Secondary Employment Programming

Presented by Lindsey Anderson

OSSE Division of Specialized Education
Secondary Transition Webinar Series

Webinar Overview

Objectives

- Identify school-based employment preparation activities
- Identify community-based employment preparation activities
- Identify strategies that can be used to develop partnerships with local businesses and community organizations

Guiding Questions

1. How can I prepare students for employment on the school campus?
2. How can I prepare students for employment out in the community?
3. How can I develop relationships with local businesses in order to offer students work-based experiences?

Guiding Question 1

How can I prepare students for employment on the school campus?

Career Education

Career Awareness

Career Exploration

Career Preparation

Career Assimilation
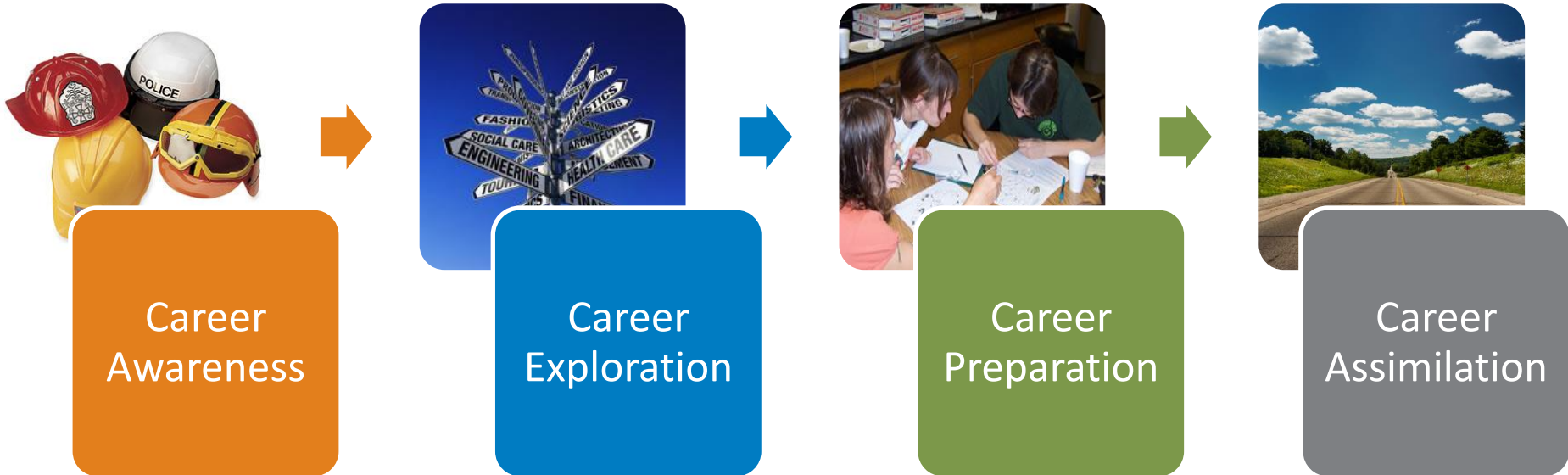
Career Awareness

- Starts in elementary school and continues through middle school

- Basic awareness of the existence of work and the role of a worker

- Develop an appreciation of all careers

Career Exploration

- Starts in middle school and continues into high school

- Exploration of interests and abilities in relation to various life-styles and occupations

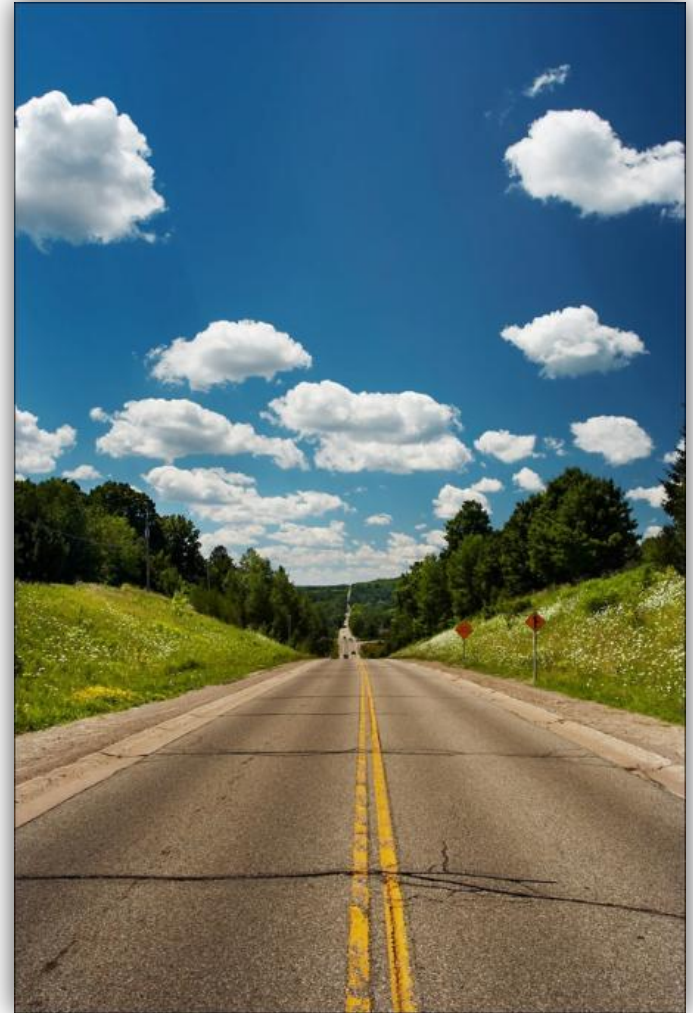- Should include school- and community-based opportunities

Career Preparation

- Begins in elementary school, but must become a priority in high school

- Career decision making

- Skill development

  – Self-determination

  – Employment preparation skills

Career Assimilation

- Final years of high school

- Finalize plans for transition to post-secondary environments

Integrating Academic & Career Education

- Modify career and academic courses to encourage the learning and application of both sets of skills

- Require senior projects in which students participate in a culminating experience related to their chosen career path

- Offer classes related to occupational clusters, career pathways, or career majors

- Give hands-on assignments that require the application of academic skills to career related activities

(Test, Aspel, & Everson, 2006)

On-Campus Training Opportunities

School-Based Enterprises

On-Campus Jobs

Job Clubs

School-Based Enterprises

Allow students to run a small business, complete work for area businesses, and/or complete work for volunteer organizations.

Examples of School-Based Employment

Mobility
Navigating the campus

On-Campus Jobs

Paid or non-paid work experiences in which a student is placed in a real job under the supervision of a school employee.

Job Clubs

- Group of students come together with the common goal of finding and keeping competitive employment

- Activities may include:
    - Peer supported job searches
    - Development of résumés
    - Exploration of local job market
    - Visits to local businesses
    - Development of skills needed to obtain and maintain employment

Guiding Question 2

How can I prepare students for employment out in the community?

Benefits of Community-Based Training

- Promotes generalization of skills

- Offers a high level of interaction with individuals without disabilities

- Exposes students to a wider variety of careers and job tasks

- Places students in natural environments

C.I.T.Y.
Career Investigations for Transitioning Youth

Job Site Visits

- Tours of local job sites that focus on the work available at the site

- Allow students to see the variety of jobs available under one roof

CITY Program

Job Shadowing

- Provide students with the opportunity to try out a job by working alongside employees at an area business

- Students develop a more comprehensive understanding of the duties associated with a particular position
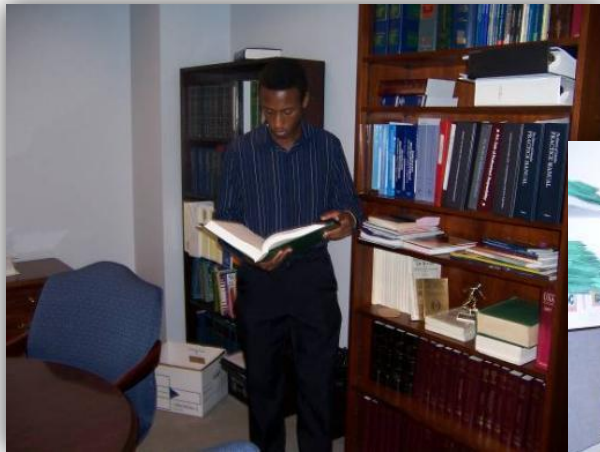
Job Shadowing with CITY

Internships

- Allow students the opportunity to spend an extended period of time at a single job site

- Students develop the particular skills and knowledge needed to work in the career area

Internships with CITY

Other DC Resources

Guiding Question 3

How can I develop relationships with local businesses in order to offer students work-based experiences?

What Employers Want

1. To meet a specific company need

2. To meet an industry-wide need

3. To meet a community need

"It is better to find out what your customer needs and wants and then match it to what you have to offer than it is to try to get them to buy what you're selling."

Informational Interviews

1. Ask to meet with someone who knows about the business.

2. Make the meeting request easy to say "yes" to.

3. Be prepared.

4. Show interest.

5. Keep it short.

6. Thank the employer for his or her time.

(Luecking, 2009)

Community Mapping
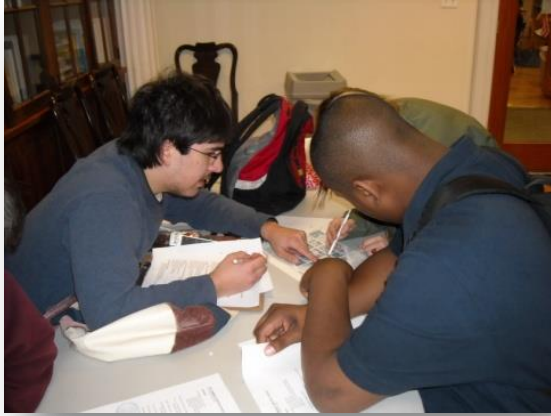
Planning for a Successful Student Experience

What is Community Mapping?

Process of going out into a community and working with a team to:

- Investigate
- Gather information
- Have experiences and conversations with the goal of meeting an instructional objective

Community Mapping as a Tool for Skill Development

Offers an opportunity for students to use and develop a wide variety of skills in a real-world context

- Working in groups
- Interviewing/asking questions
- Collecting and making sense out of information

Preparing for Community Mapping

Step 1: Preplanning

- Identify a clear instructional goal for community mapping

- Decide on what the students need to learn/see/experience in order to reach the goal

- Find out the resources that the school has for the mapping activity

- Decide where students should go in order to learn/see/experience what you've decided on

- Decide on what students should do at each site

Preparing for Community Mapping

Step 2: Scouting

- Find a map of the area you plan to map

- Decide on routes for mapping based on preplanning decisions and class size

- Take at least one walking tour to check time and troubleshoot any problems that might come up

Preparing for Community Mapping

Step 3: Preparing survey instruments, materials, and directions

- Create instructions for each group
- Create materials for each role

Materials and Equipment

- Pencils
- Crayons
- Plain paper
- At least 1 clipboard per group
- 1 camera (camera phone) for each group
- 1 bag to collect artifacts for each group
- 1 map per group
- 1 set of survey sheets for each group
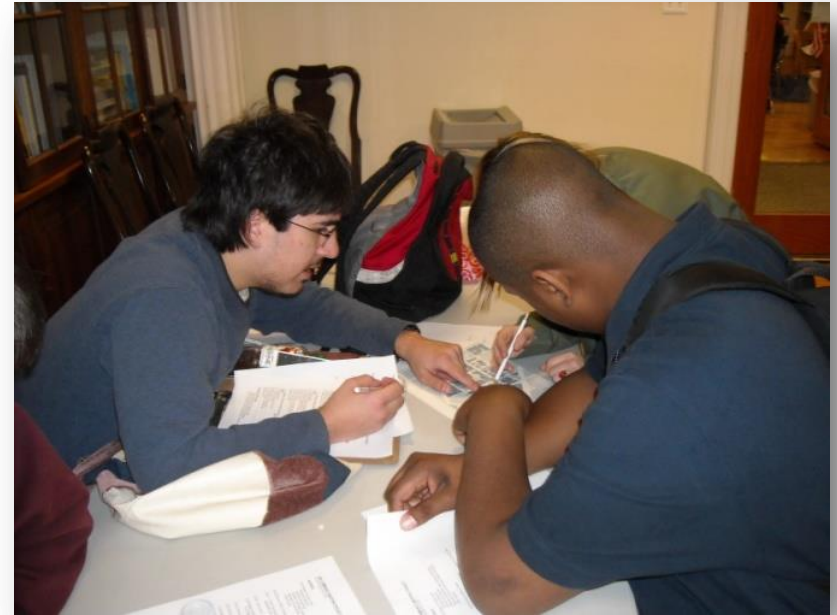
Implementing Community Mapping

At least 3 sessions

- Session 1: Preparing Students for Community Mapping

- Session 2: Community Mapping

- Session 3: Reflecting

Session 1: Preparing Students

- Clearly state the goals and objectives of the community mapping

- Discuss and practice skills needed for the experience

- Divide class into small groups and distribute essential information to each group

Community Mapping Activity – Group Member Roles

Responsibility	Tasks	Ranking
Organizer Should be someone who can guide and keep track of the whole group	• Passes out materials • Keeps everyone with the group and on task • Assists group members when they need help or have questions about their tasks	
Navigator Should be a person who can read and chart a route on a map	• Uses the map to guide the group • Keeps track of all of the places the group visits and the route the group follows • Takes notes about the places visited	
Photographer	• Takes 8 – 10 photos that seem important throughout the day • Makes notes of each photo taken including its location and importance	
Collector	• Collects objects that represent the campus • Collects campus newspapers, flyers, brochures, business cards, etc. • Makes notes of what is collected, where, and why	
Interviewer Should be someone who is comfortable asking people you don't know questions	• Takes notes about the people met • Asks questions	

After listening to the description of each of the roles, think about which roles are interesting to you and that you think you could do well. Please rank your interest in the roles using 1 – 5 (1 is the role you most want and 5 is the role you really don't want to do). I will use this information and the results of your pre-assessments to form groups and assign roles for community mapping.

Session 2: Community Mapping Fieldtrip

- The actual experience generally takes about 2 to 3 hours

- Chaperones are simply observers
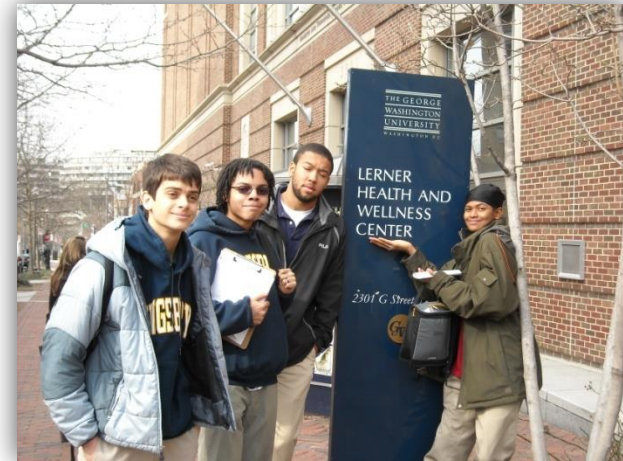
GW COMMUNITY MAPPING PROJECT
A University as a City

AGENDA:

8:05 Meet in 3rd Floor Library
        -Divide into groups
        -Review individual jobs/ responsibilities
        -Review group rules and responsibilities
        -Plan route in groups

9:00 Drive to GW

9:30 – 12:05 Community Mapping
        -Students visit sites/ buildings/ programs & collect info
        -Eat lunch

12:05 Meet at GSEHD Doctoral Services Building
        -DSS student panel
        - Reflection activity
        - Thank you letter

2:00 Drive Back to Kingsbury
        - Divide poster topics among groups
        - Begin planning poster with group

3:00 Dismissal

GROUP 1: Sites and Tasks

1. Ivory Tower

TASK	Student(s) Responsible	Completed
1. Observations		
2. Take a picture of students eating and outside of the building.		
3. Ask a student: Where is your favorite place to eat on campus?		

2. Lerner Wellness Center

TASK	Student(s) Responsible	Completed
1. Observations		
2. Collect brochures about fitness programs.		
3. Take a tour of the facility.		

3. Gelman Library

TASK	Student(s) Responsible	Completed
1. Observations		
3. Find out what the stacks are and take a picture of them.		
4. Ask 2 students how many hours a week they study.		

GROUP 1: Observations

Ivory Tower   **Time Visited:**

1. What are the food options in the Ivory Tower?

2. What are most people eating?

3. What else do you see students doing?

**Lerner Health & Wellness Center**   **Time Visited:**

1. What types of classes can you take?

2. Do you have to pay to take classes? If yes, how much?

3. What time does the center open?

4. About how many students do you see working out?

Session 3: Reflection/Debriefing

- Students should reflect on the experience, both as a process and in terms of what they learned

- Can be a conversation or can be written

- Examples of discussion questions:
  - What did you find difficult/enjoyable about the process?
  - What did you learn about the university that you did not know before?
  - What issues related to the community emerged from your mapping? What might be some next steps regarding the issues?
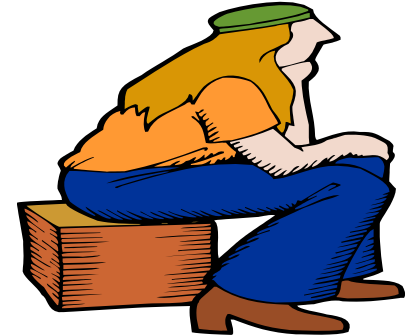
Group Reflection Activity
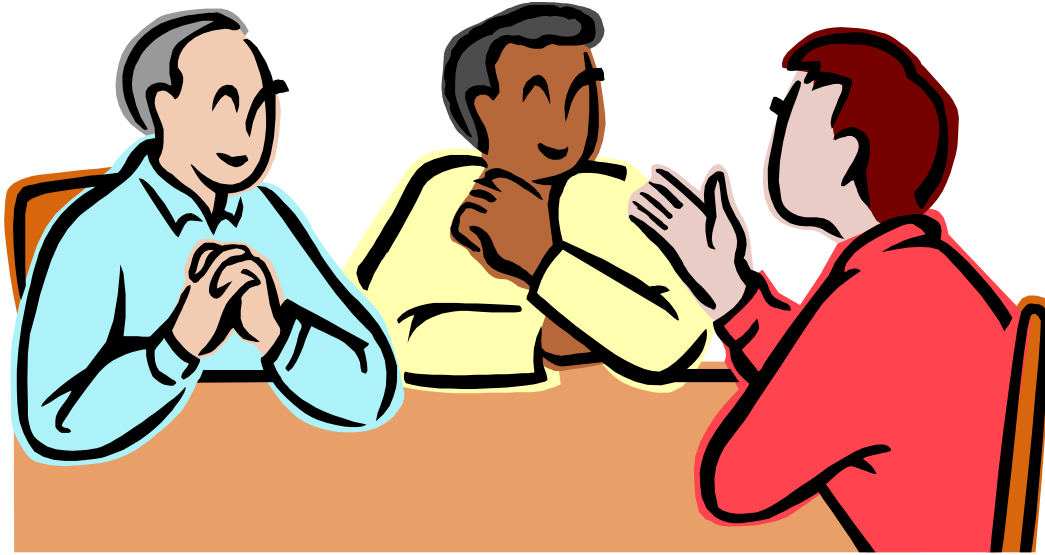
Sharing the 3 W's

- Wow
- Wonder
- Whine

Wrap-Up

Guiding Questions

1. How can I prepare students for employment on the school campus?

2. How can I prepare students for employment out in the community?

3. How can I develop relationships with local businesses in order to offer students work-based experiences?

References

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