difficulty adapting to new situations</p>	
<p>Personal Appearance</p> <p><input type="checkbox"/> Is excellent in appearance; looks very neat all of the time</p> <p><input type="checkbox"/> Is very good in appearance; looks neat most of the time</p> <p><input type="checkbox"/> Is passable in appearance; but should make more effort to improve</p> <p><input type="checkbox"/> Often neglects appearance</p> <p><input type="checkbox"/> Is extremely careless in appearance</p>	
<p>Punctuality</p> <p><input type="checkbox"/> Never tardy except for unavoidable emergencies</p> <p><input type="checkbox"/> Seldom tardy</p> <p><input type="checkbox"/> Punctuality could improve</p> <p><input type="checkbox"/> Very often tardy</p> <p><input type="checkbox"/> Too frequently tardy</p>	
<p>Attendance</p> <p><input type="checkbox"/> Never absent except for unavoidable emergencies</p> <p><input type="checkbox"/> Dependable</p> <p><input type="checkbox"/> Usually dependable</p> <p><input type="checkbox"/> Not regular enough in attendance</p> <p><input type="checkbox"/> Too frequently absent</p>	