



PECT Handbook

Special Education Association of Peoria County

August 4, 2025 Revision

PRE-EMPLOYMENT CAREER TRAINING PROGRAM

PURPOSE OF PECT VOCATIONAL PROGRAM

The Pre-Employment Career Training Program (PECT) is a program that helps students with disabilities (students with IEPs and 504's) prepare for transition to employment and community participation during and after high school. Students who have work experience during high school are more likely to continue to work and earn more money after leaving school.

Students learn to become productive, independent, self-sufficient adults through a variety of PECT experiences. PECT will assist students in developing appropriate work habits and realistic career goals. This program offers meaningful pre-vocational support in Job Exploration Counseling, Work-Based Learning Experiences, Counseling on Post-Secondary Education, Workplace Readiness Training, and Instruction in Self-Advocacy.

STEP PROCEDURES

1. PECT students are typically referred at the end of their sophomore year of high school.
2. Students are referred using the Referral process on the next page.
3. PECT will assist in finding employment. Students who are able should fill out and turn in applications on their own. The Transition Specialist/PECT Coordinator or job coaches can then follow up with the employer.

Name	Phone	Email
Allison Borland (Transition Specialist & PECT Coordinator)	Work: 309-697-0880 Cell: 331-704-0921	aborland@seapco.org
Kris Dutton (Job Coach)	Cell: 309-231-4185	kdutton@seapco.org
Brenda Hyneman (Job Coach)	Cell: 309-363-2126	bhyneman@seapco.org
Betsy Baker	Cell: 309-401-7646	bbaker@seapco.org

ELIGIBLE VS POTENTIALLY ELIGIBLE STUDENTS

Students are split into two different categories when being referred. The DRS Counselor makes the final decision on what category students will be in.

Students that would fall into the Eligible category are those who will pursue competitive employment after graduation. They will also need support through DRS services in some capacity during that time.

Students that would fall into the Potentially Eligible category may not need vocational services from DRS after graduation but may want assistance with college. They can also be students who are not going to pursue competitive employment after graduation.

All students in both categories are able to receive services from the PECT Vocational Team. In this category you can receive pre-vocational support in Job Exploration Counseling, Work-Based Learning Experiences, Counseling on Post-Secondary Education, Workplace Readiness Training, and Instruction in Self-Advocacy.

DRS PECT REFERRAL FORM

This form is used to refer a student to the PECT vocational program. The first box of information needs to be filled out with student information.

- Date
- Method of contact
- Last name, first name, middle name
- Date of birth
- Age
- Sex
- Social security number
- Current grade level
- Home address
- Home phone number
- Disability

This form only goes to the DRS counselor with a signed release, copy of birth certificate, and most recent physical exam.

PERMIT TO RELEASE OR OBTAIN INFORMATION FORM

This form accompanies the ***DRS PECT Referral Form***. This allows DRS to obtain records from the school district in order to begin the PECT referral process. Student's name and date of birth are to be written in at the top of the form.

Step 1: To be completed by the person filling out the referral.

Step 2: Check the following boxes:

- Psychological
- Speech and language
- Social development
- Medical/health
- IEP eligibility
- Physical and/or occupational therapy
- Other: Birth certificate (must be included)

Step 3: Check SEAPCO to see if the student's records are with SEAPCO. If a student's records are with another school, check the appropriate box and fill in the address.

Step 4: Check the box for Todd Welton as all records go to him.

Step 5: Parents AND students must sign and date. The Permit to Release or Obtain Information form and the DRS Referral form, along with all records, are given to Allison Borland, Transition Specialist/PECT Coordinator.



SPECIAL EDUCATION ASSOCIATION OF PEORIA COUNTY

4812 W. Pfeiffer Road Bartonville, IL 61607

Phone: (309) 697-0880 Fax: (309) 697-0884

STATE OF ILLINOIS DEPARTMENT OF REHABILITATION SERVICES REFERRAL CONTACT

Referral and Consent Form

Name (Last):		(First):		(Middle):	
DOB:		Age:	Sex:	SSN:	
School:					
Current Grade:	Student Email:			Student Phone #:	
Address:			City:		Zip:
Guardian Name:					
Guardian #:			Guardian Email:		
Reported Disability on IEP (Primary):				OR	
(Secondary):				<input type="checkbox"/> My student has a 504	
Is the student currently employed?: <input type="checkbox"/> Yes <input type="checkbox"/> No		If Yes, where is the student employed?			
SSDI Status: <input type="checkbox"/> Applied for <input type="checkbox"/> Receiving <input type="checkbox"/> Denied <input type="checkbox"/> N/A			SSI Status: <input type="checkbox"/> Applied for <input type="checkbox"/> Receiving <input type="checkbox"/> Denied <input type="checkbox"/> N/A		
STUDENT AND PARENT - PLEASE SIGN BELOW					
<input type="checkbox"/> Yes, I hereby give consent for _____ to receive and participate in vocational rehabilitation services that will lead to work experience and employment potential. I have verified that all the information provided on this form is correct and required to participate in the PECT Vocational Program.					
Student Signature:				Date:	
Parent Signature:				Date:	
Required Documents:	Submission of this form must also accompany <input type="checkbox"/> Release of Information Form <input type="checkbox"/> Birth Certificate <input type="checkbox"/> Most Recent Physical Exam <input type="checkbox"/> Current IEP - SEAPCO Transition Staff will obtain <input type="checkbox"/> Last Re-Evaluation - SEAPCO Transition Staff will obtain				
Submit to:	Allison Borland SEAPCO 4812 W Pfeiffer Rd Bartonville, IL 61607 Phone: 309.697.0880 Fax: 309.697.0884 Email: aborland@seapco.org				



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PERMIT TO RELEASE OR OBTAIN INFORMATION

STUDENT'S LEGAL NAME: _____ **DATE OF BIRTH:** _____

STEP #1: PERSON COMPLETING FORM:

Name and/or District: _____

Fax #: _____

Phone #: _____

Date of Request: _____

STEP #2: PLEASE INCLUDE THE FOLLOWING INFORMATION TO BE OBTAINED/RELEASED:

- Psychological • Social Development • IEP Eligibility • Physical and/or Occupational Therapy
- Speech & Language • Medical/Health • Phone Consultation Only • Other (please specify): _____

STEP #3: OBTAIN RECORDS FROM: (please check one)

☐ SEAPCO

☐ School – Name: _____

Phone Number: _____

Fax Number: _____

Address/City/Zip: _____

☐ Other – Name: _____

Phone Number: _____

Fax Number: _____

Address/City/Zip: _____

STEP #4: RELEASE RECORDS TO:

- ☐ Todd Welton
 Division of Rehabilitation Services (DRS)
 1 Technology Plaza Suite 207
 Peoria, IL 61602
 Phone: 309-671-8763 Fax: 309-671-7746
 Email: Todd.Welton@illinois.gov

STEP #5: SIGNATURE(S)

I understand that I may review this information. I know that I may inspect and copy the records in my child's file and that I have the right to challenge the content of the file. Consent is valid for twelve (12) months from date of signature below.

 Parent/Guardian Name (please print)

 Parent/Guardian Signature

 Date

**NOTE: Psychological Report requests ONLY,
 student's signature must be obtained (age 12 & up)**

 Student's Signature

 Date

After the *DRS PECT Referral Form, Permit to Release or Obtain Information Form*, and student records reach the PECT Counselor at DRS, the counselor will set a time to meet with parents and the student to go over information. The PECT counselor will enter the student information into the DRS system, confirm the student's social security number, and the student will be assigned a DRS number. Once the SEAPCO Transition Specialist/PECT Coordinator receives this number, the student will be sent a letter letting them know they have officially been entered into the program.

Services with the PECT include:

- Meeting students to find out skills and interests
- Helping students find employment
- Checking up on students on the job
- Meeting with employers to make sure all is well on the job
- Intervene when necessary if there are issues with job placement
- Going to student's IEP meeting, annual reviews and any other pertinent meetings

OJT/WORK SITE FORM

This form is completed for all students starting a new job. It is the teacher's responsibility to fill out this form. It is very important that all the following information is filled out:

- Student's name
- Employer
- Supervisor
- Full address of work site
- Phone number of work site
- Job duties to be performed by student
- Beginning date (student will only be able to be paid as of this date)
- Student's work schedule (days and hours)
- Check whether OJT or employer-paid
- Wage per hour

This form should be emailed to Allison Borland at aborland@seapco.org.

This information must be entered into the DRS website and approved by the DRS PECT counselor before student's work hours can be entered into the DRS website.

A work site form must be completed for each employment placement. If a student is working at 2 different job sites, a form must be filled out for each job site. If a student ends a job placement and starts a new job placement at any time during the school year, a new worksite placement form must be filled out for the new work site.



SPECIAL EDUCATION ASSOCIATION OF PEORIA COUNTY
4812 W. Pfeiffer Road Bartonville, IL 61607
Phone: (309) 697-0880 Fax: (309) 697-0884
DIVISION OF REHABILITATION SERVICES (DRS)
OJE/OJT TRAINING AGREEMENT/WORKSITE FORM

Student Name: _____ School Year: _____

Employer: _____ DHS/DRS Case# _____

Employer Address: _____ Worksite Supervisor: _____

Job Title: _____ Phone #: _____

Job duties the student will learn at the training site: _____

Beginning Date: _____ Ending Date: _____

Student's Work Schedule

Days student works	When Shift Starts: AM	When Shift Ends PM
Days student typically works		Flexible Schedule

SCHEDULE OF WAGES: (check one)

OJE _____ OJT _____ EMPLOYER PAID: _____ \$ _____ per hour for _____ wks/mo.

Students placed at this jobsite will be evaluated at the end of each school grading period. Regular Period visits to the worksite will be made by the school coordinator at the rate of _____ visits per _____ week _____ month (check one).

Employer Signature Date

Pre-Vocational Coordinator Date

PECT Liaison Coordinator/TS Signature Date

PAYCHECK STUBS

Students must report their hours through a timesheet provided by the Transition Specialist/PECT Coordinator and by submitting their paycheck stub, if they are in an employer paid position. Teachers will collect paycheck stubs from students and add them to their school's PECT Drive in the designated folder.

If a student is not in an employer paid position, a timesheet is all that is needed.

PECT TIMESHEETS

Timesheets are to be sent to Allison Borland via your schools PECT Drive in the designated folder. The due dates for these will be given to teachers at the beginning of the school year.

It is very important to get time sheets in by the due date, as payroll cannot be held up and hours have to be entered into a State database on time. These timesheets are very important because they allow DRS to pay for students who become outcomes and allow for more funding to come in for the PECT program.

Information needed on time sheets:

- Student's first and last name
- DRS number
- Vendor: SEAPCO
- Age
- Grade
- School
- Billing Period – Month/Year.
- Worksite student is working at
- Pay: OJT or EMP
- Write in number of hours worked
- Total weekly hours. Please check to make sure hours are correctly added.

Working hours should be rounded, a chart explaining how to round these are on the next page.

Please make sure that timesheets are legible. It is a good experience for a student to fill out his/her own time sheet, but if not legible, please re-write it.

ROUNDING YOUR TIMESHEET

Use this guide to help you round to the nearest Quarter Hour

0-7 MINUTES = .0

Examples:

You worked 3 hours and 4 minutes = 3
You worked 4 hours and 7 minutes = 4
You worked 7 hours and 6 minutes = 7

8-22 MINUTES = .25

Examples:

You worked 2 hours and 9 minutes = 2.25
You worked 6 hours and 12 minutes = 6.25
You worked 4 hours and 20 minutes = 4.25

23-37 MINUTES = .50

Examples:

You worked 3 hours and 23 minutes = 3.50
You worked 5 hours and 30 minutes = 5.50
You worked 7 hours and 37 minutes = 7.50

38-52 MINUTES = .75

Examples:

You worked 2 hours and 40 minutes = 2.75
You worked 4 hours and 47 minutes = 4.75
You worked 7 hours and 52 minutes = 7.75



53-59 MINUTES = ROUND TO THE NEXT HOUR

Examples:

You worked 5 hours and 54 minutes = 6
You worked 6 hours and 55 minutes = 7
You worked 7 hours and 59 minutes = 8

WHEN THE MONTH IS OVER

Give your timesheet to your teacher to sign and
they will get it to Allison Borland aborland@seapco.org

WHY ARE TIMESHEETS ARE IMPORTANT

They show DRS your ability to work, be consistent, and reliable. If you are looking for college funding this is a great way to show your work ethic.
If you are looking for job support after high school/transition programs, this shows DRS how often you work and the types of job you have tried.



August Timesheet

Employee
Name:

Year: **2025** DRS Case #:

School:

☐ On Campus

☐ OJT

Worksite:

☐ Off Campus

☐ EMP Paid

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						8/1/2025
8/2/2025	8/3/2025	8/4/2025	8/5/2025	8/6/2025	8/7/2025	8/8/2025
8/9/2025	8/10/2025	8/11/2025	8/12/2025	8/13/2025	8/14/2025	8/15/2025
8/16/2025	8/17/2025	8/18/2025	8/19/2025	8/20/2025	8/21/2025	8/22/2025
8/23/2025	8/24/2025	8/25/2025	8/26/2025	8/27/2025	8/28/2025	8/29/2025
8/30/2025	8/31/2025					

A = Absent	D = Dropped from School	F = Fired
M = Moved	NS = No School	NW = No Work
Q = Quit	H = Holiday	

Supervisor's Name (Print)

Supervisor's Signature
Verifying Hours Worked

Date

QUARTERLY STUDENT EVALUATION

Student employment evaluations will be filled out on working students at the end of each grading period. The SEAPCO Transition Specialist should receive at least two evaluations by the end of each semester. Dates will be given to teachers at the beginning of the school year.

All information at the top of the evaluation should be filled in.

Students who receive job coaching services, will have an additional area for completion on the back of evaluation. The job coach will fill out and review their portion of the evaluation, but the teacher is responsible for uploading the evaluation into their school's drive in the designated folder.

For students who do not receive job coaching services, it is the teacher's responsibility to have evaluations filled out by the employer and turned in. The easiest way for teachers to do this is to give a copy of the evaluation to the student to turn into their employer and repeatedly remind the student to get the evaluation back to them as soon as possible.

PRE-EMPLOYMENT TRANSITION SERVICES FOUNDATIONAL SKILLS CHECKLIST

This form will be used by teachers to communicate what services the student has completed within the school setting. It will need to be completed for each student by February of each school year.

COLLEGE INITIATIVE

If a student is interested in attending a community college or a university after completing high school they can be referred as well. The DRS counselor makes the final decision on if they will pay for the students' education. To be eligible for the Eligible or Potentially Eligible category, they must need support in the areas the Vocational Team provides. DRS is able to pay for tuition, fees, books and even mileage reimbursement, if found eligible. Students must be in the PECT program for these services to be paid for by DRS. Information needed to be considered for the College Initiative Program:

- Be in agreement with DRS counselor on planned area of study
- Apply for admission to the college or university
 - Copy of acceptance letter

- Complete FASFA
 - Proof of FASFA completion
- Complete college placement test
 - Copy of recommendations from placement test
 - If test is not needed for program, a letter stating why it is not needed from the institution
- Write a brief essay on why student wants to attend the college or university program and their interest in the career
- High School Transcript and GPA

There is also an opportunity for students who are still in high school or a transition program to apply for DRS to pay for a class while they are still enrolled in their program. It allows students to have a dual credit class paid for or a transition student to trail a college course. Students must have a specific field of study they want to go into. The DRS counselor makes the final decision if they will pay for the students' class. The student must also be referred to the PECT program and in the DRS system to be eligible. Information needed to be considered for this program:

- Be in agreement with DRS counselor on planned area of study
- Apply for admission to the college or university
 - Copy of acceptance letter
- Complete college placement test
 - Copy of recommendations from placement test
 - If test is not needed for program, a letter stating why it is not needed from the institution
- Write a brief essay on why student wants to attend the college or university program and their interest in the career
- High School Transcript and GPA

Special Education Association of Peoria County
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Phone: 309-697-0880 Email: aborland@seapco.org
Quarterly Employee Evaluation Form For Work Experience Students

Student:		Business:	
School:		Supervisor:	
Teacher:		Job Coach:	

Instructions: *The immediate supervisor will evaluate the student objectively, compared with other personnel assigned to the same or similarly classified jobs.*

Date:

<p style="text-align: center;">Attidue</p> <p><input type="checkbox"/> Outstanding</p> <p><input type="checkbox"/> Above Average</p> <p><input type="checkbox"/> Average in diligence & interest</p> <p><input type="checkbox"/> Indifferent</p> <p><input type="checkbox"/> Not interested at all</p>	<p style="text-align: center;">Maturity/Poise</p> <p><input type="checkbox"/> Poised & Confident</p> <p><input type="checkbox"/> Good Self-Assurance</p> <p><input type="checkbox"/> Average</p> <p><input type="checkbox"/> Rarely asserts themselves</p> <p><input type="checkbox"/> Timid &/or Brash</p>	<p style="text-align: center;">Quantity of Work</p> <p><input type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Above Average</p> <p><input type="checkbox"/> Average</p> <p><input type="checkbox"/> Below Average</p> <p><input type="checkbox"/> Poor, low output</p>
<p style="text-align: center;">Relations with Others</p> <p><input type="checkbox"/> Outstanding</p> <p><input type="checkbox"/> Above Average</p> <p><input type="checkbox"/> Average - gets along satisfactorily</p> <p><input type="checkbox"/> Difficuly working with others</p> <p><input type="checkbox"/> Works poorly with others</p>	<p style="text-align: center;">Ability to Learn</p> <p><input type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Above Average</p> <p><input type="checkbox"/> Average</p> <p><input type="checkbox"/> Slow in learning procdures</p> <p><input type="checkbox"/> Poor - unable to learn procdures</p>	<p style="text-align: center;">Dependability</p> <p><input type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Above Average</p> <p><input type="checkbox"/> Average</p> <p><input type="checkbox"/> Sometimes neglectful or careless</p> <p><input type="checkbox"/> Unreliable</p>
<p style="text-align: center;">Initiative</p> <p><input type="checkbox"/> Always starts jobs on their own</p> <p><input type="checkbox"/> Sometimes starts jobs on their own</p> <p><input type="checkbox"/> Does assigned work</p> <p><input type="checkbox"/> Hesitates</p> <p><input type="checkbox"/> Must be pushed to do jobs</p>	<p style="text-align: center;">Quality of Work</p> <p><input type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Above Average</p> <p><input type="checkbox"/> Average</p> <p><input type="checkbox"/> Below Average</p> <p><input type="checkbox"/> Poor</p>	<p style="text-align: center;">Judgment</p> <p><input type="checkbox"/> Exceptionally mature in judgment</p> <p><input type="checkbox"/> Above Average - decision making</p> <p><input type="checkbox"/> Average - usually appropriate decisions</p> <p><input type="checkbox"/> Often uses poor judgment</p> <p><input type="checkbox"/> Consistently uses poor judgment</p>
<p>Attendance:</p> <p><input type="checkbox"/> Regular</p> <p><input type="checkbox"/> Irregular</p>	<p>Punctuality:</p> <p><input type="checkbox"/> Regular</p> <p><input type="checkbox"/> Irregular</p>	<p>Overall Performance:</p> <p><input type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Above Average</p> <p><input type="checkbox"/> Average</p> <p><input type="checkbox"/> Unsatisfactory</p>

What strengths of the student have you seen displayed in the work place?

Which areas do you believe the students needs to continue to improve?

What overall grade would you give the student for the work they have done so far?

<input type="checkbox"/> A = Excellent	<input type="checkbox"/> B = Above Average	<input type="checkbox"/> C = Average
<input type="checkbox"/> D = Below Average	<input type="checkbox"/> F = Poor	

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Phone: 309-697-0880 Email: aborland@seapco.org

Quarterly Employee Evaluation Form For Work Experience Students

Student:		Business:	
Job Coach:		Date	

To Be Completed by Job Coach (if applicable)
Please grade the student on each of the skills below

A = Excellent	C = Average	F = Poor
B = Above Average	D = Below Average	

SKILLS	GRADE
ATTENDANCE: The student comes to work unless there is a reasonable excuse. They make arrangements to miss work or call in before starting time?	
PUNCTUALITY: The student comes to work on time and stays the full shift.	
COMPLETES ASSIGNED TASKS: The student finishes their assigned tasks or job before starting a new task or socializing with co-workers.	
DISPLAYS PROPER RESPECT: The student is courteous and polite. The student treats you (job coach), co-workers, and customers in a professional manner.	
UNDERSTANDS INSTRUCTIONS: The student demonstrates an understanding of your verbal, written or visual instructions.	
FOLLOWS INSTRUCTIONS: The student is able to carry out instructions they have learned satisfactorily (consider quality of work, level of effort, and time it takes them to complete the task).	
ACCEPTS REDIRECTION: If you tell the student something they are doing incorrectly, the student is able to take the re-directions professionally and correct their error.	
SEEKS ADDITIONAL WORK: The student is able to ask appropriate staff for additional work once their assigned task is complete.	
GETS ALONG WITH CO-WORKERS: The student is friendly and fits in/participates appropriately with groups and situations.	
GENERAL APPEARANCE: The student comes to work properly groomed and wearing appropriate clothing for the job site.	
RULES OF THE JOB: The student is aware of the regulations of the job site and follows those rules.	
Overall Grade: A = Excellent; B = Above Average; C = Average; D = Below Average; F = Poor	

Job Coach:

What strengths have you seen the student display in the workplace?

What strengths do you feel the student needs to continue to work on in the workplace?

Student:

What strengths do you feel you have displayed in the workplace?

What areas do you think you need to improve on in the workplace?

Pre-Employment Transition Services (PTS) Foundational Skills

Name: _____

School: _____

Counseling on Post-Secondary Education

<input type="checkbox"/> Jr. college visit Name(s): _____	<input type="checkbox"/> Toured college program (i.e. health careers, welding, etc.) Name(s): _____	<input type="checkbox"/> Toured trade school Name(s): _____
<input type="checkbox"/> 4-year college visit Name(s): _____	<input type="checkbox"/> Met with college advisor	<input type="checkbox"/> Toured cosmetology school Name(s): _____
<input type="checkbox"/> Filled out college applications <input type="checkbox"/> Attended Career Summit at ICC	<input type="checkbox"/> Applied for accommodations at the post-secondary level	<input type="checkbox"/> Acquired/asked for a reference letter as part of an application
<input type="checkbox"/> FAFSA completed	<input type="checkbox"/> Applied/met with disability services at post-secondary level	<input type="checkbox"/> Toured Alt. Educational Programs through CRPs (i.e. EPIC, TCRC, CWTC) Name(s): _____
<input type="checkbox"/> Given resources and/or assistance in accessing FAFSA <input type="checkbox"/> Attended a FAFSA night	<input type="checkbox"/> Took college entrance exam (i.e. Accuplacer, ACT, SAT) *circle tests student has taken	<input type="checkbox"/> Met with or submitted information to DRS for college

Additional Notes: _____

Instruction in Self-Advocacy

<input type="checkbox"/> Provided coaching on how to ask for accommodations <input type="checkbox"/> At work <input type="checkbox"/> At school <input type="checkbox"/> In the community (events, restaurants, transportation, etc)	<input type="checkbox"/> Provided coaching on how to address conflict <input type="checkbox"/> At work <input type="checkbox"/> At school <input type="checkbox"/> In social situations within the community
<input type="checkbox"/> Mentoring relationships with staff to promote self-advocacy	<input type="checkbox"/> Use Transition Curriculum to teach right/responsibilities Name(s): _____
<input type="checkbox"/> Instruction in community based social skills	<input type="checkbox"/> Instruction in reasonable accommodations
<input type="checkbox"/> Participates in group counseling or social groups within school setting	

Additional Notes: _____

Job Exploration Counseling (cont. on next page)

<input type="checkbox"/> Use a career platform to explore different careers Name(s): _____	<input type="checkbox"/> Met with DRS counselor and Allison to go over Plan for Employment	<input type="checkbox"/> Complete a research project on interested career Name of Career: _____
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<input type="checkbox"/> Completed Interest Inventory Name(s): _____	<input type="checkbox"/> Research jobs that are trending high in the labor market	<input type="checkbox"/> Interview someone in career of interest Name of career: _____
---	--	--

Additional Notes: _____

Workplace Readiness Training

<input type="checkbox"/> Travel Training <ul style="list-style-type: none"> <input type="checkbox"/> Public Transportation Name(s): _____ <input type="checkbox"/> How to schedule a ride <input type="checkbox"/> How to obtain bus tickets <input type="checkbox"/> What to do when transportation does not show up <input type="checkbox"/> Who can help me when I have a problem with transportation 	<input type="checkbox"/> Learning how to cook via: <ul style="list-style-type: none"> <input type="checkbox"/> Stove <input type="checkbox"/> Microwave <input type="checkbox"/> Dishwasher <input type="checkbox"/> Oven <input type="checkbox"/> Airfryer <input type="checkbox"/> Following a recipe <input type="checkbox"/> Taking a Foods Course <input type="checkbox"/> Obtaining a Food Handlers Certification
<input type="checkbox"/> Taught lessons on communicating with employers about: <ul style="list-style-type: none"> <input type="checkbox"/> Taking days off <input type="checkbox"/> Calling in sick <input type="checkbox"/> Concerns about the workplace <input type="checkbox"/> Transportation issues <input type="checkbox"/> Evaluations 	<input type="checkbox"/> Learning how to: <ul style="list-style-type: none"> <input type="checkbox"/> Create a budget <input type="checkbox"/> Deposit a paycheck <input type="checkbox"/> Pay rent/utilities/bills <input type="checkbox"/> How to look at job postings on reputable websites <input type="checkbox"/> Created a Linked in profile
<input type="checkbox"/> Instruction in: <ul style="list-style-type: none"> <input type="checkbox"/> Writing a resume <input type="checkbox"/> Writing a cover letter <input type="checkbox"/> Mock Interviews/Participate in Mock Interviews 	<input type="checkbox"/> Participates in classroom based business List business(es): _____ <input type="checkbox"/> Use Transition Curriculum to teach "How to Communicate with Employer" Name(s): _____

Additional Notes: _____

Work-Based Learning Experiences

<input type="checkbox"/> Paid Employment Employer: _____ Hourly Rate: _____	<input type="checkbox"/> Unpaid Internship Worksite: _____
<input type="checkbox"/> Job Shadow Experience Worksite: _____ Number of Times: _____	<input type="checkbox"/> Toured worksite of interest Worksite: _____
<input type="checkbox"/> Participates regularly in a community event (i.e. festivals, concessions, volunteering, etc)	<input type="checkbox"/> Participates in a School Work Based Learning Program (welding, construction, etc.) Name(s): _____

Additional Notes: _____



PECT Program Referral Checklist

Contact Allison Borland, at aborland@seapco.org, to give student referral names or for any questions about the PECT program.

IEP Meetings: Invite Allison Borland and Todd Welton, DRS, todd.welton@illinois.gov to meetings for students who are in the PECT program and those who are going to be referred.

Initial Referral Checklist: Paperwork goes to Allison Borland

- | | |
|--|--|
| <input type="checkbox"/> Parent Informational Letter | <input type="checkbox"/> Copy of Birth Certificate |
| <input type="checkbox"/> Referral Form | <input type="checkbox"/> Copy of School Physical |
| <input type="checkbox"/> Signed Release of Information | <input type="checkbox"/> Copy of current IEP |
| <input type="checkbox"/> Copy of last Re-Evaluation | |

Worksite Form: When a student gains paid or unpaid employment you will need to complete a worksite form. They are located in PECT school drive. Follow up with an email to Allison Borland to alert that form has been completed.

Timesheets: Once worksite form is complete timesheets will be generated. Students must complete timesheet and turn them in at the end of the month.

Teachers must upload timesheets by the 10th of the following month to the PECT school drive for Allison to record information.

Quarterly Evaluation: Students will be given an evaluation each month to check on their progress. A copy of the evaluation will be shared with the teachers. Allison will review evaluations with students



SPECIAL EDUCATION ASSOCIATION OF PEORIA COUNTY

4812 W. Pfeiffer Road Bartonville, IL 61607

Phone: (309) 697-0880 Fax: (309) 697-0884

STATE OF ILLINOIS DEPARTMENT OF REHABILITATION SERVICES REFERRAL CONTACT

Referral and Consent Form

Name (Last):		(First):		(Middle):	
DOB:		Age:		Sex:	
School:				SSN:	
Current Grade:	Student Email:				Student Phone #:
Address:			City:		Zip:
Guardian Name:					
Guardian #:			Guardian Email:		
Reported Disability on IEP (Primary):				OR	
(Secondary):				<input type="checkbox"/> My student has a 504	
Is the student currently employed?:		If Yes, where is the student employed?			
<input type="checkbox"/> Yes <input type="checkbox"/> No					
SSDI Status:			SSI Status:		
<input type="checkbox"/> Applied for <input type="checkbox"/> Receiving <input type="checkbox"/> Denied <input type="checkbox"/> N/A			<input type="checkbox"/> Applied for <input type="checkbox"/> Receiving <input type="checkbox"/> Denied <input type="checkbox"/> N/A		
STUDENT AND PARENT - PLEASE SIGN BELOW					
<input type="checkbox"/> Yes, I hereby give consent for _____ to receive and participate in vocational rehabilitation services that will lead to work experience and employment potential. I have verified that all the information provided on this form is correct and required to participate in the PECT Vocational Program.					
Student Signature:				Date:	
Parent Signature:				Date:	
Required Documents:		Submission of this form must also accompany <input type="checkbox"/> Release of Information Form <input type="checkbox"/> Birth Certificate <input type="checkbox"/> Most Recent Physical Exam <input type="checkbox"/> Current IEP - SEAPCO Transition Staff will obtain <input type="checkbox"/> Last Re-Evaluation - SEAPCO Transition Staff will obtain			
Submit to:		Allison Borland SEAPCO 4812 W Pfeiffer Rd Bartonville, IL 61607 Phone: 309.697.0880 Fax: 309.697.0884 Email: aborland@seapco.org			



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PERMIT TO RELEASE OR OBTAIN INFORMATION

STUDENT'S LEGAL NAME: _____ **DATE OF BIRTH:** _____

STEP #1: PERSON COMPLETING FORM:

Name and/or District: _____

Fax #: _____

Phone #: _____

Date of Request: _____

STEP #2: PLEASE INCLUDE THE FOLLOWING INFORMATION TO BE OBTAINED/RELEASED:

- Psychological • Social Development • IEP Eligibility • Physical and/or Occupational Therapy
- Speech & Language • Medical/Health • Phone Consultation Only • Other (please specify): _____

STEP #3: OBTAIN RECORDS FROM: (please check one)

☐ SEAPCO

☐ School – Name: _____

Phone Number: _____

Fax Number: _____

Address/City/Zip: _____

☐ Other – Name: _____

Phone Number: _____

Fax Number: _____

Address/City/Zip: _____

STEP #4: RELEASE RECORDS TO:

- ☐ Todd Welton
 Division of Rehabilitation Services (DRS)
 1 Technology Plaza Suite 207
 Peoria, IL 61602
 Phone: 309-671-8763 Fax: 309-671-7746
 Email: Todd.Welton@illinois.gov

STEP #5: SIGNATURE(S)

I understand that I may review this information. I know that I may inspect and copy the records in my child's file and that I have the right to challenge the content of the file. Consent is valid for twelve (12) months from date of signature below.

 Parent/Guardian Name (please print)

 Parent/Guardian Signature

 Date

**NOTE: Psychological Report requests ONLY,
 student's signature must be obtained (age 12 & up)**

 Student's Signature

 Date

Special Education Association of Peoria County
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Phone: 309-697-0880 Email: aborland@seapco.org
Quarterly Employee Evaluation Form For Work Experience Students

Student:		Business:	
School:		Supervisor:	
Teacher:		Job Coach:	

Instructions: The immediate supervisor will evaluate the student objectively, compared with other personnel assigned to the same or similarly classified jobs.

Date:

<p style="text-align: center;">Attidue</p> <p><input type="checkbox"/> Outstanding</p> <p><input type="checkbox"/> Above Average</p> <p><input type="checkbox"/> Average in diligence & interest</p> <p><input type="checkbox"/> Indifferent</p> <p><input type="checkbox"/> Not interested at all</p>	<p style="text-align: center;">Maturity/Poise</p> <p><input type="checkbox"/> Poised & Confident</p> <p><input type="checkbox"/> Good Self-Assurance</p> <p><input type="checkbox"/> Average</p> <p><input type="checkbox"/> Rarely asserts themselves</p> <p><input type="checkbox"/> Timid &/or Brash</p>	<p style="text-align: center;">Quantity of Work</p> <p><input type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Above Average</p> <p><input type="checkbox"/> Average</p> <p><input type="checkbox"/> Below Average</p> <p><input type="checkbox"/> Poor, low output</p>
<p style="text-align: center;">Relations with Others</p> <p><input type="checkbox"/> Outstanding</p> <p><input type="checkbox"/> Above Average</p> <p><input type="checkbox"/> Average - gets along satisfactorily</p> <p><input type="checkbox"/> Difficuly working with others</p> <p><input type="checkbox"/> Works poorly with others</p>	<p style="text-align: center;">Ability to Learn</p> <p><input type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Above Average</p> <p><input type="checkbox"/> Average</p> <p><input type="checkbox"/> Slow in learning procedures</p> <p><input type="checkbox"/> Poor - unable to learn procdures</p>	<p style="text-align: center;">Dependability</p> <p><input type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Above Average</p> <p><input type="checkbox"/> Average</p> <p><input type="checkbox"/> Sometimes neglectful or careless</p> <p><input type="checkbox"/> Unreliable</p>
<p style="text-align: center;">Initiative</p> <p><input type="checkbox"/> Always starts jobs on their own</p> <p><input type="checkbox"/> Sometimes starts jobs on their own</p> <p><input type="checkbox"/> Does assigned work</p> <p><input type="checkbox"/> Hesitates</p> <p><input type="checkbox"/> Must be pushed to do jobs</p>	<p style="text-align: center;">Quality of Work</p> <p><input type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Above Average</p> <p><input type="checkbox"/> Average</p> <p><input type="checkbox"/> Below Average</p> <p><input type="checkbox"/> Poor</p>	<p style="text-align: center;">Judgment</p> <p><input type="checkbox"/> Exceptionally mature in judgment</p> <p><input type="checkbox"/> Above Average - decision making</p> <p><input type="checkbox"/> Average - usually appropriate decisions</p> <p><input type="checkbox"/> Often uses poor judgment</p> <p><input type="checkbox"/> Consistently uses poor judgment</p>
<p>Attendance:</p> <p><input type="checkbox"/> Regular</p> <p><input type="checkbox"/> Irregular</p>	<p>Punctuality:</p> <p><input type="checkbox"/> Regular</p> <p><input type="checkbox"/> Irregular</p>	<p>Overall Performance:</p> <p><input type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Above Average</p> <p><input type="checkbox"/> Average</p> <p><input type="checkbox"/> Unsatisfactory</p>

What strengths of the student have you seen displayed in the work place?

Which areas do you believe the students needs to continue to improve?

What overall grade would you give the student for the work they have done so far?

<input type="checkbox"/> A = Excellent	<input type="checkbox"/> B = Above Average	<input type="checkbox"/> C = Average
<input type="checkbox"/> D = Below Average	<input type="checkbox"/> F = Poor	

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Phone: 309-697-0880 Email: aborland@seapco.org

Quarterly Employee Evaluation Form For Work Experience Students

Student: <div style="border: 1px solid black; width: 140px; height: 20px; display: inline-block;"></div>	Business: <div style="border: 1px solid black; width: 220px; height: 20px; display: inline-block;"></div>
Job Coach: <div style="border: 1px solid black; width: 140px; height: 20px; display: inline-block;"></div>	Date: <div style="border: 1px solid black; width: 220px; height: 20px; display: inline-block;"></div>

To Be Completed by Job Coach (if applicable)
Please grade the student on each of the skills below

A = Excellent	C = Average	F = Poor
B = Above Average	D = Below Average	

SKILLS	GRADE
ATTENDANCE: The student comes to work unless there is a reasonable excuse. They make arrangements to miss work or call in before starting time?	
PUNCTUALITY: The student comes to work on time and stays the full shift.	
COMPLETES ASSIGNED TASKS: The student finishes their assigned tasks or job before starting a new task or socializing with co-workers.	
DISPLAYS PROPER RESPECT: The student is courteous and polite. The student treats you (job coach), co-workers, and customers in a professional manner.	
UNDERSTANDS INSTRUCTIONS: The student demonstrates an understanding of your verbal, written or visual instructions.	
FOLLOW INSTRUCTIONS: The student is able to carry out instructions they have learned satisfactorily (consider quality of work, level of effort, and time it takes them to complete the task).	
ACCEPTS REDIRECTION: If you tell the student something they are doing incorrectly, the student is able to take the re-directions professionally and correct their error.	
SEEKS ADDITIONAL WORK: The student is able to ask appropriate staff for additional work once their assigned task is complete.	
GETS ALONG WITH CO-WORKERS: The student is friendly and fits in/participates appropriately with groups and situations.	
GENERAL APPEARANCE: The student comes to work properly groomed and wearing appropriate clothing for the job site.	
RULES OF THE JOB: The student is aware of the regulations of the job site and follows those rules.	
Overall Grade: A = Excellent; B = Above Average; C = Average; D = Below Average; F = Poor	

Job Coach:

What strengths have you seen the student display in the workplace?

What strengths do you feel the student needs to continue to work on in the workplace?

Student:

What strengths do you feel you have displayed in the workplace?

What areas do you think you need to improve on in the workplace?



SPECIAL EDUCATION ASSOCIATION OF PEORIA COUNTY
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Dear Student,

Are you a student with an IEP or 504 Plan and interested in attending community college to further your education after you accept your diploma? If yes, the Division of Rehabilitation Services (DRS) may be able to sponsor you to attend community college if your area of study is related to a career goal.

The following is a checklist of information DRS needs to review to consider you for Community College Initiative funding, which could pay for tuition, fees, books and even mileage reimbursement, if you are found eligible.

- ☐ Be in agreement with DRS counselor on planned area of study
- ☐ Apply for admission to the community college
 - ☐ Copy of acceptance letter
- ☐ Complete FAFSA - <https://studentaid.gov/h/apply-for-aid/fafsa>
 - ☐ Proof of FAFSA completion
- ☐ Complete college placement test
 - ☐ Copy of recommendations from placement test
- ☐ Write a brief essay on why you want to attend this college program and your interest in this career pursuit.
- ☐ High school transcripts and GPA

If you have any questions, contact the Peoria Division of Rehabilitation Services (DRS) at 309-671-8580. If you have worked with Todd Welton, you may contact him directly at 309-671-8783 or email todd.welton@illinois.gov.