

HIGH SCHOOL FUNCTIONAL SKILLS INSTITUTE

July 7 & 21, 2015

8:00-3:30



The Department of Exceptional Children

OBJECTIVE

- **KNOW**
 - ✓ How to understand and apply knowledge of the Adaptive Living Skills Curriculum Pacing Guide to help students develop the overall employability skills particularly those soft skills identified by employees as target deficient areas.
- **UNDERSTAND**
 - ✓ Use of the Adaptive Living Skills Curriculum Pacing Guide provided by the Division of Exceptional Children
- **DO**
 - ✓ Provide AFS and FS teachers with the Adaptive Living Skills Curriculum Pacing Guide and other transitional resources to assist students in gaining and maintaining employment.

HIGH SCHOOL FUNCTIONAL SKILLS INSTITUTE

Community Involvement

Presenters: Baretta Stewart-McKinney and Barbara Britten

Independent Living Skills

Presenters: Jannice Dennis and Katricia Tyus

Post-Secondary Education/Training


Presenter: Adrienne J. Allen

Employment

Presenter: Diana Gray



TODAY'S OBJECTIVES

- ✓ **Develop Social Skills Teaching Strategies**
 - ✓ **Introduce Community Involvement Pacing Guide**
 - ✓ **Discuss Transition Goals**
 - ✓ **Highlight Public Transportation**
 - ✓ **Highlight Community-Based Instruction**
- 

SWEET TREAT ICE BREAKER

- Assemble into groups of 3 to 4 people
- Select a person to record and a person to report
- Record 3 things you have in common with each other
- Introduce group members and your commonalities




COMMUNITY INVOLVEMENT PACING GUIDE UNITS FROM THE ADAPTIVE LIVING CURRICULUM

- SOCIAL INTERACTION
- MOBILITY & TRAVEL
- TIME MANAGEMENT
- MONEY MANAGEMENT & SHOPPING
- COMMUNITY SAFETY
- COMMUNITY LEISURE
- COMMUNITY PARTICIPATION



WHY DO WE NEED TO TEACH STUDENTS SOCIAL SKILLS?

- Encourage appropriate student behavior
 - Improve age-appropriate adaptive living skills
 - Master transitional goals
 - Increase opportunities for inclusion activities
 - Improve employability skills
- 

WHEN DO WE TEACH SOCIAL SKILLS?

- Can be incorporated during your daily lesson plans
- Can be embedded in classroom routines & transitions
- Should be taught during Community-Based Instruction



EXAMPLES OF GOOD SOCIAL SKILLS



TEACHING SOCIAL SKILLS




- ✓ Explain the skill (e.g., teach greeting or sharing)
- ✓ Demonstrate the correct way to use it
- ✓ Demonstrate an inappropriate way and allow students to problem solve
- ✓ Let students practice the skill with an adult or with another student
- ✓ Provide positive feedback

SOCIAL SKILLS VIDEO MODELING

<http://www.freevideosforautistickids.com/>



MORE TEACHING TIPS...

- Give specific verbal cues & suggestions
 - Provide material that reinforce
 - Provide physical assistance (if needed)
 - Plan realistic social interactions (take baby steps)
- 

Marzano's Instructional Strategies

Identifying similarities and differences

Summarizing and note taking

Reinforcing effort and providing feedback

Homework and practice

Nonlinguistic representations

Cooperative learning

Setting objectives and providing feedback

Generating and testing hypothesis

Questions, cues and advance organizers

50+ Teaching Strategies

INSTRUCTIONAL STRATEGIES

Monitor Progress



Alternative Assessments
Anchor Activities
Grade as You Go
Homework Options
KWL Charts
Learning Contracts
Menus/Agendas
Mini White Boards

Question Choices
Reflections/Response
Think-Pair-Share
Tiered Activities
Tiered Rubrics
Varied Products

Compare & Contrast Ideas



Form Groups



Appointment Clocks
Cubing
Curriculum Compacting
Four Sides
Jigsaw
Learning Contracts
Mini white Boards
Question Choices
Think-Tac-Toe
Varied Texts

Get Moving!



Appointment Clocks
Four Sides
Heads Together
Jigsaw
Literature Circles
Reading Buddies
Sticky Note Graph

Cubing
Sticky Note Graph
Think-Tac-Toe
Think-Pair-Share

Work Together



Anchor Activity
Appointment Clocks
Centers/Stations
Cubing
Four Sides
Grade as You Go
Heads Together
Jigsaw

Literature Circles
Menus/Agendas
Mini White Boards
Reading Buddies
Sticky Note Graph
Think-Tac-Toe
Think-Pair-Share
Tiered Activities

Adapt Content



Alternative Assessments
Centers/Stations
Cubing
Curriculum Compacting
Grade as You Go
Homework Options
Jigsaw
Learning Contracts
Literature Circles
Menus/Agendas

Orbitals
Question Choices
Reading Buddies
Scaffolding
Think-Tac-Toe
Tiered Activities
Tiered Organizers
Varied Products
Varied Texts

Take Notes



Share Ideas & Opinions



Anchor Activities
Centers/Stations
Cubing
Four Sides
Heads Together
KWL Charts
Literature Circles

Mini White Boards
Reflections/Response
Sticky Note Graph
Think-Tac-Toe
Think-Pair-Share
Tiered Rubrics

Anchor Activities
Jigsaw
KWL Charts
Think-Tac-Toe
Varied Organizers

SHARE OUT:

**EXAMPLES OF SOCIAL SKILLS
INSTRUCTIONAL STRATEGIES THAT
HAVE BEEN EFFECTIVE IN YOUR
CLASSROOM**



TRANSPORTATION & MOBILITY



**YOUR
NEW
CAREER
STARTS
HERE**

*VIEW OPEN
POSITIONS*



MATA

MEMPHIS AREA TRANSIT AUTHORITY (MATA)

- MATA Plus is a shared ride para transit service designed to meet the transportation needs of persons with disabilities in the Memphis service area
- MATA Plus riders must have a disability that prevents them from riding the MATA fixed-route bus system or traveling to a bus stop
- Applicants first need to verify their disability through a medical professional
- Applications call:901-722-7140 or email:
mpluscertification@matatransit.com
- A hands-on student activity –visit this website: matatraveler-matatransit.com

MATA-TRAVELER

Real-Time Map/Schedule	Route Schedules	Trip Planner	Notify Me
---------------------------	--------------------	-----------------	--------------

COMMUNITY-BASED INSTRUCTION OVERVIEW

- It is a practical, “hands-on” instructional method.
- It gives the students the opportunity to apply basic skills in real-life settings.
- It provides a continuum of instruction in basic life skills through 5 domains.
 - ✓ Academics
 - ✓ Daily Living
 - ✓ Employment
 - ✓ Community
 - ✓ Recreation & Leisure



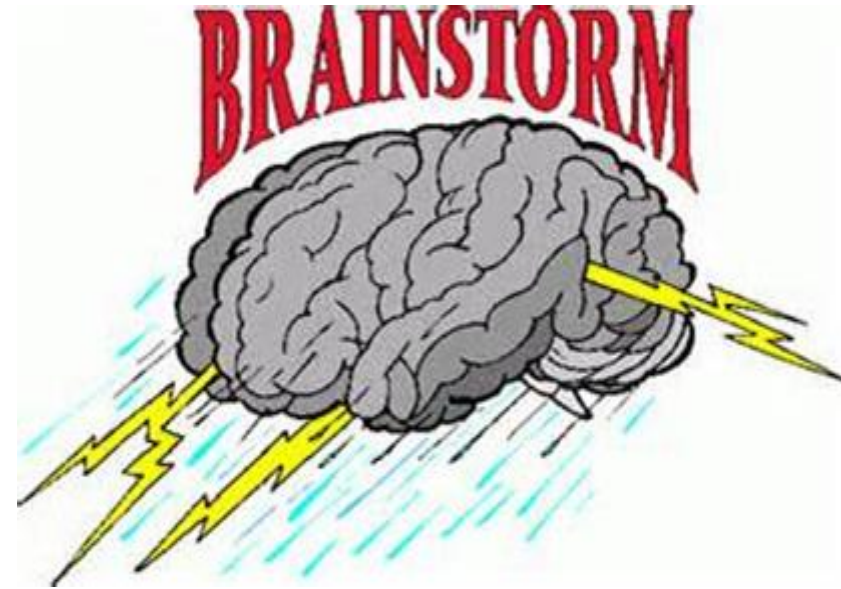
COMMUNITY-BASED INSTRUCTION

- All teachers **MUST** attend training to participate in CBI
- CBI trips should be from October-April
- Parents participation must be approved by principal
- Early preparation to confirm community outings, prices, etc. to avoid transportation cancellations
- CBI cancellations are **COSTLY** to the district



CBI AND TRANSITION ACTIVITY

Group Participation:



- Break out into your groups
- Choose a reporter and recorder
- Select an appropriate CBI outing
- List 3 objectives using the Pacing Guide and CBI Forms

Student Name: _____
DOB: _____

IEP Meeting Date: _____

Transition Services Planning (Age 14 or turning 14 during the IEP period)

Measurable Post-Secondary Goals

Employment: _____ Post-Secondary Education/Training: _____

Independent/Supported Living: _____ Community Involvement: _____

Grade: _____ Course of Study: _____

Grade: _____ Course of Study: _____

Grade: _____ Course of Study: _____

Grade: _____ Course of Study: _____

Transition Services (Age 16 or turning 16 during the IEP period)

Service Area	Need Yes/No	Activities/Strategies (Transition Services) <small>(All activities/strategies that are the responsibility of special education and are to be implemented this year must be reflected in goal sheets.)</small>	Agency/Person Responsible
Instruction			
Related Services			
Community Experiences			
Employment & Post-School Adult Living Objectives			
Daily Living Objectives (if appropriate)			
Functional Vocational Evaluation (if appropriate)			

QUESTIONS OR COMMENTS



LUNCH BREAK

11:00 - 11:45



INDEPENDENT/SUPPORTED LIVING



K-W-L

ICE
ICE
BREAKER

In the first column, discuss & write what you already know about Community Involvement. In the second column, write what you want to know about Community Involvement and Independent Living Skills. After I have completed my discussion, write what you learned in the third column.

What!! K now! (Review)!	What!! W ant!to! Know!	What!! L earned!
		

VALUE-ADDED

WHAT ARE FUNCTIONAL SKILLS?

Functional skills are all those skills a student needs in order to live *independently*.

For some students, those skills may be learning to feed themselves. For other students it may be learning to use a bus, including reading a bus schedule. We can separate the functional skills as:

Life (Independent Living) Skills

Academic Functional Skills

Community Based Learning

Social Skills

WHY DO WE TEACH THEM?

Functional skills will provide students with the essential knowledge, skills and understanding that will enable them to operate *confidently, effectively and independently* in life and at work.

TRANSITION SERVICE PLAN

Student Name: _____

DOB: _____

IEP Meeting Date: _____

Transition Services Planning (Age 14 or turning 14 during the IEP period)

Measurable Post-Secondary Goals

Employment: _____

Post-Secondary Education/Training: _____

Independent/Supported Living _____

Community Involvement: _____

Grade: _____ Course of Study: _____

Grade: _____ Course of Study: _____

Grade: _____ Course of Study: _____

Grade: _____ Course of Study: _____

Transition Services (Age 16 or turning 16 during the IEP period)

Service Area	Need Yes/No	Activities/Strategies (Transition Services) <small>(All activities/strategies that are the responsibility of special education and are to be implemented this year must be reflected in goal sheets.)</small>	Agency/Person Responsible
Instruction			
Related Services			
Community Experiences			
Employment & Post-School Adult Living Objectives			
Daily Living Objectives (if appropriate)			
Functional Vocational Evaluation (if appropriate)			

ADAPTIVE LIVING SKILLS CURRICULUM (ALSC)



Set of four domains:

- **Personal Living Skills**
 - Seven skill modules – socialization, eating, grooming, toileting, dressing, health care, and sexuality
 - Home Living Skills
 - Community Living Skills
 - Employment Skills


SOCIALIZATION



To respond to others



To initiate interactions
with others



To use appropriate
social manners

TOILETING



To establish
independent
toileting habits



To follow
bathroom
routines

DRESSING

To dress with
assistance

To remove
clothing
items

To put on
clothing
items

To wear
accessories

To
manipulate
fasteners

To select
clothing

SEXUALITY



To understand
one's body and
its' functions

Caution

To show
responsibility
for sexual
behavior

Caution

To respond
appropriately in
social/sexual
situation



HEALTHCARE

To Take Medication

To prevent illness
by establishing
good health habits

To use first aid
procedures to treat
minor illnesses or
injuries

To use emergency
procedures for
major illnesses or
injuries

To wear prosthetic
or corrective
devices

FOOD



Recognize by sight

To read
food
related
vocabulary
words

EATING

To develop
basic
eating
skills

To use
utensils for
eating

To display
acceptable
table
manners

GROOMING

- Bath or Shower
- Nail Care
- Hair Care
- Foot Care
- Dental Care



<http://www.memphiscentral.org/community/students/school-dress-code>

HOW TO INCORPORATE GROOMING INTO YOUR LESSON

Do Now/Bell work:

Define and list what you know about germs.

Objective:

The students will be able to identify the consequences of the problem for self, family, and classmates when good personal hygiene and sanitation are not practiced.

Critical Thinking:

The students will be able to compare and contrast the advantages and disadvantages of personal hygiene and sanitation practices.



TEM 4.0 LESSON PLAN TEMPLATE

Teacher A: _____

Teacher B: _____

(If Co-Teaching)

Week of: _____

Subject _____

Teach 1: Objective Driven Lesson – Engage students in objective driven lessons based on content standards and student data.

Teach 2: Explain content clearly and accurately.

Teach 3: Appropriately Challenging Work – Engage students at all learning levels with appropriately challenging work by effectively leveraging the District’s curricula, guides, and resources.

Teach 4: Content Engagement – Provide students multiple ways to engage with content.

Teach 5: Higher-Level Thinking Skills – Use strategies that develop higher-level thinking skills.

Teach 6: Check for Understanding – Check for understanding and respond appropriately during the lesson.

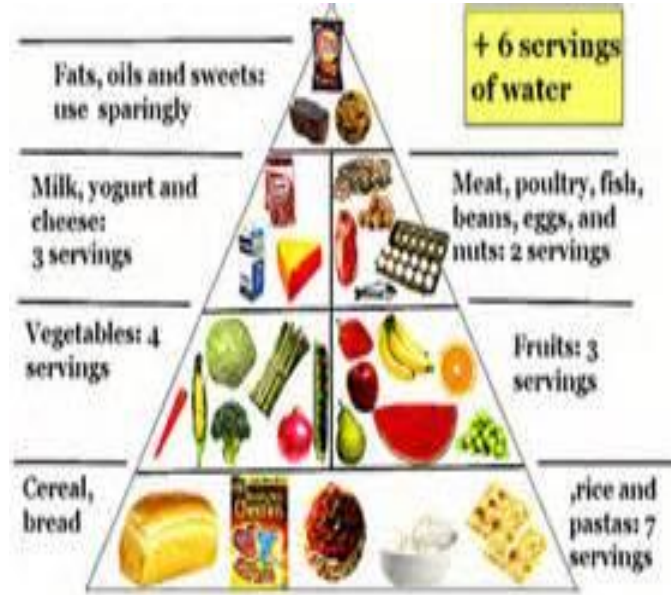
Teach 7: Instructional Time – Maximize instructional time.



INDEPENDENT LIVING- HOME LIVING SKILLS



MEAL PLANNING



MEAL PLANNING



- To prepare cooked foods & meals
- To prepare food items for cooking
- To cook foods using different procedures
- To practice good hygiene while working with foods
- To serve a meal
- To clean a kitchen after a meal

<http://www.choosemyplate.gov/food-groups/downloads/TenTips/DGTipsheet21SchoolDayJustGotHealthier.pdf>



INCORPORATING CLIP: COMPREHENSIVE LITERACY IMPROVEMENT PLAN

RECIPE



Chocolate Chip Cookies

- 1/2 cup butter (melec)
- 1 cup packed dark brown sugar
- 1/2 cup white sugar
- 2 large eggs
- 1 tsp vanilla extract
- 2 cups all purpose flour
- 3/4 tsp baking soda
- 1 tsp salt
- 1 12oz bag of semisweet chocolate chips
- 1 cup chopped walnuts (optional)

Makes 12

1. Preheat oven to 375F
2. Melt butter, cool slightly. In a large bowl whisk in butter, sugars, eggs and vanilla until smooth.
3. In a small bowl stir together flour, baking soda, and salt.
4. Add half the dry ingredients to the wet, stirring to combine. Add the rest of the dry ingredients and stir until all the flour is absorbed. Stir in chocolate chips and nuts.
5. Spoon large spoonfuls of dough onto an ungreased cookie sheet about 6 cookies to a sheet. Bake until cookies are golden brown and the center is set. About 12-14 minutes.
6. Let cookies cool on sheet for 1 min then move to a wire rack with spatula

Copyright © 2011 The Real Bread, www.thebreadsites.com

Chocolate story

<http://thestoryofchocolate.com/>

CLOTHING

- To dress with assistance
- To remove clothing items
- To put on clothing items
- To manipulate fasteners
- To select clothing items
- To store clothing properly
- To perform laundry tasks
- To make minor repairs to clothing



HOUSING/HOME CLEANING & ORGANIZATION



To repair minor household items

To complete extensive cleaning activities



HOUSING/HOME CLEANING & ORGANIZATION

cleaning schedule

daily

make beds
wipe down counters & sinks
empty/load dishwasher
vacuum/sweep floors
Laundry (1 load)
15 minute pick-up
sort mail

monday

clean kitchen sink & drain
wipe down appliances
organize/empty fridge
mop kitchen floor
empty trash

tuesday

clean toilets & bath tubs
wipe down bathroom counters
clean sinks
clean mirrors
mop bathroom floors

wednesday

dust bedroom
vacuum carpets
wash/change linens
empty trash
organize

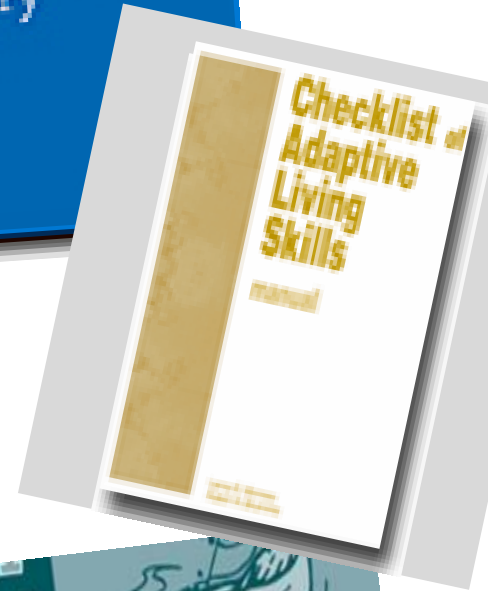
thursday

dust living room
sweep/vacuum/
hardwood
wipe down baseboards
quick foyer/closet pick-up

notes

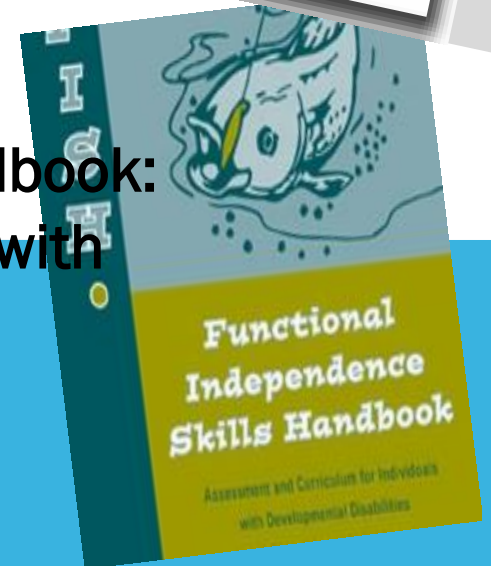
To create a daily
chore chart

This can be
implemented in the
home and classroom



RESOURCES

- Checklist of Adaptive Living Skills (CAL S)
- BRIGANCE Transition Skills Activities
- FISH: Functional Independence Skills Handbook: Assessment and Curriculum for Individuals with Developmental Disabilities
- BRIGANCE TSI Transition Skills Inventory
- Edmark Functional Word Series



THANKS FOR COMING!



PURPOSE OF POST-SECONDARY EDUCATION/TRAINING



- Prepare for vocational career or for further study
- Students develop the knowledge and skills they need to excel in a chosen profession
- Includes any form of additional study that is completed after finishing secondary schooling, such as transition programs and professional certification
- Can involve a wide variety of skill-sets, such as hands-on learning, and how to become a mechanic or tradesperson

Student Name: _____

DOB: _____

IEP Meeting Date: _____

Transition Services Planning (Age 14 or turning 14 during the IEP period)

Measurable Post-Secondary Goals

Employment: _____

Post-Secondary Education/Training: _____

Independent/Supported Living: _____

Community Involvement: _____

Grade: _____ Course of Study: _____

Grade: _____ Course of Study: _____

Grade: _____ Course of Study: _____

Grade: _____ Course of Study: _____

Transition Services (Age 16 or turning 16 during the IEP period)

Service Area	Need Yes/No	Activities/Strategies (Transition Services) (All activities/strategies that are the responsibility of special education and are to be implemented this year must be reflected in goal sheets.)	Agency/Person Responsible
Instruction			
Related Services			
Community Experiences			
Employment & Post-School Adult Living Objectives			
Daily Living Objectives (if appropriate)			
Functional Vocational Evaluation (if appropriate)			

Brigance Transition Skills Activities & Inventory

Domains:

- Communication & Technology
- Job Related Writing Skills
- Post-Secondary Educational Interests
- Career Exploration
- Training Program Admissions Procedures – 12th grade only



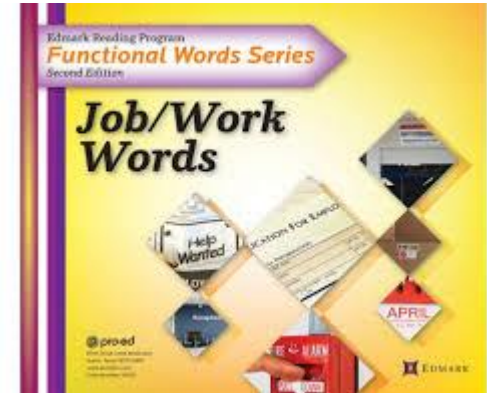
	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
	<ul style="list-style-type: none"> • Communication & Technology 	<ul style="list-style-type: none"> • Job Related Writing Skills 	<ul style="list-style-type: none"> • Job Related Writing Skills 	<ul style="list-style-type: none"> • Job Related Knowledge & Skills • Post-Secondary Educational Interests • Career Exploration • Training Program Admissions Procedures
1	Learning Basic Telephone Skills	Completing Government Forms	Follow Direction Words and Other Job Skills	Preparing for a Successful Job Interview
2	Learn and Practice Basic Computer Skills	Interpreting Information in Paychecks and Pay Statements	Learn and Practice Communication and Expected on-the-job Behaviors	Understanding Post-Secondary Opportunities
3	Purpose and How to Use Different Types of Technology		Recognize Common Signs and Warning Labels at Work and in the Community	Factors to Consider When Choosing a Career
4				Admission Procedures for Entrance Into a Post-Secondary Training Program



Edmark Functional Words Series: Job/Work Words

Purpose

To teach employment related basic sight-word vocabulary and comprehension of those words. It is sequenced into small steps to allow the student to be successful and motivated to complete the materials.



How We Will Apply Edmark: Job/Work Words In Class as a Literacy Component

- Use exercises, games and activities
- 10 terms per week



FIRST NINE WEEKS PACING GUIDE

- Basic Telephone Skills
 - LESSON: USING PHONE NUMBERS
- Learn and Practice Basic Computer Skills
 - LESSON: IDENTIFYING PARTS OF A DESKTOP COMPUTER
- Purpose and How to Use Different Types of Technology
 - LESSON: EVALUATING TECHNOLOGY NEEDS AND WANTS

Post-Secondary Classroom Activity

EDMARK FUNCTIONAL SKILLS

Directions:

- Using the letters provided in the grid, create as many words as you can in 5 minutes.
- Letters can be randomly chosen.

S	D	Y	K	W	F
P	A	E	R	N	H
V	U	L	E	I	G
B	C	O	M	J	T

- ✓ 3 letter words = 1 point
- ✓ 4 letter words = 2 point
- ✓ 5 letter words = 3 points
- ✓ 6 letter words = 4 points

EMPLOYMENT



Student Name: _____

DOB: _____

IEP Meeting Date: _____

Transition Services Planning (Age 14 or turning 14 during the IEP period)

Measurable Post-Secondary Goals

Employment: _____

Post-Secondary Education/Training: _____

Independent/Supported Living: _____

Community Involvement: _____

Grade: _____ Course of Study: _____

Grade: _____ Course of Study: _____


Grade: _____ Course of Study: _____

Grade: _____ Course of Study: _____

Transition Services (Age 16 or turning 16 during the IEP period)

Service Area	Need Yes/No	Activities/Strategies (Transition Services) (All activities/strategies that are the responsibility of special education and are to be implemented this year must be reflected in goal sheets.)	Agency/Person Responsible
Instruction			
Related Services			
Community Experiences			
Employment & Post-School Adult Living Objectives			
Daily Living Objectives (if appropriate)			
Functional Vocational Evaluation (if appropriate)			

BASIC EMPLOYMENT SKILLS

- ✓ Arriving to work/back from break on time
 - ✓ Staying at work the full time
 - ✓ Too much talking
 - ✓ Inappropriate touch/talking
 - ✓ Losing your temper/yelling
 - ✓ Hygiene
 - ✓ Work culture vs. school culture
- 

PICTURE INTEREST CAREER SURVEY

<http://jist.emcp.com/picture-interest-career-survey.html>

Picture Interest Career Survey

PICS
A visual way to identify your career interests and start career exploration and planning
Robert F. Brady, Ed.D.


Name: _____
Date: _____
Age: _____ Gender: _____

Second Edition

The Picture Interest Career Survey (PICS) is a quick, visual way for you to identify your occupational interest areas. You can then use your PICS results to explore careers that match those interests.

DIRECTIONS: Each of the 30 items consists of three pictures. Each picture shows an individual working. Decide which of the three pictures in each item is most interesting to you and circle the picture. Then get on to the next item. There are no right or wrong answers. Choose only one picture on each item to circle. Complete all 30 items.

SAMPLE ITEM: In the sample item below are three pictures of individuals working. Picture A is a person cleaning a floor, picture B is a person arranging flowers, and picture C is a person delivering mail. If picture B interests you the most (out of the three pictures), then circle it.



A



B



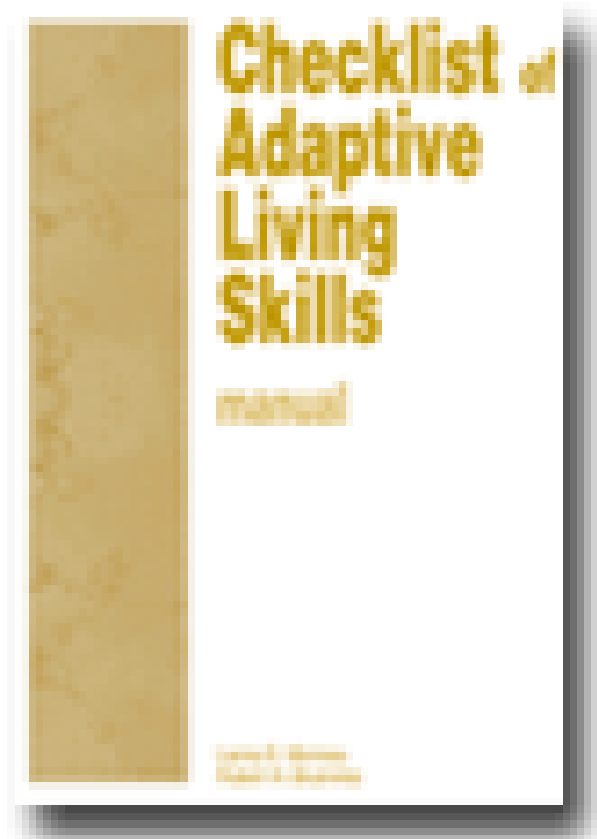
C

To get started, simply turn the page and begin with item 1.

© 2005 by JIST, Inc. All rights reserved. This survey is a trademark of JIST, Inc. and is used under license. For more information, contact JIST, Inc. at 1-800-875-5273 or www.jist.com.

jist
JIST, Inc.

CHECKLIST OF ADAPTIVE LIVING SKILLS



PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

- Based on Jordan's PICS he has an occupational code of **SECIAR**. After looking over the careers in the career locator, Jordan stated that he will become a home health aide upon graduation.
- Based on Jordan's CALS, Jordan will work on initiating a work task on his own (without being instructed to do so), help others with work tasks when needed, and talk with co-workers only when it does not interfere with work.



FIRST NINE WEEKS EMPLOYMENT SKILLS



- ❖ **Attending Work Regularly** - Attending work consistently, asking to leave the work area, leaving work due to illness, reporting absence or tardiness
- ❖ **Getting to work on time** - Reporting to a work area, arriving on time, returning from break, using a time clock, reporting to a work areas
- ❖ **Getting work materials ready** - Asking for job materials, obtaining materials needed for a job, bringing personal work equipment

FIRST NINE WEEKS EMPLOYMENT SKILLS



- ❖ **Working with minimal supervision** - Locating areas at work, grooming and dressing appropriately, following rules at work, starting to work on your own, reporting accidents or problems, assisting co-workers, asking questions about an unfamiliar work task, working in the presence of distraction, talking to co-workers on the job
- ❖ **Finishing job tasks** - Informing a supervisor of a completed task, following job instructions, putting materials away, finishing a task, completing a multiple-step task
- ❖ **Increasing work effort** - Meeting supervisor's specifications, increasing production rate, meeting a deadline



At the end of today's lesson, I will be able to:

- ✓ State/model appropriate work attitudes
- ✓ State/model inappropriate work attitudes

LESSON DESIGN

- **Whole group** - learn Edmark Functional Words related to work skills, learn positive work attitudes, learn negative work attitudes
- **Small group** - break off into groups of 4 and discuss scenarios 1, 2, 3, or 4
- **Whole group** - discuss what went wrong in each scenario and what should have happened, discuss scenario 5



ACTIVATE PRIOR KNOWLEDGE

- Identify factors that lead to promotion or termination at place of employment.
- **Promotion** - minimum standards required for specific jobs, what is gained from job promotions, etc.
- **Termination** - list classroom behaviors that cause problems for them and then relate these to work setting, list behaviors they believe will lead to termination



WHOLE GROUP LESSON

- ❖ Cafeteria, warehouse, tool room, laundry, stairway
- ❖ Teacher and assistant or student state and model 5 appropriate work attitudes
- ❖ Teacher and assistant or student state and model 5 inappropriate work attitudes



SMALL GROUP

- Students break off into groups of 3 or 4 depending on class size.
- An assistant will go with each group.
- Each group will receive one scenario to discuss.
- Every person in the group must provide input. Differentiate.

Give thoughtful feedback
Respect others & their thoughts
On task all the time
Use soft voices
Participate actively
Stay with your group

WHOLE GROUP



- ❖ The groups will all come back together.
- ❖ One person from each group will state what went wrong in their scenario and what should have happened.
- ❖ The whole group will look at scenario 5 and will answer the three questions.

EMPLOYMENT SKILLS ACTIVITIES

- Work-based learning (WBL) is a proactive approach to bridging the gap between high school and high-demand, high-skill careers in Tennessee. Students build on classroom-based instruction to develop employability skills that prepare them for success in postsecondary education and future careers
- A school-based enterprise (SBE) is defined as a sustained, school-sponsored, student led activity that engages students in the production of goods and services for the school or the community.

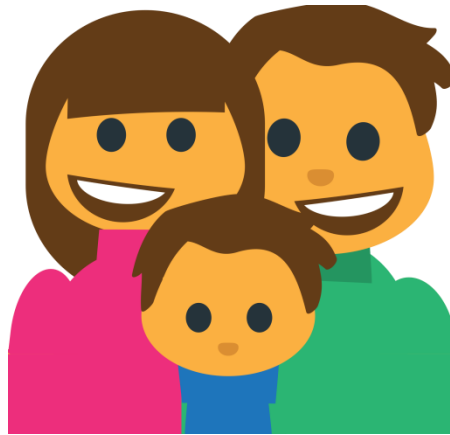


EMPLOYMENT SKILLS TRAINING PROGRAMS

- **The Division of Rehabilitation Services (DRS) Transition School to Work Program** - Focuses on the provision of vocational rehabilitation (VR) services to eligible high school students with disabilities who are interested in employment after leaving high school. The goal is a smooth, seamless transition from high school to post-high school career development and/or employment.
- **WIN Program** - The Workforce Investment Network (WIN) is a community resource that prepares job seekers for jobs and helps connect them with employment opportunities in Memphis, Shelby County, and Fayette County. We identify and pre-screen qualified talent for local businesses, and in some instances provide grants to employers to help defray the cost of training their workforce. We provide job seekers with a variety of services, such as assessments, resume development, job search assistance, and when a job seeker is suitable and eligible we help fund the job skills training needed to find and keep a good job. Working together, we can make a difference-for our residents, for our businesses, for our community.



**THANKS FOR YOUR PARTICIPATION
AND
ENJOY THE REMAINDER OF YOUR SUMMER BREAK!!**



Contact Information:

Baretta Stewart-McKinney
Ridgeway High School
stewartb@scsk12.org

Barbara Britten
Overton High School
brittenbj@scsk12.org

Jannice Dennis
Carver High School
dennisjn@scsk12.org

Katricia Tyus
Central High School
hamptonka@scsk12.org

Adrienne J. Allen
Douglass High School
allena@scsk12.org

Diana D. Gray
Manassas High School
graydd@scsk12.org