

# Twisted Partnerships=Student Success

November 15, 2022



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# Introductions

Steven Chrisman, M.Ed.  
Superintendent

Tad Fitch, M.Ed, Psy.S.  
Director of Student Services &  
Satellite Programming

Molly Gregg, M.Ed., TTW, GCDF  
Job Training Coordinator  
Assessment Coordinator



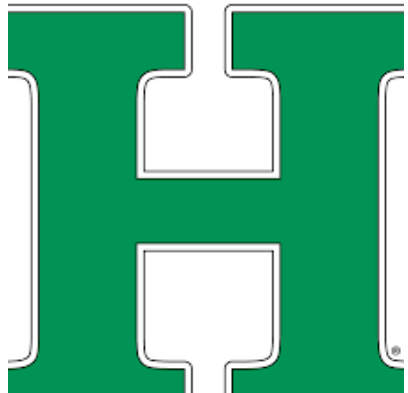


# MCCC Demographics

- Opened in 1974
- Medina, Medina County
  - approx. 183,000 residents
- 23 Career Technical Programs
- 3 Non-Recruit Admissions Programs
- On Campus – 1022 Juniors and Seniors
- 87% Full Day, 13% Half Day
- Satellite – 2977 Students
- 44% Participation in CCP/AP/H



# MCCC Partner Districts



# MCCC Career Technical Programs -- Campus

**Animal Management & Care**

**Automotive Collision Technology**

**Automotive Technology**

**Business & Marketing Technology**

**Chef & Restaurant Management**

**Construction Trades**

**Cosmetology**

**Criminal Justice**

**Cybersecurity & Digital Forensics**

**Diesel Technology**

**Digital Design**

**Diversified Medical Technologies**

**Engineering Technologies & Design**

**Firefighter | EMT**

**Graphic Arts & Printing Technology**

**Heating, Ventilation & Air Conditioning**

**Media Production**

**Power Equipment Technology**

**Precision Machining Technology**

**Software Engineering & Web Development**

**Sports Medicine & Exercise Science**

**Teaching Professions**

**Vision Care**

**Career & Community Experience**

**Career Exploration**

**Career Training**



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# MCCC Career Technical Programs -- Satellite

<sup>4/</sup>

| HS    | HS          | PROG  | STUDENT COUNT |
|-------|-------------|-------|---------------|
| BUHS  | BUHS        | PBS   | 47            |
| BUHS  | CAVETT      | PBS   | 60            |
| BUHS  | VALENTI     | HBS   | 11            |
| BUJHS | PAVIA       | AR&DM | 134           |
| BUJHS | PAVIA       | MD    | 101           |
| BRHS  | ZENCZAK, A. | PBS   | 110           |
| BRHS  | ZENCZAK, S. | HBS   | 28            |
| BRHS  | ZENCZAK, A. | MI    | 16            |
| BRHS  | SPONSELLER  | BI    | 15            |
| BMS   | WOLF        | D&M   | 289           |
| BMS   | JAKUB       | MD    | 235           |
| BMS   | GUBANICH    | MD    | 277           |
| HMS   | D'ANNOLFO   | SOT   | 205           |
| HMS   | WATSON      | MD    | 208           |
| MHS   | MEDLOCK     | PBS   | 70            |
| MHS   | MEDLOCK     | HBS   | 35            |
| MHS   | EWART       | MI    | 11            |
| AIR   | STOBBS      | D&M   | 228           |
| AIR   | FARRUGGIA   | MD    | 221           |
| CLAG  | TROYER      | D&M   | 223           |
| CLAG  | MOWRER      | MD    | 228           |
| STA   | HAMZIK      | D&M   | 100           |
| STA   | COLLINS     | APPCR | 43            |

| HS   | INSTRUCTOR | PROG   | STUDENT COUNT |
|------|------------|--------|---------------|
| BUHS | CLADY      | CBI 1  | 10            |
| BUHS | PARISH     | CBI 2  | 24            |
| BRHS | KOSHAR     | CBI 10 | 20            |
| BRHS | SOFRANKO   | CBI 1  | 21            |
| BRHS | SOFRANKO   | CBI 2  | 7             |

In 2019 = 1,371 Students  
 In 2021 = 2,568 Students  
 In 2022 = 2,977 Students



# MCCC Five Pillars

- Renovate the building in 10 years without going to the taxpayers for additional funding (2024)



- Expand our influence
- Expand college opportunities
- Expand opportunities for students with disabilities
- Expand technology integration



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# Meeting with Transition Coordinators



2013

What do you want?



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# Meeting with Transition Coordinators

*What do you want?*

- ➔ Additional supports in academics
- ➔ Supports in your current programming
- ➔ Expand learning utilizing professional environments



# Supporting Students with Disabilities

**INCLUSION  
MODEL  
INSTRUCTION**

**PROGRAM  
SUPPORTS**

**15  
DEDICATED  
STAFF**



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# Supporting Students with Disabilities

## Three New Career Technical Programs

CAREER &  
COMMUNITY  
EXPERIENCE



JTC

CAREER  
TRAINING



CAREER  
EXPLORATION



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# JTC Mission and Objective

## Mission

- The Job Training Coordinating Program provides support and assistance to students who require intensive support in order to transition from school to the work environment. Its goal is to help students obtain and maintain competitive or supported employment through individualized and community-based training, collaborating with business partners and developing a support network.

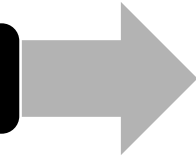
## Objective

- The primary objective is to match a student's abilities and interests with the needs of an employer and provide the necessary supports so that the student can be successful in the work environment. This occurs through a support network of individualized, on-the-job training facilitated through job coaches.



# Career Assessment

MCCC and Sending Districts Shared Interests and Goals:



*Providing students with experiences that allow for career awareness, exploration and planning*

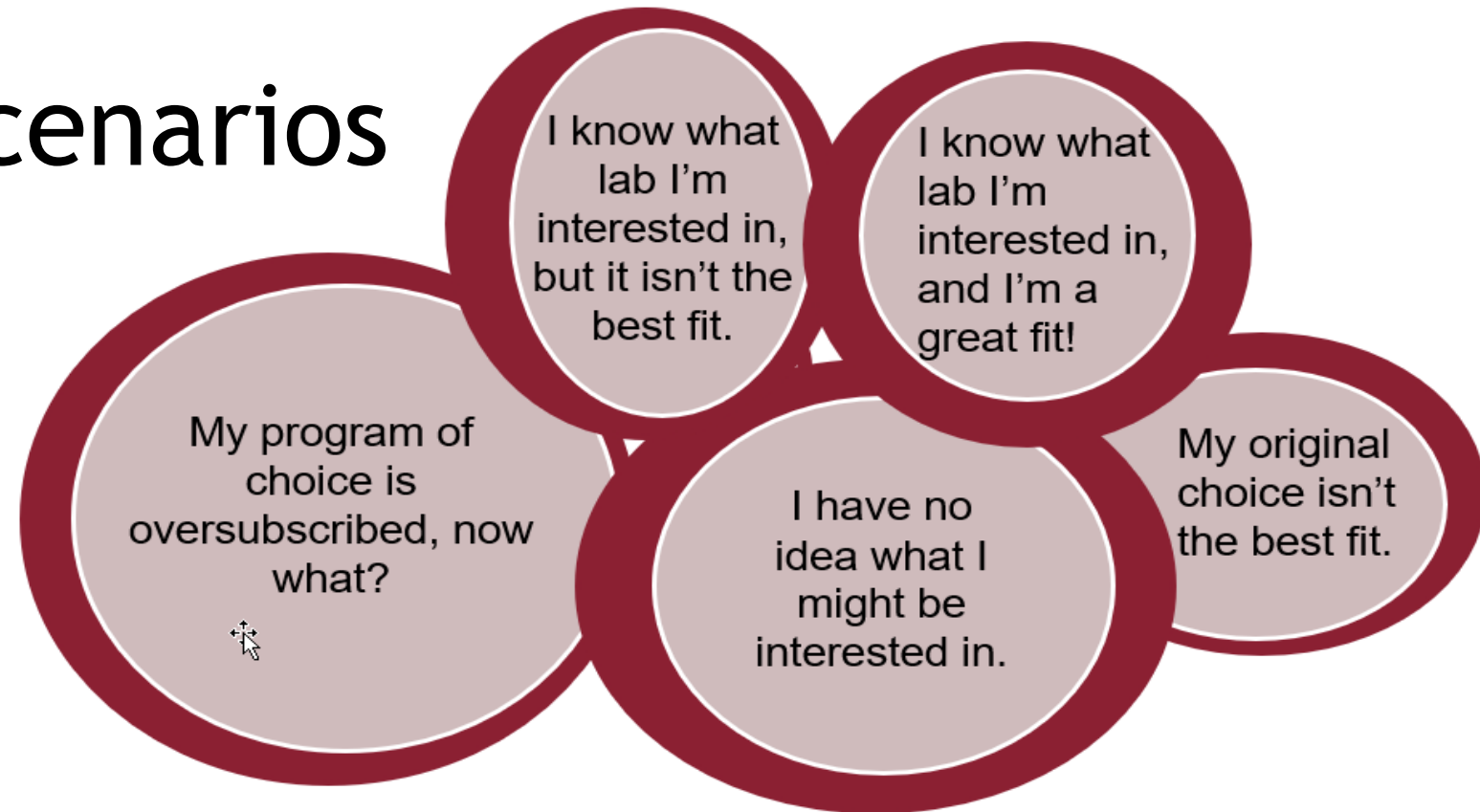
*Placing students in career majors of interest to them, which they also have a strong correlation to, thus promoting competitive employment and long-term success*

*In accordance with Section 3323.011 of Senate Bill 316:*

*To plan for appropriate measurable postsecondary goals based on age-appropriate transition assessments related to employment in a competitive environment*

# Career Assessment

## Student Scenarios



# Career Assessment

## Career Planning

### Implementation Through the Career Development Services Plan:

#### 9 - 10<sup>th</sup> Grade

##### *Career Assessment*

A service offered to students who are interested in investigating career-technical fields of study. During this process, students complete a wide variety of activities that measure their aptitudes and define their interests. This information is then related to work and potential career technical programs which correlate with the students' aptitudes, employability skills and interests to make successful program choices. A comprehensive Career Assessment provides students with tools and knowledge to make informed choices regarding future educational and career plans.

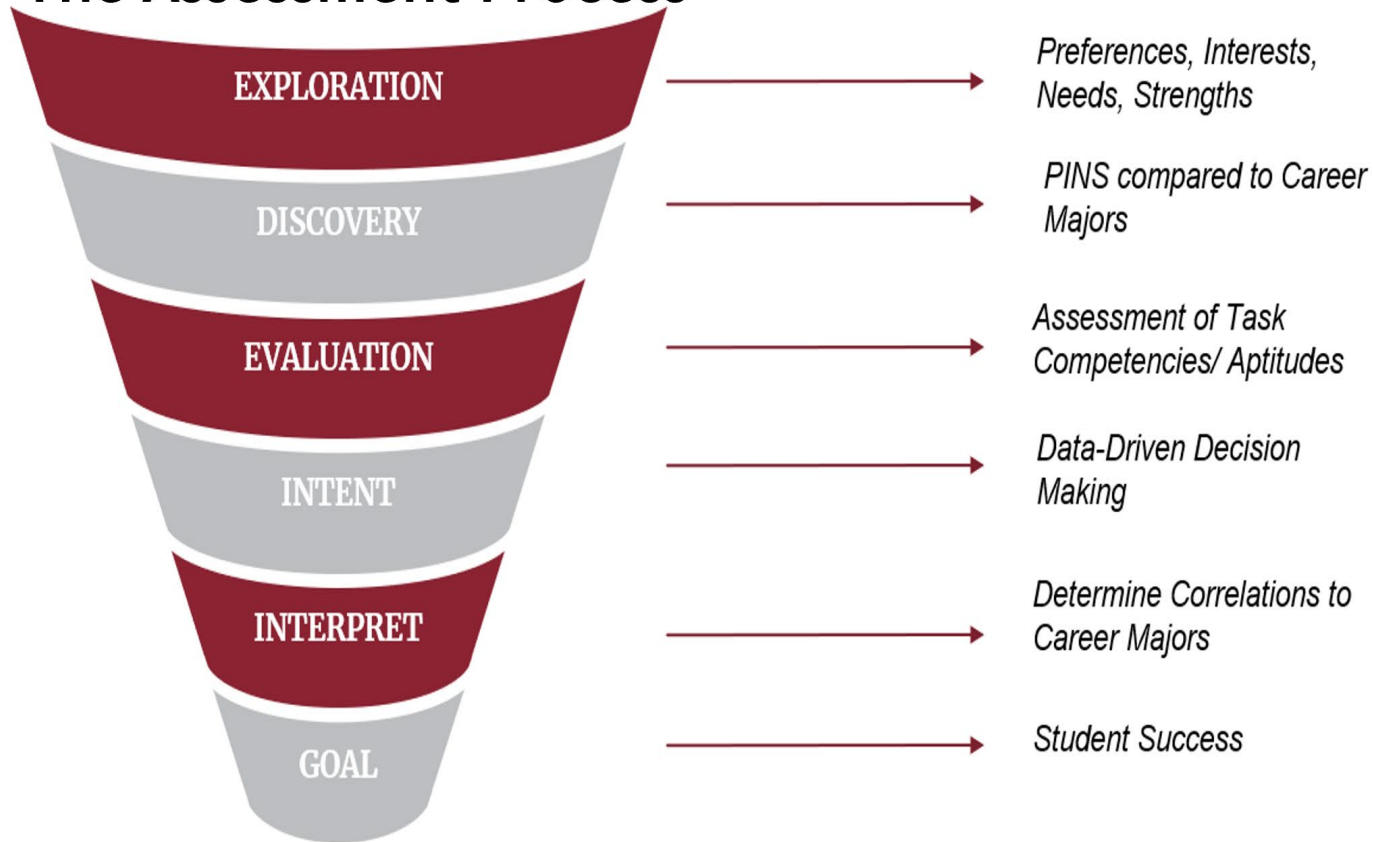
## Hands On Career Skills at MCCC

#### 11<sup>th</sup> & 12<sup>th</sup> Grade

Participate in a 2-yr.  
MCCC Career Major

# Career Assessment

## The Assessment Process





# Career Assessment

## CAREER MAJORS EMPLOYMENT COMPETENCIES

An updated resource, including research-based aptitude and skill set considerations, transferable employability skills and feedback from our career-technical instructors to aide in an informed decision-making process and promote student

# SUCCESS

# Vocational Task Competencies, by Program



## Vocational Task Competencies: Heating, Ventilation and Air Conditioning (HVAC)

| CRITICAL   | ABOVE AVERAGE   | AVERAGE   |
|--|---|---|
| <ul style="list-style-type: none"><li>- Safety Consciousness</li><li>- Form Perception</li><li>- Aiming</li><li>- Diagrammed Instructions</li><li>- Finger Dexterity</li><li>- Manual Dexterity</li><li>- Motor Coordination</li></ul> | <ul style="list-style-type: none"><li>- Written Instructions</li><li>- Spatial Discrimination</li><li>- Digital Discrimination</li><li>- Numerical Aptitude</li><li>- Color Discrimination</li><li>- Conformity to Rules</li><li>- Endurance</li><li>- Measuring Skills</li></ul> | <ul style="list-style-type: none"><li>- Interpersonal</li><li>- Assigned Tasks</li><li>- Clerical/Numerical</li><li>- Communication Skills</li><li>- Verbal Instructions</li><li>- Initiative</li><li>- Verbal Aptitude</li><li>- Clerical/Verbal</li></ul> |

# Workplace Foundational Skills, by Program



Workplace Foundational Skills and Competencies: COSMETOLOGY

|                      | CRITICAL   | ABOVE AVERAGE  | AVERAGE   |
|----------------------|--|--|---|
| <b>RESOURCES</b>     | - Allocation of Time   | - Allocation of Money<br>- Allocation of Material and Facility Resources |   |
| <b>INFORMATION</b>   | - Organize/Maintain Information<br>- Interpret/Communicate Information |  | - Use Computers to Process Information          |
| <b>INTERPERSONAL</b> | - Serve Clients/Customers<br>- Work with Cultural Diversity            | - Participate as Team Member<br>- Teach Others<br>- Exercise Leadership  |   |
| <b>TECHNOLOGY</b>    | - Apply Technology to Task(s)  | - Select/Use Technology  |   |
| <b>BASIC</b>         | - Listening<br>- Speaking  | - Reading  | - Writing<br>Arithmetic/Mathematical Operations |





# Career Training Program

Provides students the opportunity to participate in one of the Medina County Career Center's career majors with the assistance of a JTC team who:



Monitors progress within the career-technical program, progress in academic placements and progress with industry-specific employability skills



Has ability to make modifications to curriculum/outcome based on team decision(s)



Has ability to provide job-coaching in the lab setting



# Career Training Program: Offering Opportunities

- ⚙️ Students have now been supported in 19 of 23 offered career majors
- ⚙️ Two seats per program available with cap of 20/graduating class
- ⚙️ 89% retention rate 2019-present
- ⚙️ 10% have moved to general programming status with VOSE support
- ⚙️ Option for 'Career Training' Passport at graduation
- ⚙️ Opportunity to serve on Presidents' Council



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# Career Training Program: Industry-Specific Employability Skills to Promote Competitive Advantage

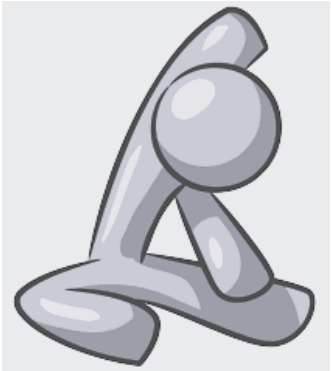
## Employment Competency Rating Scale (ECRS)

- ⚙ Individual to each career-technical lab/program
- ⚙ Ongoing monitoring
  - ⚙ Industry-specific employability skills
  - ⚙ Identification of deficit(s)
  - ⚙ Implementation of supports and interventions

| INFORMATION MANAGEMENT  |  |   |  |
|---|--|---|--|
| The student can find, interpret and communicate information. They can organize and maintain files. They can also use a computer to process information. |  |   |  |
|   | 1<br>Needs Improvement   | 2<br>Developing   | 3<br>Proficient  |
| Organize/Maintain Information   | The student demonstrates difficulty collecting and organizing information and materials needed for a task. | The student can effectively compile information and resources in a clear, logical and legible manner.                 | The student can effectively organize and evaluate the relevance and accuracy of information. |
| Interpret/Communicate Information   | The student has difficulty representing, conveying and communicating information with others.              | The student can represent, convey and communicate information with others effectively as a member of a group or team. | The student can independently represent, convey and communicate information with others.     |
| Use Computers to Process Information  | The student has a difficult time using computers to complete task(s).                                      | The student can independently use computers to complete task(s).  | The student can independently and efficiently use computers to complete task(s).             |

| INTERPERSONAL SKILLS  |  |   |   |
|---|--|---|---|
| The student can work on a team, teach others, serve customers, act as a leader and work with diversity. |  |   |   |
|   | 1<br>Needs Improvement                                     | 2<br>Developing   | 3<br>Proficient   |
| Participate as Team Member  | The student continues to develop basic interaction skills. | The student is able to interact appropriately in social settings. | The student is able to initiate positive interactions with others and participate constructively as part of a team. |
| Work with Cultural Diversity  | The student is developing an understanding of diversity.   | The student understands diversities and similarities.             | The student can work effectively with people different from themselves.   |

# Career Training Program: Flexibility on the Continuum



More Supported JTC  
Programming

Career Training

General CTE Programming  
with VOSE Support



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# Career Exploration Program

## PURPOSE

The Career Exploration Program introduces students to a variety of career technical programs. To better prepare for future vocational and career experiences, students learn professional communication techniques and employability skills, including problem-solving, leadership and collaboration.

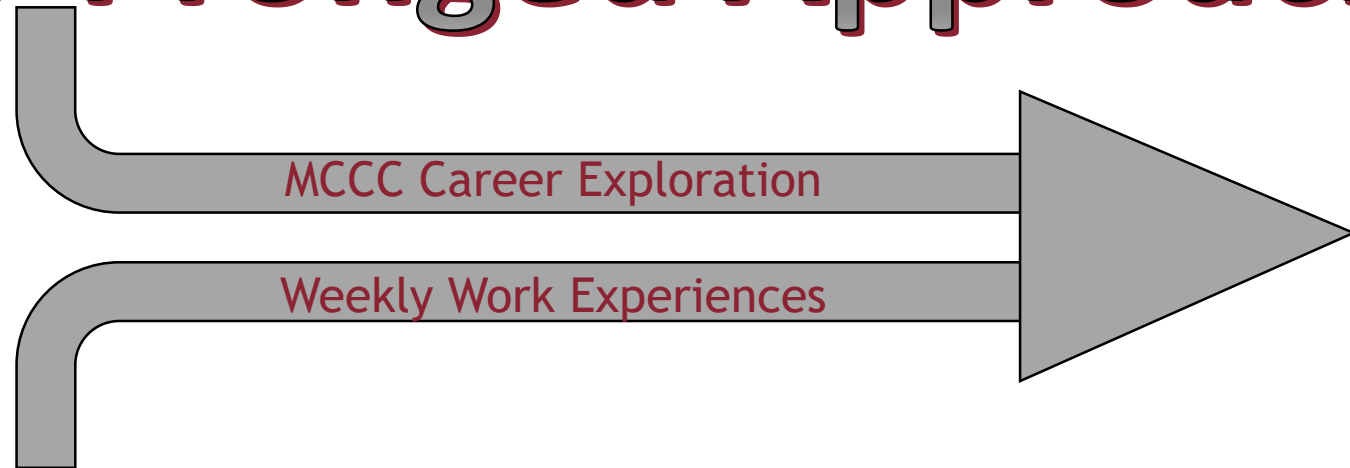




# Career Exploration Program



## Two-Pronged Approach



### 1) MCCC Career Exploration

Students have the opportunity to visit every lab in the building throughout the school year and to have supplementary experiences in areas of particular interest; including related community business shadowing.

# Career Exploration Program

## 2) WEEKLY WORK EXPERIENCES:

\*Career Exploration I –



\*Career Exploration II –



\*Additional Community Partners –

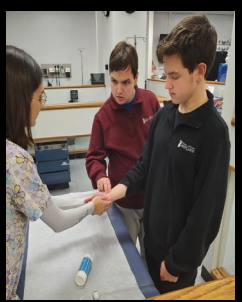


# Career Exploration Program



- \*Students are out of the classroom having a hands-on career or job-related learning experiences up to 3 days per week.
- \*Certification opportunities include OSHA, First Aid, CPR, AED, and Customer Service.
- \*The student population served ranges from mild-moderate to moderate. Up to 9 students per class attend for ½ day (two sections).
- \*Candidates are in the exploratory phase of career planning and are capable of competitive integrated employment. They may lack experience and/or need to work on soft skills.

# Career Exploration Program



\*While in class, students utilize the Education Associates job and life skills curriculum.

\*The lessons focus on soft skills such as professional communication, teamwork, customer service, workplace etiquette, resume writing, interviewing, health literacy, and financial literacy.

\*Students participate in SkillsUSA for their Career Technical Student Organization and have the opportunity to enter competitions.

\*High rate of job placement: 4/5 senior students are currently working. Students have early placement opportunities during senior year, as well as summer internship opportunities.

\*Students may stay in Career Exploration for two school years or may have the opportunity to participate in a standard career technical lab during their senior year, as appropriate.



# Career Exploration Program: Care Closet



\*Opened during the 2019-2020 school year, the MCCC Care Closet supports students needing food and household items.

\*The Student Assistance Specialist, as well as the Career Exploration Program instructor and students, help maintain and organize the Care Closet and donations, which are then distributed discretely to students in need.

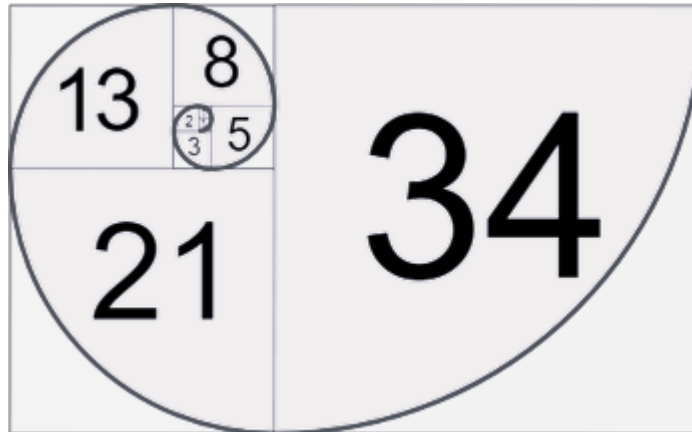
\*Care Closet items include non-perishable food, refrigerated food, baked goods, toiletries, paper items, cleaning supplies, new hats, gloves, t-shirts, and socks, as well as gently used coats and jackets.

\*Donors include Apple Mobile Leasing, Buehler's Fresh Foods, Feeding Medina County, Fuserashi International Technology, Inc., ID Images, Leadership Medina County, NOMS Podiatry, Omni Home Health Care, Sandridge Food Corporation, and the VanEpp Foundation.

# Career & Community Experience



**Career and Community Experience**  
Ready • Willing • Able



# Career & Community Experience




Watch Video!






# Career & Community Experience

 **2017-2018:** The school year started the reimagining period for CCE. 95% of what was taught consisted of simulated soft skill development in the classroom. Students had one weekly community business experience, nothing consistent. The focus was life skills development and personal food production.





# Career & Community Experience

 **2018-2019:** The school year transitioned to a 60/40 model. 60% live business soft skill development in the lab and 40% weekly community business experience.

**In Lab:** Skill Development included SWAG Shop, Dental packet production, Kindness Cart, Recycling Program, MCCC Mail Delivery, Eyeglasses w/ Optical, Towels & Sorting w/COS, Construction Projects w/ Construction Trades.

**Community Business Partners:** McLak & GFS 2x per week




**Fist Bump – Wave – High Five**



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# Career & Community Experience

 **2020-2021 THE COVID YEAR!** Transition to virtual job skill development due to COVID shutdowns. We maintained some live work opportunities with MCCC Mall maintenance, SWAG Shop ( in-house sale), Recycling, Shredding, and Classroom Vocational Curriculum.

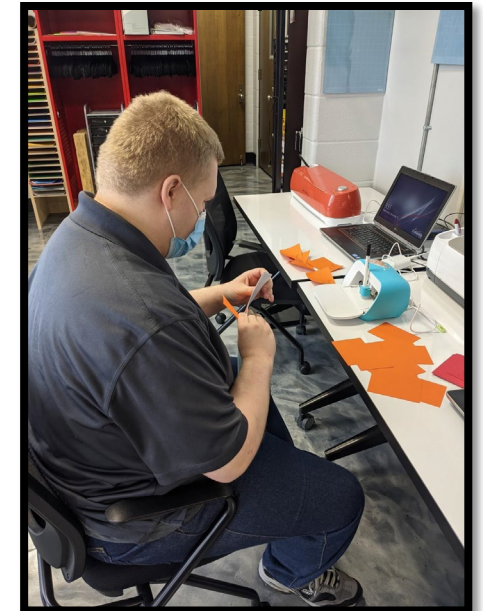
## Community Business Partners:

CCE I and II

McJak Candy


3x a week in the fall

2x a week in the spring





# Career & Community Experience

 **2021-2022:** Transitioned to an 80/20 model. 80% Immersive Job Training, 20% social skills & job skill development for both CCE I and II. Start Person Centered Planning with individualized student placements. Continuation of services to summer employment to include Job Coaching.

## Community Business Partners:

McJak Candy 2x per week,

Twisted 2x per week,

Feeding Medina County 1 x per quarter

SWAG Shop 2 x per year live sales



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# Programming - Career opportunities for students with disabilities



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# Senior Awards Ceremony



**Watch Video!**



# Questions and Contact Information



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Career Training

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