



COLLABORATING FOR STUDENT SUCCESS

The logo for the Virginia Department of Education, featuring a light blue silhouette of the state of Virginia with a torch in the center.

VIRGINIA DEPARTMENT OF EDUCATION

SESSION INFORMATION

- **Please put all questions in the Q&A**
- **Use “speaker view” for the best experience**
- **Mute your microphone during the session presentation**
- **All sessions are being recorded**
- **Complete the survey at the end of the session for PD points – please do not leave the Zoom**



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Start on Success and CTE Collaboration

James Monroe High School

JUNE 28, 2023

CTE & SOS

- The CTE Coordinator actively supported the application process by providing data related to CTE offerings, SWD participation, and credential results
- CTE Department Head, Special Education Dept. Chair, and Job Coach participated in all SOS planning meetings
- CTE certified teacher taught the class with the support of the job coach
- The first half of the class focused on the workplace readiness skills for which the CTE teacher had a team to collaborate with for high-quality instruction in those areas
- Strategic collaboration between the school division, families, community agencies, and a local business

Value of Education for Employment

- Students provided direct instruction in skills: resume, career exploration, interview skills
- Growth in performance on Workplace Readiness Assessment from first and second attempts
- Students actively invested in current events related to minimum wage
- Buy-in and increased participation regarding transition planning from students

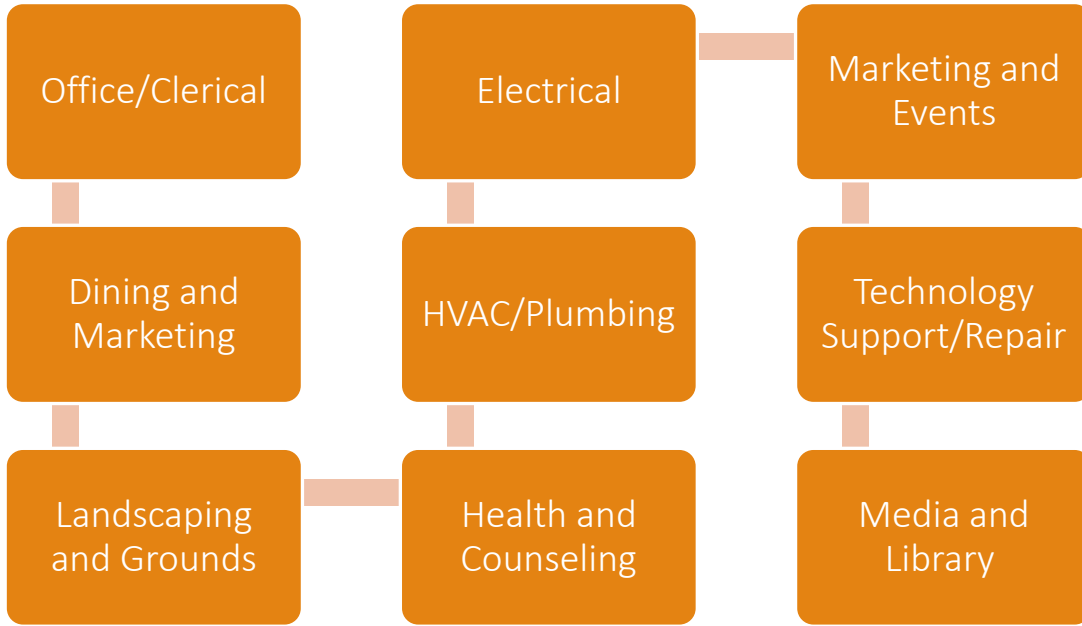


Dynamic Class Activities

- Team building activities in the classroom centered on development of co-worker relationships
- Presentations from outside agencies
- Virtual and in person field trips to outside agencies (Mary Washington Hospital, Germanna, City of Fredericksburg, intern expo)
- Field trips to human resources to be fingerprinted, badged
- Team lunch meetings monthly
- Linked to Career Coach

CTE Resources

- CTE Team through collaboration
- Rubin Education- provided by special education
- Major Clarity-provided by CTE
- Use of resources provided by SOS meetings
- Perkins funding available for resources



Potential
jobs
within
the
business

Tracking Student Progress

- Self-reflection electronic form completed monthly by the students
- Data reviewed with students by the job coach
- Data collected daily on work readiness and performance
- Pre- and Post-Assessment Workplace Readiness Scores
- Assisting students with making connections between volunteer and school activities for the resume
- Students with disabilities participate in assessment and credential testing schedules as the general education student

Monthly SOS Workplace Readiness
Competencies
Business Name (Copy)

4-Meets Expectations (Independent)
3-Progressing (1 prompt needed)
2-Emerging (2 prompts needed)
1-Needs improvement (3 or more prompts needed)

Tips for Enhancing Collaboration

- Start from the beginning with conversations regarding data, CTE, Indicator 14, and students with disabilities
- CTE representation at SOS interviews
- Monthly meetings
- CTE teacher and job coach attending IEP meetings
- Set high expectations and promote independence for your students
- CTE teacher participating in the interviewing process at the business location

Where are they now?



- ➔ 3 students currently enrolled in college classes
- ➔ 1 enrolled with a start date in January 2023
- ➔ 1 student has returned to work at University at Mary Washington through a temporary employment agency
- ➔ 1 student working full time as an assistant mechanic-his transition employment goal
- ➔ 1 student is working while attending college classes

All students have stayed in touch with either the job coach, JM staff, or supervisor from the internship.



Perkins V and SWD

- All allowable resources are used for students with and without disabilities-our students
- Fees for credentials and assessments covered by Perkins
- CTE grant provided a bus used for transportation

Lessons Learned

- Publicize the program broadly to increase understanding of the program
- MOU-start early
- Tracking form for necessary referrals for outside agencies and scheduling
- Consistent communication with guidance counselors and master scheduling committee members
- Patience and flexibility with navigating the collaboration of different departments and agencies
- School calendar may not align with work calendar
- Making sure students have a bank account and state issued ID



Special Education and CTE

Inclusion in CTE

METHODS

Increase enrollment in classes

General education students leading and teaching when collaborating with students with disabilities

Students taking a larger role in transition planning and taking responsibility for activities

Creative use of what is available

Students with disabilities are always included in field trips including students accessing the VESOLs

BENEFITS

Increased skills for students with disabilities with peer and unfamiliar adult interactions

Leadership opportunities for general education students

Increased soft skills with collaborating with a diverse workforce

Increased awareness of a variety of work opportunities

Opportunities for transfer of skills

Collaborating for daily living skills...

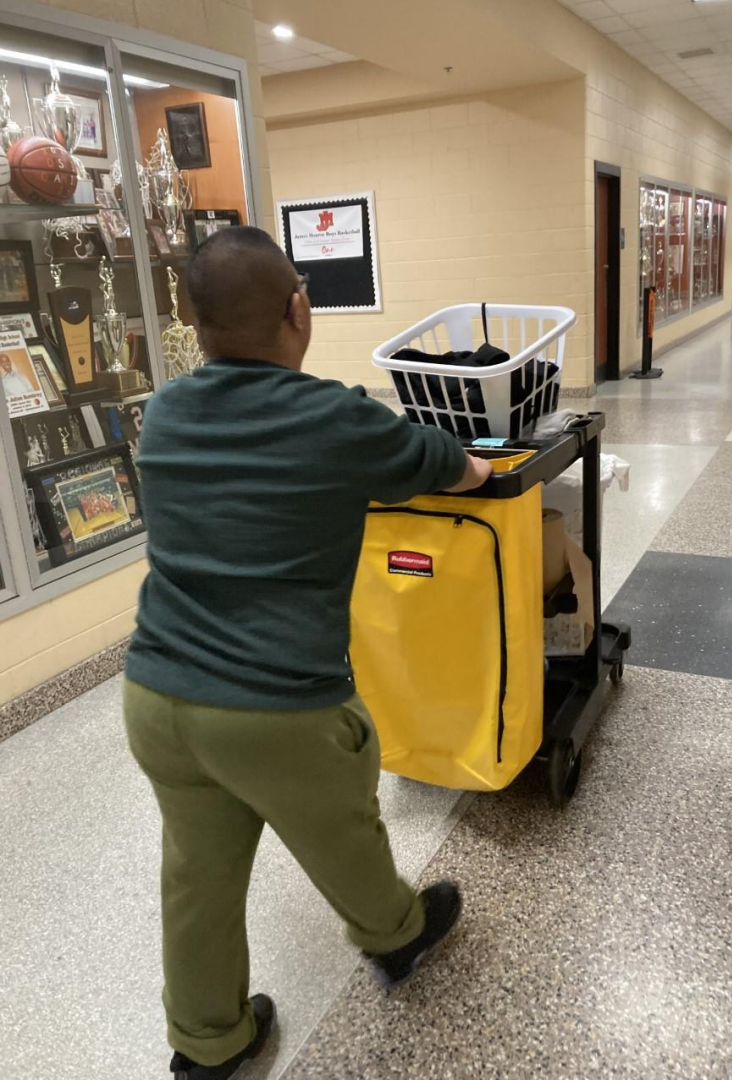
Cosmetology:
picking up, washing,
folding, and
delivering towels

CNA: picking up,
washing, folding,
and making beds

Veterinary Science:
class pet-caring for
animals

Developing Work Skills





In school

supporting custodians

table washing in the cafeteria

mopping

labeling sanitizer dispensers and using a chart to check for full or empty

recycling bins with chart

“clock in” and “clock out” in class

Employee of the Week

The HIVE

A student run café open every Friday for teachers to order coffee, tea, popcorn, and chocolate covered pretzels.



- students accessing the VESOLs collaborated with entrepreneurship students to create the logo, pricing, and menu expansion through data collection
- general education students taught students with disabilities how to make the chocolate covered pretzels
- students make the coffee, tea, popcorn, and chocolate covered pretzels
- students run the cash register and fill orders
- students make deliveries
- tasks supported as needed per student



Transfer of skills...

Stocking shelves

Cleaning freezer doors

Checking out customers

Accepting feedback from unfamiliar adults

Learning appropriate workplace social skills

Increasing independence



Things to Consider



deliberate partnership



consider student skill
and interest



provide the right
supports to facilitate
success



additional time to
observe and instruct in
the general education
classroom



students meeting with
guidance counselor to
select electives

Challenges



Staffing-need for additional paraprofessional/instructional support

Scheduling-ensuring counselors are aware of master schedule needs

Early identification of potential interests and classes

Parent understanding and support

Administrator understanding

Time for planning



Questions or
comments



Earn Your PD Points!

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