



Elevate



The vision for the program:

All persons have the right to pursue happiness. There is no greater happiness than self-sufficiency. As a society we must provide opportunity for all individuals to achieve independence. The Elevate program opens doors to education that will provide students paths to self-sufficiency that may not have been available before.

"We change the world not by what we say or do, but as a consequence of what we have become."

David R. Hawkins

Objectives

- Rise up developmentally delayed students to be self-sufficient, independent, contributing members of society.
- Place students in age-appropriate settings and provide them with opportunities to reach for education. We challenge the students by expecting them to reach for knowledge rather than having knowledge diluted below the student's level.
- Tolerance is not achieved in a vacuum. Working, learning and living with others who are different encourages acceptance. Exposure to other lifestyles, beliefs and abilities will help all those involved to learn tolerance for those we may not understand.
- Inclusion of students with disabilities will teach entities to collaborate for the good of all members of its society. These shared activities create a cooperative community that values all persons regardless of their differences.
- Provide students with reoccurring opportunities to succeed on campus, at work and in relationships to build self-esteem. Taking each success to build upon and raise each individual to stand on their own and pursue a fulfilling happy life.
- Through the practical application of all the elements described, provide a gateway opportunity to the members of the program to go on with the socialization integration in to the community as well as the workplace.

Program Overview

Elevate is a program designed for students with cognitive and learning disabilities who are registered in local independent school districts or local charter schools. Students enrolled in the Elevate program will spend a half a day on campus at Navarro College taking courses that focus on improving vocational related reading and communication skills. They will also learn basic computer skills and develop employment and job search skills. Students will also be enrolled in a physical activity course. Upon completion of the Level I and Level II programs a Continuing Education Certificate of Completion will be awarded. Students will earn continuing education units for the classes at no cost to the student/parent.

LEVEL I

FALL

Subject	Contact HRS.
POFT 1027 Introduction to Keyboarding	32 hours
POFT 1004 Business Literacy Skills	32 hours
PSYT 1013 Personal & Social Adjustment	48 hours
COMG 1003 Communication Skills for the Workplace	40 hours
COMG 1009 Public Speaking	24 hours
CS ____ Activity Class	48 hours

SPRING

Subject	Contact HRS.
POFT 1027 Introduction to Keyboarding	32 hours
POFT 1004 Business Literacy Skills	32 hours
PSYT 1013 Personal & Social Adjustment	48 hours
COMG 1003 Communication Skills for the Workplace	40 hours
COMG 1009 Public Speaking	24 hours
CS ____ Activity Class	48 hours

LEVEL II

FALL

Subject	Contact Hrs.
POFT 1029 Keyboarding	48 hours
HRPO 1011 Human Relations	48 hours
POFT 1022 General Office Skills	22 hours
POFT 1006 Job Search Skills.	10 hours
POFT 1013 Professional Workforce	48 hours

CS ___ Activity Class 96 hours

SPRING

Subject	Contact Hrs.
POFT 1029 Keyboarding	48 hours
HRPO 1011 Human Relations	48 hours
POFT 1022 General Office Skills	22 hours
POFT 1006 Job Search Skills.	10 hours
POFT 1013 Professional Workforce	48 hours

CS ___ Activity Class 96 hours

Curriculum will be delivered utilizing various types of media, including traditional textbooks and lectures to self paced computer programs. The MECA and FSS software program are currently used within the program. Microcomputer Evaluation of Careers and Academics (MECA) is an age-appropriate transition, career exploration, career assessment, and vocational assessment system related to training, education, and employment. Functional Skills System (FSS) provides easy-to-understand information that allows learners to become more capable of functioning independently in their homes, schools, communities, and workplaces. The FSS system increases a learner's ability to make appropriate choices. Gaining functional literacy, social, life, and work skills allows for freedom and independence. These programs are for anyone trying to become more functionally independent in our society. Both programs will be delivered via computer utilizing a 27 inch iMac. Many opportunities to generalize newly learned skills are provided throughout the semester. For instance, every Friday Elevate students will be out exploring different aspects of their community. Students will familiarize themselves with various resources that are available to them such as the Dart system, Post office etc...

The other half of the student's day (for all or part of the week, depending on employment availability) will be spent at a community-based vocational training worksite or at a paid employment position. As part of the Elevate program, all students will be working toward the goal of paid employment in a position that sets them on the path to independence. Several courses in the curriculum are geared toward helping the student understand all aspects of being gainfully employed. Specialized software has been acquired that will help the developmentally disabled student learn about many different types of vocations. This gives the student sufficient opportunity to explore different careers and decide which path they might wish to pursue. Each I.S.D. will be available to assist the student on campus and at the worksite. For any days in which the student does not attend their worksite or paid employment, they will be transported back to their home or residence.

Pre-requisite

- Completion of academic credits for graduation from their current high school.
- 18-21 years of age as defined by IDEA.

- Independent Self-Skills (eating & toileting)
- Demonstrate employability skills.
- Able to understand and take responsibility for one's own actions.

Supplies

Student will need to provide any required textbook as well as any replenishable items such as pens, paper etc... Following is a sample list of items needed to start:

- Journal
- Pens/Pencils
- (2) One inch binders
- (5) Folders with pockets and brads
- Headphones
- Paper

* List is for example only and is not intended to be inclusive.

Dismissal Policy:

- If at any time a student, teacher, parent, employer, or employee of a school district has concerns with a student's behavior, attendance, participation vocational success then an Admissions, Review, and Dismissal (A.R.D.) meeting may be called to devise an action plan.
- Students who display behavior, attendance, participation, and vocational success concerns may receive an early warning from a job coach and/or Elevate instructor of which the action plan must be met or enrollment in the program may be impacted Continued concerns not remediated will be addressed in an A.R.D. meeting.

Expectations

Student:

Elevate students are expected to follow the code of conduct outlined by Navarro College. They will need to familiarize themselves with these regulations before the end of the first full day.

Students must maintain responsibility for themselves and their personal belongings. They should be able to manage their own schedule and all assigned class work.

Students are expected to navigate campus unsupervised as part of enrollment.

College campuses maintain a zero tolerance policy for behavior. Elevate students are expected to hold themselves to the highest standards. They must maintain control of themselves at all times in all settings, always striving to ensure that they do not disrupt the learning of others.

Students will be expected to maintain employment (paid or unpaid) throughout the school year.

Students will need to follow their I.S.D.'s attendance policy and registration processes.

Should the college, I.S.D. or job site close, the student will be taken home.

Teacher:

The teacher is responsible for coordinating all classes and coursework. Should a student fall behind in their coursework or should disciplinary action be needed for a student the teacher will be first point of contact with the professor. They will be expected to work to an acceptable solution that will please all parties concerned.

Teacher is aware of the guidelines and expectations for the I.S.D.s and Navarro College. For example, dress code guidelines for the teacher will fall within whichever guideline is the most stringent.

All paperwork and reporting that is required by each I.S.D. is to be completed by the teacher and is expected to be submitted to meet all timelines set by the school district.

Teacher is responsible for developing, implementing and presenting all lesson plans. They are also expected to meet any standards set by the state.

Provide a safe environment for students to learn and mature within the classroom and while in the community.

Pre-plan and implement all aspects of any student excursions. Safety of all students should be of the utmost concern when planning excursions. Another factor to be considered in planning is providing the student with real life experience that will benefit them in their quest for independence.

Work with family members to ensure that student is comfortable and progressing within the Elevate program. Teacher is also expected to understand the family's expectations for the student's future.

Help student establish and maintain healthy relationships at school, in the community, within their homes and at work.

Job Coach:

Job coach will attend classes with assigned students as needed and determined by the teacher. They will assist the teacher as instructed when not shadowing students.

Assist students with academic tasks as needed during the time students are not attending Navarro classes and as determined by the teacher.

Assist teacher in the community settings with positive and appropriate social behaviors for the students. Also aid in developing independent skills while working in the community and on student excursions.

Assist in attaining and developing employment sites for students enrolled in the Elevate program. This position is the first point of contact for the employer. The job coach will also provide employer with any tools or training necessary to work with our students.

Job coach is a liaison for student, employer, parent and teacher. They will aid in training and routinely contact site supervisors to ensure quality performance by the employee on the job site.

Miscellaneous

- Students are expected to complete registration through the college, and through their I.S.D/High School. Upon completion of all courses a Continuing Education Certificate of Completion will be awarded. Students will earn continuing education units for the classes; not college academic credit.
- Students will obtain Navarro College student I.D.'s
- Parking permits will not be required as the students will be transported to class by their school district.
- Students will follow Elevate' s I.S.D. calendar.
- Any decisions about closing will coincide with both the I.S.D. and Navarro College.
- Students must receive a Bacterial Meningitis vaccination and submit documented proof to Navarro College prior to the first day of class.

Course Descriptions

POFT 1027 Introduction to Keyboarding

Introduction to Keyboarding will focus on skill development in operation of the keyboard by touch and applying proper keyboarding techniques. Emphasis will be placed on development of acceptable speed and accuracy levels and formatting of basic documents.

POFT 1004 Business Literacy Skills

Course work will focus on the study of the basic elements of composition for business documents.

PYST 1013 Personal & Social Adjustment

Students will develop personal, social and work adjustment skills in the classroom and on the job.

COMG 1003 Communication Skills for the Workplace

This course will address essential listening, speaking, reading, writing and computational skills required by business and industry. Improvement of communication skills related to successful job performance.

COMG 1009 Public Speaking

This dynamic class is designed to have students speaking publicly without stress. Emphasizes use of verbal and non-verbal skills to make points clear and effective.

Activity Class

POFT 1029 Beginning Keyboarding

Practice skill development of keyboarding techniques. Emphasis will be on development of acceptable speed and accuracy levels and formatting basic documents.

HRPO 1011 Human Relations

Course work will look at practical application of the principles and concepts of the behavioral sciences to interpersonal relationships in the business and industrial environment.

POFT 1013 Professional Workforce

Course will prepare students for career success which will include business and personal ethics, interpersonal relationships, professional attire and advancement.

POFT 1022 General Office Skills

Basic office practices: alphabetical and numerical filing, telephone usage, grammar, punctuation rules, letter composition, interpersonal skills, and in introduction to computer technology

POFT 1006 Job Search Skills I

This course equips and prepares students to be successful in their job search process. Students will gain confidence and greatly increase their chances of securing a job. Topics include how to apply for a job, resume writing, interviewing, appearance and self-confidence. Learn about the kinds of jobs available for pre-teen and teen aged youth.