THE CONTINENTAL PROJECT

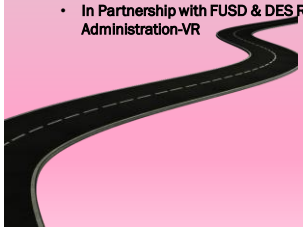
FLAGSTAFF USD
MS. ERIN CELONA & MS. CONNIE ROHRBAUGH

OVERVIEW

- History of The Continental Project
- Adding Summit HS to the mix
- Eligibility
- Purpose
- Methods
- A Students Perspective
- Q & A

HISTORY OF THE CONTINENTAL PROJECT

- Immeasurable benefits have been realized with our founding partner, The Continental Country Club.
- They provide not only access to their entry level work sites, but have fully opened the country club to our students, providing classroom & office space as they have embraced and supported our student's growth.
- In Partnership with FUSD & DES Rehabilitation Services Administration-VR



ADDING SUMMIT HS TO THE PROJECT

The Alternative HS of Flagstaff USD

WHO IS ELIGIBLE?

Continental Project students must have:

- Willingness to engage in physical work
- An IEP or 504 Plan
- Habitual display of honest & ethical behaviors
- Deference* to authority
- Redirected behaviors sustained over time & setting
- Supervision needs at approximate 15 minute intervals with sustained attending
- Ability to follow 3+ step directions
- Referred to Vocational Rehabilitation, RSA

*respectful or courteous regard

STUDENT WORKER AT THE OAKMONT RESTAURANT

OUR PURPOSE

Help students with disabilities:

- Gain the work adjustment and interpersonal skills critical for job retention
- Gain job experience- something to put on an empty resume
- Prepare for paid summer internship at The Continental Country Club
- Earn core credit
- Earn elective credit

OUR METHODS - HOW DO WE DO IT?

1. English Curriculum & AZ Workplace Standards
2. Implementation of TSW Grant & collaboration
3. Post-Secondary Transition Assessments
4. Assessing Workplace Skills
5. Job Cards & Job Coach
6. Individual Interventions
7. Community Service & Experiences

1. LIFE SKILLS ENGLISH CURRICULUM

- 7 Habits of Highly Effective Teens
- Skills To Pay The Bills- Mastering Soft Skills in the Workplace
- Cover Letters, Applications, Resumes via Resume Creator on AZCIS
- High interest novels and individualized instruction based on IEP goals and objectives

1. INCORPORATING THE AZ WORKPLACE EMPLOYABILITY SKILLS

http://www.azed.gov/career-technical-education/files/2013/07/workplace-employability-skills-teacher-resources.pdf

Standard and Measurement Criteria	Core Action	Description of Core Action	Performance Task for Industry/Occupation
IV.E Professionalism: Behaves in a way that distinguishes between personal and work-related matters.	Demonstrates respect for personal and professional boundaries	Follows guidelines and expectations that define boundaries between personal and work-related behaviors: • Conducts personal business outside of work time. • Avoids sharing personal details with client/customer. • Adheres to privacy laws relevant to organization. • Uses equipment, technology, and resources according to organizational protocol, guidelines. • Addresses colleagues, supervisors, and customers according to organizational culture. • Avoids rumor, innuendo, personal judgment that impacts negatively on the organization. • Refrains from sharing confidential organizational information.	

1. DAILY DISCUSSION TOPICS & ROLE PLAY (DECONSTRUCTED AZ WORKPLACE EMPLOYABILITY SKILLS

- accept supervisory directives
- engage in appropriate reciprocal conversations
- return to work in presence of naturally occurring distracters
- solve routine work related problems
- greet & offer help to others
- respond to & use site appropriate humor
- accept corrections & redirections
- initiate standard job responsibilities
- meet quality expectations on all tasks
- ask for clarification, lodge complaints
- maintain a positive attitude
- request & report leave
- schmooze
- adjust voice volume to setting
- establish trust
- refrain from revealing sexual or personal information
- demonstrate good listening & attending
- sustain good personal hygiene
- honor the dress code
- habitually meet productivity expectations
- sustain work activities absent proximal supervision
- adjust work pace to reflect schedule & event time pressures

2. IMPLEMENTATION OF TSW GRANT & COLLABORATION

The FUSD TSW program provides, facilitates and supports a variety of work experience opportunities to TSW students. These include but are not limited to the following: individually student secured competitive community work sites, program secured competitive community work sites, community based supported work sites, district based supported work sites and campus based supported work sites.

Criteria for placement in TSW work experiences includes a true desire to be employed, successful completion of a course in which transition skill development is emphasized, and a completed vocational profile/student transition summary detailing student employment interests and needs. Anticipated employment supports will include the development of the before stated vocational profile/student transition summary (including likely supports needed for optimal independence and success), on-going work performance evaluation, job coaching (including task analysis of required on-site work skills, chaining of tasks, redirection as needed, etc.), and consistent communication with employers.

3. POST-SECONDARY TRANSITION ASSESSMENTS

- Interest Inventories
- Several easy to use and free located on AZCIS
- Flagstaff USD Student Transition Summary
- Student Transition Form
- Multiple Intelligences Inventory

4. ASSESSING WORKPLACE SKILLS

Level 1. Novice	Level 2. Approaching Proficiency	Level 3. Proficiency	Level 4. Expert /Leader
• Executes basic skills and performs entry-level work • Performs routine tasks but may need help and guidance	• Has gained knowledge and skill on the job, performing above entry-level • Performs routine tasks without help or guidance	• Demonstrates the skills and knowledge of a successful employee • Solves complex problems within the time frame required by the job • Demonstrates competitive skills in a particular job	• Has deep knowledge, understanding and experience in a particular job/field • Uses expertise to mentor and guide others • Innovates and creates new things based on knowledge and experience

4. IMPLEMENTATION…

CONTINENTAL PROJECT DAILY LOG

Week of: _____ = _____/25 points

	TASKS COMPLETED	*SELF-EVALUATION SCORE	JOB COACH QUALITY CHECK
MONDAY	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.	1. □ YES □ NO 2. □ YES □ NO 3. □ YES □ NO 4. □ YES □ NO 5. □ YES □ NO 6. □ YES □ NO

4. STUDENT DAILY SELF-ASSESSMENT

1. Outstanding	2. Strong	3. Adequate	4. Needs Improvement	5. Unsatisfactory
Produces work that exceeds required expectations	Produces work that meets required expectations; corrects as needed	Produces work that meet some required expectations; corrects as needed	Produces work that is incomplete and/or contains errors; corrects as needed	Produces work that contains uncorrected errors and/or are incomplete after receiving feedback
Routinely makes and implements constructive suggestions	Routinely suggests solutions or alternatives	Occasionally suggests a solution or alternative	Sometimes suggests solutions or alternatives	Never suggests solutions or alternatives
Always initiates work tasks and always maintains productivity	Routinely initiates work tasks and mostly maintains productivity, without verbal prompts	Routinely initiates work tasks and mostly maintains productivity, with verbal prompts	Sometimes initiates work tasks and sometimes maintains productivity, with verbal prompts	Never initiates work tasks or maintains productivity, even with verbal prompts

5. JOB CARDS & JOB COACH

- Each job card is individualized, sometimes on a daily basis
- Job coaching varies:
  - student need
  - job familiarity
  - level of independence

5. CONTINENTAL PROJECT JOB DUTIES/DESCRIPTIONS

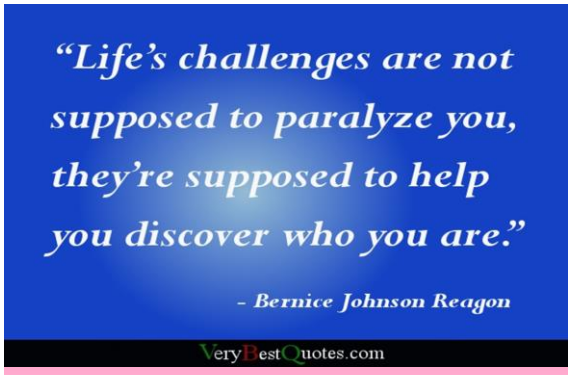
Admin Offices Detail	The Pro Shop	Laundry	Golf cart Barn	The Oakmont	The Fitness Center	The Lobby	Landscape/ Maintenance	Meeting Rooms
Remove trash and recycling	Clean windows	Sort and organize laundry	Maintain cleanliness of golf carts with cleaning supplies	Break down recyclables	Sanitize all fitness machines	Water and maintain indoor plants	Sweep all outdoor walkways (shovel snow)	Set up for events: tables, chairs, linens, beverage service
Vacuum offices and hallways	Sweep and vacuum floors	Operate washing machine and dryer	Take inventory of items in golf cart using checklist	Transport all recyclables to proper bin	Clean all windows and mirrors	Dust blinds, furniture and clean windows and doors	Remove trash debris	Take down events: tables, chairs, linens, beverage service
Dust blinds, furniture	Greet customers and staff	Fold & sort laundry	Retrieve items to be resupplied	Assist in setting up Venue for upcoming banquets	Vacuum fitness center and hallways	Vacuum lobby and hallways	Empty all outdoor trash cans to large trash bin	Vacuum large room and dust furniture
Water and maintain indoor plants	Provide customer service, answer questions	Return laundry to storage while maintaining organization	Stock and resupply items into carts	Complete table, chair & place settings as shown in demonstrated a table	Maintain breezeway by sweeping, vacuuming, & cleaning windows	Remove trash and recycling	Water and maintain outdoor plants	Accept supervisory directives regarding changes to set up/take down
Demonstrate appropriate interpersonal interaction with all business partners & customers	Demonstrate appropriate interpersonal interaction with all business partners & customers	Demonstrate appropriate interpersonal interaction with all business partners & customers	Demonstrate appropriate interpersonal interaction with all business partners & customers	Demonstrate appropriate interpersonal interaction with all business partners & customers	Demonstrate appropriate interpersonal interaction with all business partners & customers	Demonstrate appropriate interpersonal interaction with all business partners & customers	Demonstrate appropriate interpersonal interaction with all business partners & customers	Demonstrate appropriate interpersonal interaction with all business partners & customers

COMPLETION OF SET UP FOR THE FLAGSTAFF DISABILITY AWARENESS COMMISSION BANQUET

6. INDIVIDUAL INTERVENTIONS

Bumps in the road…..hiccups…..challenges…….

1. Individual meetings with job coach
2. Team meetings with teacher and job coach
3. Reassignment of jobs
4. Rtc, reflection, write a plan, apologize, community service
5. Short term suspension from the work site
6. Ultimately, a change of placement



7. COMMUNITY SERVICE & EXPERIENCES

- Adopt-A–Road
- Campus Beautification
- Attending Job Fairs
- Attending Transition Fairs
- Attending College Campus Tours
- Attending AZ Construction Career Day
- Celebrating Successes!

Ms. Connie accepting the award for Professional of Year from Mayor Nabours

City of Flagstaff Disability Awareness Commission

A STUDENTS PERSPECTIVE…

Student-made videos - reflections of The Continental Project

QUESTIONS OR COMMENTS

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Fair doesn't mean giving every child the same thing, it means giving every child what they need.
– Rick Lavoie