



Project Achieve is sponsored by the United States Department of Health and Human Services, Administration on Developmental Disabilities and the Florida Developmental Disabilities Council, Inc.



Starting-Up a Career Tech Program

Hartwick Symposium

Pre-Conference Sessions

October 2, 2013

Boca Raton, Florida

Presenter: Daniel West

Project Achieve Coordinator

Florida State College at Jacksonville



101 West State Street
Room A 1001A
Jacksonville, Florida 32202
Phone: 904-633-8456
Email: Daniel.West@fscj.edu

Introduction

The Project Achieve Grant

- **3 year FDDC grant to develop a model program for replication at Florida State College and Technical Centers**
- **Achieve is a model program that experimented and expanded at an accelerated rate to explore new options to support students and create programs**
- **Developed multiple program models for replication**
- **Collaborators and supports are everywhere! That is why we are here today.**

PSAV Program

PSAV: Post-Secondary Adult Vocational Program

Non-College Credit Certificate Programs at FSCJ

Many programs are accessible WITHOUT a standard high school diploma.

Check your local college or tech center website for program options in your area.

PSAV Program

Cosmetology

Facial Specialty

Child Care

Diesel Engine Repair

Articulated Nursing

Massage Therapy

Electrical

Welding

Brownfield

Automotive Collision Repair and

Refinishing

Building Trades and Construction Design

Technology

Automotive Service Technology

Commercial Vehicle Driving

Logistics and Distribution

Office Administration

Aircraft Coating Technician

Commercial Foods and Culinary Arts

VERTICAL Classes

Vocational and
Employment
Readiness
Training
In
Comprehensive
Adult
Learning

CWD: Continuing Workforce
Development

Comprehensive Soft Skills and
Employment Skills Curriculum

A part of the Continuing Education
department that includes contract
training, professional
development, and personal
enrichment. NOT accredited or
attached to an academic
department.

VR

Division of Vocational Rehabilitation

Important feature: Individual Plan for Employment (IPE)

The IPE defines an employment goal for the consumer. All the services provided by VR must align with their employment goal, including the content of the VERTICAL classes. Students in VERTICAL have employment goals matching their programs of study.

VERTICAL Model

- **Students who have graduated with a special diploma**
 - **Target population is ages 18-25**
- **Target is students with intellectual and/or developmental disabilities**
 - **Funding for VERTICAL classes provided by VR**
 - **Funding for PSAV classes provided by VR**
- **Receiving support from adjunct instructors who teach VERTICAL Classes**

TIES Model

- Ages 18-22, still under FAPE
- Utilizing Dual Enrollment to access PSAV Classes
- Receiving support from DCPS or NCSB transition staff
- Have completed requirements to graduate with a special diploma, but choose to delay acceptance to allow access to dual enrollment option
- Supports provided by a DCPS teacher in the TIES classroom
 - A lower level of support
 - Small number of students
- Carly Detlefsen – Duval County Public Schools
 - Drew Andrews

VERTICAL/TIES Model

•18-22

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 - Majority of students**

The “Start-up” Model

STUDENTS

- Explore the program options of your local state college or tech center
- Locate 5 students with developmental disabilities who want vocational training
- Target “high success” students for Cohort 1!
 - Good behavior
 - Good attendance
 - Good communication skills
 - Motivated to succeed
 - Family support

The “Start-up” Model

VOCATIONAL REHABILITATION

- **Find your champion! Start with one person, a VR counselor or supervisor, and explain the program to garner support.**

- **If you need help locating support:**

Kirk Hall

VR Transition Administrator

Kirk.Hall@vr.fldoe.org

- **Begin the IPE process EARLY! Make sure this is 100% done months before classes start!**

The “Start-up” Model

STATE COLLEGE

- Create a CWD course based on the VERTICAL curriculum

Thursday 8:15-9:15 ~ ARUBA

Providing Student Vocational Supports Using Continuing Education

Daniel West

&

Thursday 10:45-11:45 ~ ARUBA

Setting Up Student Orientations for your Program

Melissa Adams

Annie Johnson

- Provide a contact in the enrollment office and office of services for students with disabilities to assist in enrolling students, providing schedules and billing information to VR, and accommodations

The “Start-up” Model

STATE COLLEGE

- Provide a contact in the enrollment office and office of services for students with disabilities to assist in enrolling students, providing schedules and billing information to VR, and accommodations
- It is vital to have good communication regarding these students enrollments, schedules, and payments to ensure a smooth start-up.

Thursday 8:15-9:15 ~ ARUBA

Providing Student Vocational Supports Using Continuing Education

Daniel West

The “Start-up” Model

STATE COLLEGE

- **Recruit 2 part-time adjunct instructors**
 - **Classroom instructor**
 - **Assessment instructor**
- **These part-time adjuncts will teach the VERTICAL curriculum and ensure that students are taught to access appropriate supports**

Thursday 9:30-10:30 ~ ARUBA
Supporting Career/Tech Students
Ethel Still-Richardson

Funding Source for VERTICAL

VR and the Individual Plan for Employment

VR can pay for training for students that progresses toward the employment goal stated on the student's IPE. This can include CWD/CE classes like the VERTICAL classes.

All decisions and procedures follow standard VR policies and are made based on the students individual needs and the services stated on the IPE.

ARUBA – Thursday 3:00-4:00 - Kirk Hall

Collaboration with VR for the Provision of Postsecondary Education: Clarifying Procedural Expectations and Requirements

Funding Source for TIES

Dual Enrollment

Students must be currently enrolled high school students.

Generates funding for the school district that can be used to staff the program.

School district pays for books.

Carly Detlefsen, M.Ed
DCPS EE/SS Transition Specialist
904-390-2940
detlefsenc@duvalschools.org

Other Funding Sources

McKay Scholarships

University of North Florida On Campus Transition Program
Crystal Makowski, Kris Webb, Aylssa Sharp

THURSDAY SESSIONS

8:30-9:15 ~ BERMUDA

The Americorp Mentor Program at UNF
Chelsea Rhodes

3:00-4:00 ~ CANCUN

Best Practices at UNF: Experiential Learning & the Authentic
College Experience
Crystal Makowski

4:15-5:15 ~ BARBADOS

The UNF Residential Program
Aylssa Sharp

Other Funding Sources

Comprehensive Transition and Post-Secondary Program

Thursday

1:45-2:45 ~ BERMUDA

Comprehensive Transition & Postsecondary Programs & Title IV

Federal Student Aid Eligibility

Ian Foss

Private Pay

Building Support

- Find your champion, wherever they are!
- A program can be initiated from a variety of agencies or institutions.
 - VR
 - Post-Secondary Institution
 - School District
- You will need support from people across all the agencies, but the “push” can come from anywhere.

Building Support

- **Who you need to know and get support from:**
 - **VR Supervisor**
 - **Office of Services for Students with Disabilities at Post-Secondary institution**
 - **PSAV and Continuing Education at Post-Secondary institution**
 - **School District transition staff**

Let them see the vision of success!

Building Support

- **What they need to know:**
 - **Advanced Supports = Success in PSAV Programs**
 - **A definition of “Success”**
 - **This population is a part of the community**
 - **These students remain unemployed at a very high rate (72-78%) if they do not receive training and assistance entering the workforce**
 - **A benefit to the campus community, not just “our” students**
 - **Look at your Post-Secondary Institutions Mission Statement. Connect these students and programs to those goals and missions.**

Building Support

Mission Statement

The mission of Florida State College at Jacksonville is to provide optimal access to high quality, affordable and relevant degree, career and community education to enhance the lives of our students and the economic development of Northeast Florida.

Building Support

Collegewide Goals

The mission of Florida State College at Jacksonville will be fulfilled, in significant measure, through the continuous, responsive pursuit of academic excellence through the following collegewide goals:

- 1. Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative.**
- 2. Inspire students to a lifetime commitment to continued learning, informed civic engagement, ethical leadership, cultural appreciation, social responsibility and multicultural awareness in an interconnected world.**
- 3. Optimize access to College programs and services.**
- 4. Provide to students an extraordinarily positive experience in every engagement with the College.**
- 5. Contribute significantly to the ongoing economic development of the Northeast Florida region.**

Other Resources

Florida Developmental Disabilities
Council

www.fddc.org

Florida Consortium on
Postsecondary Education and
Intellectual Disabilities

www.fltpsid.info

Project10

www.project10.info

Contacts

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Kirk G. Hall
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Division of Vocational
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Intellectual Disabilities
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Continuing Education as a Model for Support

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Breakout Session

October 3, 2013

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The VERTICAL Model

- **Four classes taught by adjunct instructors**
 - **Summer**
 - **Stand alone seven week orientation class**
 - **Meets 4 days a week**
 - **Fall/Spring/Summer**
 - **Student is simultaneously enrolled in PSAV classes**
 - **Sample Schedule**
 - **M-TR 2:00-7:00 PSAV class**
 - **T/R 8:30-11:00 VERTICAL class**
 - **Meets twice a week for 5 hours total**
- **Tuition is funded by VR on an individual basis**

Build a Program, Start with a Plan

- A champion with a clearly defined plan of action will build support**
- Don't ask for the moon, start with a corner**
- Low risk, low commitment on the part of any one agency**
- Emphasize meeting the needs of students through existing systems and programs**
- Put students' faces to the program's goals**

Build a Program, Start with a Plan

Steps for Implementation

1. Find your champion
2. Prepare your proposal, including curriculum, targeted programs, staffing needs, budget, and plans for support
3. Find candidate students, refer to VR and assist students with process
4. Approach decision makers in your champion's agency and gain support
5. Approach decision makers in collaborative agencies and gain support
6. Create classes
7. Recruit staff
8. Start classes!

Build a Program, Start with a Plan

Steps for Implementation

1. Find your champion
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Building Support

- Find your champion, wherever they are!
- A program can be initiated from a variety of agencies or institutions.
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- 3.
- 4.
- 5.
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- 7.
- 8.

The VERTICAL Curriculum

Origins

- The VERTICAL Curriculum borrowed heavily from the STINGRAY curriculum model used at USF-St. Petersburg
- The curriculum was designed to meet the requirements of an existing state framework for a PSAV program
 - Career Education For Students With Disabilities
- In the future, the program MAY transition to PSAV
 - Advantages
 - More “established”
 - Recognized certificate
 - Disadvantages
 - Less flexible
 - Accreditation requirements for implementation

The VERTICAL Curriculum

STINGRAY

1. Self Determination
2. Functional Academics & Technology
3. Financial Planning & Money Management
4. Socialization, Relationships, Self-Esteem
5. Employment
6. Travel & Mobility
7. Community Living
8. Home Living
9. Personal Care
10. Health & Safety

<http://www.fltpsid.info/DetailPage.php?PageID=68>

The VERTICAL Curriculum

Career Education For Students With Disabilities

[http://www.fldoe.org/workforce/dwdframe/addl_cte_frames13
.asp](http://www.fldoe.org/workforce/dwdframe/addl_cte_frames13.asp)

The VERTICAL Curriculum

Process

- **Dr. Besty Stoutmorrill, FSCJ Reading Instructor**
- **Workshop with Kirk Hall, Tinisha Ladson (VR Supervisor), Mickie Hayes, and other collaborators**
- **Set parameters to combine the STINGRAY and Career Education For Students With Disabilities curriculums into an Employment Readiness curriculum that aligns with VR's mission of employment**
- **See handout for result**

The VERTICAL Curriculum

- **Domain 1: Self-Determination in Career Choice, Goal-Setting, Planning for Work**
- **Domain 2: Functional Academics and Technology for Career Training, Seeking Employment, Workplace Success**
- **Domain 3: Workplace Culture, Associations, and Self-Esteem**
- **Domain 4: Employability**
- **Domain 5: Travel for Training, Career Advancement, and Job Security**
- **Domain 6: Health, Safety, and Risk Management in the Workplace**

The VERTICAL Curriculum

Individualized Progress Plan (IPP): Skills improvement implemented if the current level would inhibit employment

Domain 7: Financial Planning and Money Management

- **Evaluates and augments skills related to money, banking, budgeting, payroll, expenditures, taxes, and credit**

Domain 8: Community Living

- **Assesses and increases use of community resources for a variety of needs (education, enrichment, and problem solving) in different environments and settings**

Domain 9: Home Living

- **Assesses and trains for independence in living situation**

Domain 10: Personal Care

- **Evaluates independence levels related to cleanliness, good health, and personal needs**

Targeted Programs

- **Any PSAV program that does not require a standard high school diploma for entry.**
- **If the program says it requires a standard diploma, ask why! Find out if it is a requirement or a suggestion.**
- **Determine the approximate schedules of these programs so you can schedule your VERTICAL class appropriately**

TABE Entry

TABE Scores:

These are not state mandated requirements, the post-secondary institution can be flexible, in fact, by law they cannot deny entry based on TABE scores without demonstrated need.

TABE Entry

TABE Scores:

**TECHNICAL ASSISTANCE PAPER -Career Education Basic Skills Assessment
Florida Department of Education**

PLEASE NOTE: Federal Office of Civil Rights (OCR) legislation prohibits denying entry into any career education program on the basis of criteria that have the effect of disproportionately excluding persons of a particular race, color, national origin, sex or handicap. In order to use such criteria, the recipient must demonstrate that such criteria have been validated as essential to participation in a given program. (45 C.F.R. 80, Appendix B, Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs, Revised 10-1-09)

TABE Entry

TABE Scores:

**TECHNICAL ASSISTANCE PAPER -Career Education Basic Skills Assessment
Florida Department of Education**

This rule includes permissive language that allows LEAs to exempt adults with disabilities from meeting the required basic skills level to earn a Career Certificate of Completion. Since application of the exemption is permissible and not mandatory, each LEA must develop a local written policy describing the steps to be followed and documentation to be maintained throughout the testing, remediation, certification, reporting, and audit process. Rule 6A-10.040 (4), F.A.C.

This policy should not deny anyone access or opportunities because of a disability.

TABE Waiver

6A-10.040 Basic Skills Requirements for Postsecondary Career Certificate Education.

<https://www.flrules.org/gateway/ruleno.asp?id=6A-10.040>

No student shall be awarded a career certificate until the student achieves the minimum level of basic skills required for that program by the Department of Education. Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the career basic skills grade levels required for completion of the career program as described in subsection (2) of this rule. Each school district and community college must adopt a policy addressing procedures for exempting eligible students with disabilities from the basic skills exit requirements as permitted in Section 1004.91(3), Florida Statutes.

TABE Waiver

Policy and Procedure #25

Assessment Services for Students with Disabilities

Waivers for Students with Disabilities:

Students with documented disabilities who are completing a postsecondary adult vocational program, but have been unsuccessful in obtaining the designated exit requirements on the TABE (Test of Adult Basic Education), may have this requirement waived based on the following procedures.

The student must have (1) taken both the TABE as a pre and post test (2) attempted remediation in all areas that are not at grade level, and (3) been unable to meet state mandated program exit requirements after remediation.

Disabled students can request, in writing a TABE waiver from the Director of the Office for Students with Disabilities. The Director will review the student's academic record and confer with the appropriate campus assessment center manager, the remediation instructor, and program manager and determine if the students meets the criteria for granting a TABE waiver.

If a waiver is granted, the appropriate assessment center manager will enter the waiver into Orion.

Plans for Support

**Thursday 9:30-10:30 ~ ARUBA
Supporting Career/Tech Students
Ethel Still-Richardson**

Build a Program, Start with a Plan

Steps for Implementation

- 1.
- 2.
3. Find candidate students, refer to VR and assist students with process
- 4.
- 5.
- 6.
- 7.
- 8.

Student Selection

- **Start early, start NOW!**
- **Help students with the VR process**
- **Target “high success” students for Cohort 1!**
 - **Good behavior**
 - **Good attendance**
 - **Good communication skills**
 - **Motivated to succeed**
 - **Family support**

Build a Program, Start with a Plan

Steps for Implementation

- 1.
- 2.
- 3.
4. **Approach decision makers in your champion's agency and gain support**
- 5.
- 6.
- 7.
- 8.

Build a Program, Start with a Plan

Steps for Implementation

- 1.
- 2.
- 3.
- 4.
5. **Approach decision makers in collaborative agencies and gain support**
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- 7.
- 8.

Building Support

- **What they need to know:**
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 - **A definition of “Success”**
 - **This population is a part of the community**
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Build a Program, Start with a Plan

Steps for Implementation

- 1.
- 2.
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- 4.
- 5.
6. **Create classes**
- 7.
- 8.

Create Classes

- **Complete your post-secondary institutions approval process using the prepared curriculum**
 - **For VERTICAL, this was very easy!**
- **Encode classes: Standard college process**
- **CWD Department should be experts once the classes are approved**

Build a Program, Start with a Plan

Steps for Implementation

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
7. Recruit staff
- 8.

Staff Positions

- **Two types of part-time adjunct instructors: a Classroom Instructor and multiple Assessment Instructors**
- **Funds for adjunct instructors are produced by the VERTICAL classes as a standard CWD class**
- **Each section must bring in sufficient funds to cover the staffing costs of the adjunct instructors**
- **If there is insufficient enrollment, the class does not run or staffing must be reduced**
 - **LOW RISK for the state college!**
 - **Designed with a low minimum threshold and flexible staffing**

Staff Positions

Classroom Instructor : One instructor

- The classroom instructor is responsible for teaching the VERTICAL classes
 - Preparing lesson plans and activities
 - Assigning assessment instructors to assist in classroom activities
 - Developing and assigning real-world assignments for students to execute and be evaluated on
- The classroom instructor maintains profile of all students based on input from assessment instructors and customizes the class to meet the needs of students

Staff Positions

Assessment Instructor : One instructor for start-up

- **Assessment Instructors assist in the classroom based on the lesson plan provided by the Classroom Instructor**
- **Assessment Instructors assess student mastery of skills taught in the classroom setting through observations of real life execution**
- **Assessment Instructor re-teaches skills in real life application as necessary**

Staff Positions

An example of how the adjunct instructors work:

- In the classroom, the *Classroom Instructor* will teach about the importance of punctuality and communication regarding attendance as a workplace skill.
- The *Assessment Instructor* will evaluate whether a student is showing up on time and communicating with his/her instructor when they will be absent.
- If the student is NOT performing this skill, the *Assessment Instructor* will work to develop a plan to remediate this skill.

Build a Program, Start with a Plan

Steps for Implementation

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
8. **Start classes!**

Start Classes

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