

# CAREER CENTERS OVERVIEW

ADVISORY COMMITTEE FOR STUDENTS WITH DISABILITIES

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## **At the end of this presentation you will know:**

- The role of Career Centers in FCPS.
- The Career Center program goals, utilization of Virginia Department of Education Workplace Readiness Skills, & IEP team placement considerations.
- The role of the Davis Secondary Transition to Employment Program (STEP) in FCPS.

# FCPS CAREER CENTERS

- Provide career and employment skills instruction to students with disabilities.
- Designed to serve students aged 18-22 years who require instruction through a modified curriculum focused on life and career skills.

# PROGRAM GOALS

- Providing career and independent living skills training to students with disabilities ages 18-22.
- Empowering a diverse population of students for transition to a *variety* of postsecondary options.
- Providing students with the requisite skills for self-determination, independent living, and education for employment.
- Coordinating the transition of all students with postsecondary service.

# INSTRUCTIONAL SETTINGS

Instruction is provided in multiple settings, including:

- Community Worksites (group/enclave and independent)
- Classroom settings
- Secondary Transition to Employment Program (Davis STEP)
- Other community environments, such as: stores, restaurants, recreational facilities, and public transportation

# WORKSITES

- School and community-based worksites, both supported and independent
- Students are assigned to the worksite for an entire school year
- Students go to worksites Monday – Friday.
- Students are at worksites for up to 4 hrs/day.

# ESSENTIAL JOB SKILLS

- Davis and Pulley are not trade schools.
- We do not prepare and train students for a specific vocation.
- Our goal is to provide instruction focused on skills that will make students employable.
- While students do learn job-specific skills, we also focus on the work-readiness skills and “soft skills” required for all jobs.

# WHAT ARE “SOFT SKILLS?”

“**Soft skills**” refer to a cluster of personal qualities, habits, attitudes and social graces that make someone a good employee and compatible to work with.

<b>Strong Work Ethic</b>	<b>Act as a “Team Player”</b>
<b>Positive Attitude</b>	<b>Flexibility/Adaptability</b>
<b>Strong Communication</b>	<b>Working Well Under Pressure</b>
<b>Time Management Abilities</b>	<b>Ability to Accept and Learn from Criticism</b>
<b>Problem-Solving Skills</b>	<b>Creative Thinking</b>



# WORKPLACE READINESS SKILLS

- In Virginia, extensive research was conducted on employer needs that led to all career and technical courses incorporating workplace readiness skills instruction.
- Workplace Readiness Skills may be found in the first 21 competencies of every state Career and Technical Education (CTE) course.
- We use these competencies to guide our instruction.

# WORKPLACE READINESS SKILLS

## WORKPLACE READINESS SKILLS for the Commonwealth

### *Personal Qualities and People Skills*

1. **POSITIVE WORK ETHIC:**  
Comes to work every day on time, is willing to take direction, and is motivated to accomplish the task at hand
2. **INTEGRITY:**  
Abides by workplace policies and laws and demonstrates honesty and reliability
3. **TEAMWORK:**  
Contributes to the success of the team, assists others, and requests help when needed
4. **SELF-REPRESENTATION:**  
Dresses appropriately and uses language and manners suitable for the workplace
5. **DIVERSITY AWARENESS:**  
Works well with all customers and coworkers
6. **CONFLICT RESOLUTION:**  
Negotiates diplomatic solutions to interpersonal and workplace issues
7. **CREATIVITY AND RESOURCEFULNESS:**  
Contributes new ideas and works with initiative

### *Professional Knowledge and Skills*

8. **SPEAKING AND LISTENING:**  
Follows directions and communicates effectively with customers and fellow employees
9. **READING AND WRITING:**  
Reads and interprets workplace documents and writes clearly
10. **CRITICAL THINKING AND PROBLEM SOLVING:**  
Analyzes and resolves problems that arise in completing assigned tasks
11. **HEALTH AND SAFETY:**  
Follows safety guidelines and manages personal health
12. **ORGANIZATIONS, SYSTEMS, AND CLIMATES:**  
Identifies "big picture" issues and his or her role in fulfilling the mission of the workplace
13. **LIFELONG LEARNING:**  
Continually acquires new industry-related information and improves professional skills
14. **JOB ACQUISITION AND ADVANCEMENT:**  
Prepares to apply for a job and to seek promotion
15. **TIME, TASK, AND RESOURCE MANAGEMENT:**  
Organizes and implements a productive plan of work
16. **MATHEMATICS:**  
Uses mathematical reasoning to accomplish tasks
17. **CUSTOMER SERVICE:**  
Identifies and addresses the needs of all customers, providing helpful, courteous, and knowledgeable service

### *Needs Identified by Virginia Employers*

### *Technology Knowledge and Skills*

18. **JOB-SPECIFIC TECHNOLOGIES:**  
Selects and safely uses technological resources to accomplish work responsibilities in a productive manner
19. **INFORMATION TECHNOLOGY:**  
Uses computers, file management techniques, and software/programs effectively
20. **INTERNET USE AND SECURITY:**  
Uses the Internet appropriately for work
21. **TELECOMMUNICATIONS:**  
Selects and uses appropriate devices, services, and applications

# CLASSROOM & COMMUNITY INSTRUCTION

- Banking and Budgeting
- Community Access and Navigation
  - Travel Training
  - Community-Based Instruction (CBI)
- Practical application of functional academic skills
- Interviewing Skills
- Resume writing
- Safety Awareness
- Interpersonal Skills

# PLACEMENT CONSIDERATIONS

# IEP PLACEMENT CONSIDERATIONS

Prior to considering a change in placement to a Career Center, the school team should consider:

- The student has a desire to attend a Career Center
- Student has participated in community work experiences
- Student has more than one year left of eligibility for special education services
- Student demonstrates a need for employment and independent living skills instruction as evidenced by his/her IEP

# IEP PLACEMENT CONSIDERATIONS

- Instruction at the Career Centers focuses on functional academics.
- Considerations for the IEP team should include whether or not the student has completed course and testing requirements for VAAP, SOLs, etc. as we do not provide the instruction or remediation geared toward these assessments.
- If the student is still working toward a diploma, part-time enrollment between the base school and the Career Center is an option.

# Secondary Transition to Employment Program (STEP)



# STEP

- The goal of STEP is to expand opportunities for students whose postsecondary goal is employment.
- This allows them to be better prepared to transition out of school as well as expand their exposure to the communities in which they will live and work.

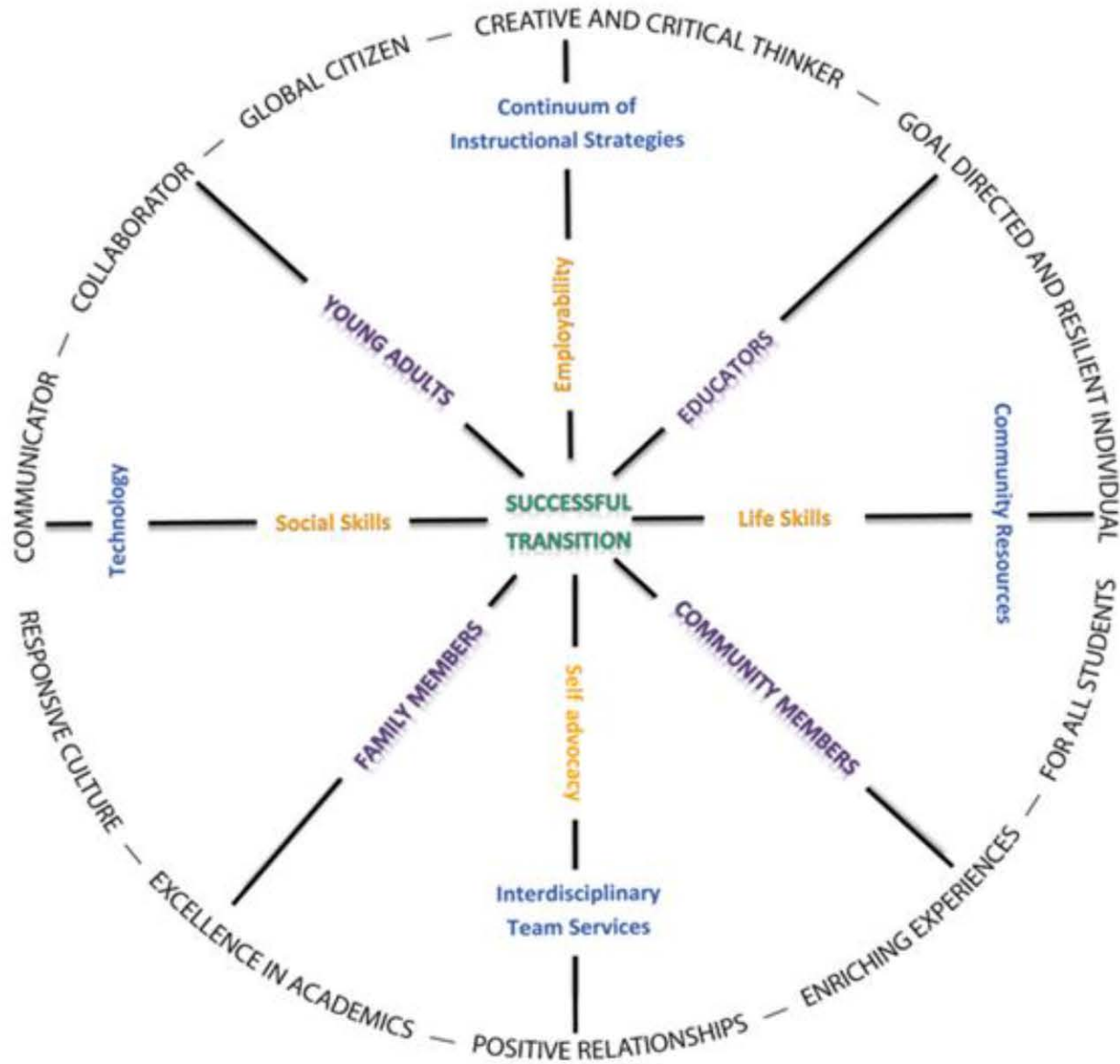


# DAVIS STEP

- STEP is part of the continuum of services available to students at the Davis Center.
- Students continue to receive classroom instruction focused on social skills and independent living skills, CBI, and travel training.

# DAVIS STEP

- STEP program placement is based on the student's base school which may necessitate revisiting placement when considering moving a student from Davis into STEP.
- Students may initially receive time-limited job coach support.
- Students interview for positions, which may include paid employment opportunities.



# **Career Center Tours for ACSD Members**

## **Monday, December 10**

- **Davis Career Center – 8:30 AM**
- **Pulley Career Center – 8:30 AM**

