Mapping Resources:

Aligning Resources to Prepare Students with Disabilities for Work And Life

Welcome to our workshop

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What?

Prepare SWD for careers in the workforce.

Through -

- Explicit instruction
- Authentic experiences
- Interdisciplinary collaboration

What?

What needs to happen in our schools to prepare students with disabilities [SWD] for the workforce?

What Needs to Happen or Is Happening Now?

- How can we best meet the workforce preparation needs of SWD?

  + Create opportunities, flexible funding, building community partnerships, leveraging what resources we do have, redeploy existing resources

- What resources exist to address barriers/achieve desired outcomes?

  + In school jobs, job shadowing, career counseling, job coaches, refresh existing resources,

- What systems barriers exist? Is there a plan to address these barriers?

  + transportation, appropriate assessments, connections with county services, understanding resources, time, capacity to build relationships

Who? Who are the players & partners?

- Students/Families

- Special education administrators/educators

- General education administrators/educators

- Career and technical educators

- Guidance/rehabilitation counselors

- Employers and other community partners

- School psychologist

- Cultural representative reflecting diversity in the community

Why? Discrepancy exists in participation and post secondary outcomes

- National Longitudinal Transition Study reported that 65.3% of nondisabled individuals were employed compared to 17.9% of individuals with disabilities.

- Students with disabilities graduate at a rate of 63% nationwide compared to 83% of those without disabilities.

Why?

Career and Technical Education [CTE] increases school completion and successful post secondary life

Through CTE programs SWD develop:

- Independent living skills

- Personal skills

- Workplace skills

- People skills

Where?

Experiential and authentic learning experiences

Steps to a Career Pathway

1. Self-awareness: Learning more about self.

Begins in middle school and continues to some degree

throughout life. Includes identifying strengths, interests, and areas for growth.

2. Career exploration: Learning about careers that may be a good fit.

Begins in the teenage years and early adulthood. Career exploration includes research and hands-on opportunities to try a variety of career options.

3. Career planning: Creating a "career pathway."

Starts as youth enter high school with more focus near graduation and into young adulthood. Involves identifying a specific career interest and mapping out the initial steps needed to reach that goal.

Research-based curriculum

Practical Assessment Exploration System
Hands-On Work Skills Lab with built in Assessment of Employment Potential. Convert your Classroom or Space to a Workplace.
https://worklifeready.com/paes/

project: discovery
Job Ready.

Portable, Hands-On
Career Exploration & Job Skills Training Kits.
For ALL Levels of Learners.
https://worklifeready.com/project-discovery/

achieve: life skills
Life Ready.

Health & Nutrition.
Independent Living Skills.
Self Confidence & Social Interactions.
Job Preparation.
**https://worklifeready.com/achieve-life-skills/**

PAES®

Research-Based – Data-Driven – Age-Appropriate Transition Assessment of Employment Potential

- **P**ractical **A**ssessment **E**xploration **S**ystem
- Convert typical classroom to a Work Experience Lab
- Teacher/Staff are Job Supervisors, Students are Employees
- Employees explore hundreds of Job and Life Skills in a Work Lab Setting
- Generalizable Work and Life skills Needed for Entry Level Employment
- Emphasis on Independent Work and Appropriate Work Behaviors
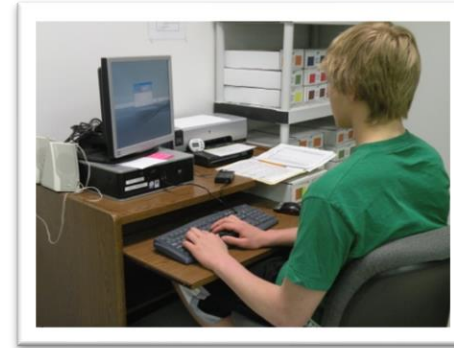
PAES®

Five Components
(Work Areas)
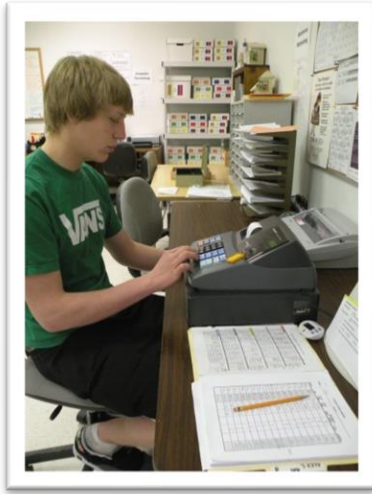
Business/Marketing

Consumer Services

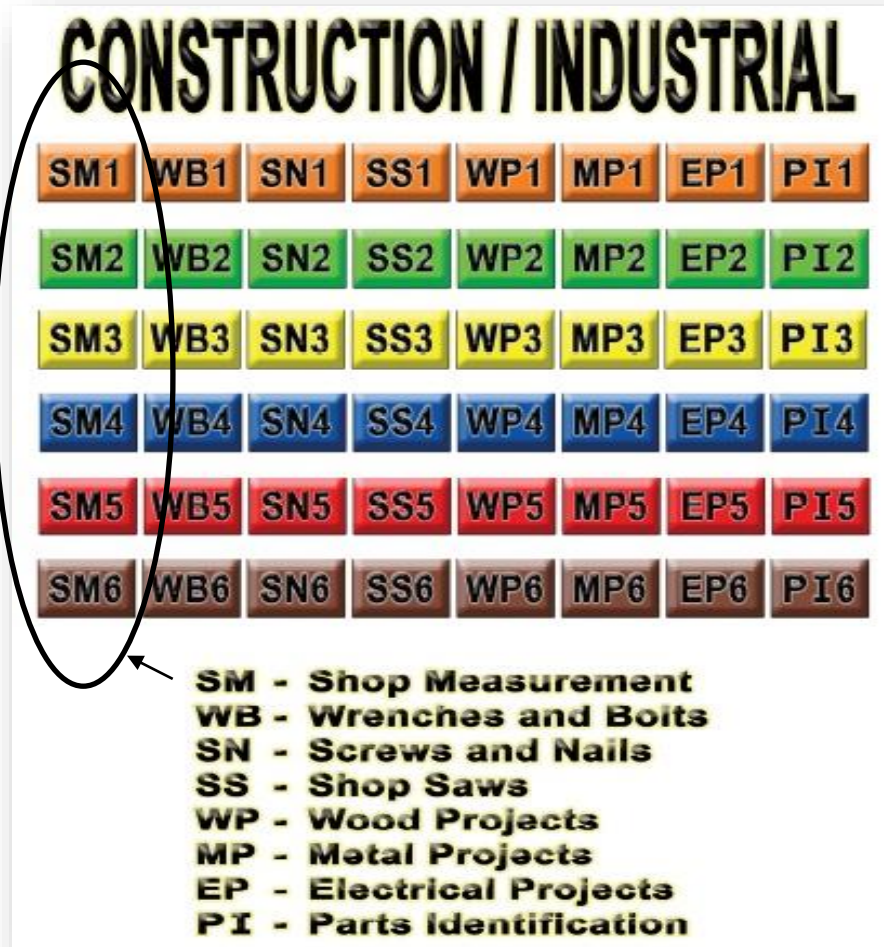Computer Technology

Construction/Industrial

Processing/Production

PAES®

Units (Job Strands)

- Six Jobs per Unit (Job Strand)

- Alpha Numeric Identification

- Jobs are Color Coded from Easiest to Most Difficult

- Student Must Attain 100% Mastery before Proceeding to Next Level of Difficulty

CONSTRUCTION / INDUSTRIAL

SM1	WB1	SN1	SS1	WP1	MP1	EP1	PI1
SM2	WB2	SN2	SS2	WP2	MP2	EP2	PI2
SM3	WB3	SN3	SS3	WP3	MP3	EP3	PI3
SM4	WB4	SN4	SS4	WP4	MP4	EP4	PI4
SM5	WB5	SN5	SS5	WP5	MP5	EP5	PI5
SM6	WB6	SN6	SS6	WP6	MP6	EP6	PI6

SM - Shop Measurement
WB - Wrenches and Bolts
SN - Screws and Nails
SS - Shop Saws
WP - Wood Projects
MP - Metal Projects
EP - Electrical Projects
PI - Parts Identification

CONSUMER / SERVICE
FM – Food Measurement
FS – Food Service
FW – Food Weights
FP – Food Preparation
CM – Cloth Measurement
HS – Hand Sewing
MS – Machine Sewing
CC – Cloth Construction
KA – Kitchen Appliances
HC – Housekeeping Custodial

COMPUTER TECHNOLOGY
DE – Data Entry
WD – Word Processing
MT – Mailing Technology
EM – E- Mail
IT – Information Technology
IM – Information Management
PP – Power Point
DP – Digital Photos

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PROCESSING / PRODUCTION
BA – Bolt Assembly
PA – Pipe Assembly
CA – Color Assembly
FD – Form Design
PD – Peg Design
VP – Visual Perception
TD – Thread Design
PC – Paper Cutting
AT – Analogue Time
DT – Digital Time

BUSINESS / MARKETING
AB – Alphabetizing
IF – Identification/Filing
NS – Number Sorting
CO – Collating
MC – Making Change
CR – Cash Register
TK – Ten Key Calculator
TP - Typing

Performance Summary

SEMI-COMPETETIVE/ SEMI-INDEPENDENT FOR VOCATIONAL CLASSES OR ENTRY LEVEL WORK	NEED ADDITIONAL JOB TRAINING & SUPPORTED WORK EXPERIENCES	NEED ON-GOING JOB TRAINING AND SUPPORTED UPPAID WORK EXPERIENCES
Aptitude Scores above 70%	**Aptitude Scores From 30% through 70%**	**Aptitude Scores below 30%**
***	**	*
These scores are considered as semi-competitive / semi-independent performance and possibly but not necessarily requiring support in vocational classes and entry-level employment.	These scores are considered as needing additional job skills training and supported work experience to help prepare for entry-level employment.	These scores are considered as needing on-going job skills training and supported unpaid work experiences.

Number of PAES Jobs

		Attempted	Successful	Aptitude
**	Business / Marketing	18	16	48%
**	Computer / Technology	24	23	70%
**	Construction / Industrial	20	18	46%
**	Processing / Production	35	28	56%
**	Consumer / Service	25	23	53%

project: discovery
Job Ready.

Curriculum Wishlist

Career Awareness _____
Hands-on and Digital Materials

____ Let's Discover Banking
____ Let's Discover Construction
____ Let's Discover Creative Arts
____ Let's Discover Engineering Technology
____ Let's Discover Human Services
____ Let's Discover Mechanics, Installers, & Repairers
____ Let's Discover Medical Careers
____ Let's Discover Nature's Resources
____ Let's Discover Public Services
____ Let's Discover Travel, Tourism, & Hospitality
____ Let's Discover the World of Business

Career Exploration _____   ## Adapted _____
Hands-on and Digital Materials   *Version of Career Exploration*

____ Beginning Series
____ Cleaning Maintenance
____ Filing
____ Greenhouse Work
____ Grocery Clerking
____ Hair Care & Styling
____ Mail Handling
____ Table Service
____ Child Care

____ Intermediate Series
____ Advertising & Editorial Design
____ Animal Care
____ Autobody Repair
____ Caregiver
____ Carpentry
____ Food Service
____ Graphic Artist
____ Medical Emergency Services
____ Medical Patient Care
____ Health & Nutrition
____ Retailing
____ Skin & Nail Care

____ Advanced Series
____ Construction Trades
____ Electricity
____ Food Technology
____ Law Enforcement
____ Medical Records
____ Small Engine Repair
____ Writing Careers

Job Skills Training _____
Hands-on and Digital Materials

____ Basic Series
____ Auto Detailing
____ Carpenter's Helper
____ Child Care Assistant
____ Food Service Assistant
____ General Office Assistant
____ Horticulture / Greenhouse Worker
____ Lawn Care Worker
____ Retail / Stock Assistant
____ Construction Trades
____ Caregiver

____ Enhanced Series
____ Auto Detailing
____ Carpenter's Helper
____ Child Care Assistant
____ Food Service Assistant
____ General Office Assistant
____ Horticulture / Greenhouse Worker
____ Lawn Care Worker
____ Retail Trades
N/A Construction Trades
N/A Caregiver

Training:

Our team is dedicated to helping you improve outcomes for your students. Training is an important component for program success, and our group of nationally-certified trainers will provide outstanding on-site implementation training. Call us for more details!

800-626-2950 info@educationassociates.com educationassociates.com

education: associates
Job Ready. Life Ready.®

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achieve: life skills
Life Ready.

Curriculum Wishlist

Independent Living Skills _____
Digital Materials

____ Banking: Credit & Loans
____ Banking: Checking & Savings
____ Getting Around
____ Living on Your Own
____ Skills for Buying a Car
____ Renting an Apartment
____ Life Skills for the Telephone
____ Consumer Shopping
____ Customer Service
____ Time Management
____ Perimeter & Area
____ Laundry
____ Using Money
____ Kitchen Safety
____ Kitchen Tools
____ Measurements
____ Baking Math
____ Sales Tax, Discounts, & Tips
____ Study Skills
____ General Housekeeping Tips

Self-Confidence & Social Skills _____
Digital Materials

____ Cyberbullying
____ Bullying
____ Internet Safety
____ Problem Solving
____ Conflict Resolution
____ Self-Esteem
____ Friendship Basics
____ Teamwork
____ Service Learning
____ Social Skills
____ Showing Respect
____ Diversity Awareness
____ Self-Determination
____ Workplace Bullying

Health & Nutrition _____
Digital Materials

____ Planning Healthy Meals
____ Weight Control & Physical Activity
____ Healthy Snacks
____ Healthy Meals on a Budget
____ Food Labels
____ Active Recreation
____ Passive Recreation
____ Dangers of Tobacco
____ Basic First Aid
____ Basic Hygiene
____ Dangers of Alcohol

Job Prep & Employability Skills _____
Digital Materials

____ Planning Career Goals
____ Looking for a Job
____ Developing a Resume
____ Completing a Job Application
____ Interviewing for a Job
____ Positive Attitudes in Getting a Job
____ Your Appearance in the Interview
____ Verbal & Non-Verbal Communication
____ Written Communication
____ Your Appearance on the Job
____ Positive Attitudes in Keeping a Job
____ Maintaining Regular Attendance
____ Following Directions
____ Workplace Literacy
____ Expectations on the Job
____ On the Job Phone Skills
____ Managing Your Money

Items for Consideration

____ **Digital Badge Credentials**
These electronic awards recognize student performance and signify the mastery of specific skills and knowledge!

____ **On-Site Training**
Our nationally-certified trainers provide outstanding, on-site implementation training, including manuals, toll-free support and a site support survey!

____ **NEW Virtual Training**
Our trainers provide comprehensive, remote professional development with engaging video conferencing sessions!

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Supporting SWD with New Resources

- Has your school district determined its most important education needs as a result of COVID?

- How do we best support a positive learning recovery?

- How are you deciding the best resources to support transition planning and implementation for SWD?

- What areas do you need to address for SWD?

- How can you address any needs within your CTE programs?

Elementary and Secondary School Emergency Relief [ESSER]

- These funds can be used for all activities under IDEA, CTE, and Title 1

- Activities addressing unique needs of low income and students with disabilities

- Planning for and coordinating instruction/services during long-term closures.

- Providing mental health services and supports

- Planning and implementing activities related to summer learning and after-school programs

POSSIBLE ACTION STEPS....

- Consider forming a **district action team** to address readiness of SWD for successful careers.

- Have the **district action team** develop a plan including facilitation of school-based teams and analysis of local data.

- Present the plan developed by the **district action team** to the school board or other district workgroups such as the Workforce Development Committee

Step 1: Review Local Occupational/Resource Data

- Find out what the occupation data is in your area: US Department of Labor statistics https://datausa.io/
- Identify existing resources.

Step 2: Form a School-based Committee

Excerpt from Cheryl Hubbard-George's original webinar [Forming a School-based Committee](#)

- Include membership from identified players and partners

- Review post secondary goals of students with disabilities

- Review existing and potential resources (Resource Mapping)

- Review available courses and curricula

- Review students' transcripts

- Identify potential barriers

- Develop plan to address the barriers

Step 3: Create a Mission-driven Action Plan

- Convene school-based CTE/SPED committee to review progress of SWD in CTE/transition related courses

- Survey special education staff about their previous careers and talents that can be brought to this effort

- Create a simulated career discovery lab for SWD (Example PAES Lab)

- Use an experiential curriculum such as Project Discovery to teach prerequisite skills to improve access to CTE courses

Action Plan, continued

- Provide specific, targeted and intentional training to CTE instructors related to supporting the diverse needs of SWD.

- Provide specific, targeted and intentional training to special education teachers related to the workforce and role of CTE in preparing SWD.

- Create a Middle School CTE & Career Discovery Pilot Program.

- Connect with industry/community businesses and develop partnerships.

- Promote mentoring opportunities for SWD.

- Emphasize soft skills/applied skills with students (Achieve Life Skills).

- Make your efforts known to Board Of Directors, Parents and the Community.

What is Resource Mapping?

Resource mapping is a strategy for identifying and analyzing resources that currently exist in your district, school and community:

- o Programs

- o People

- o Services

- o Other resources

Why Do Resource Mapping?

The information gathered via a resource map helps school leaders -

o better assess the needs of the district/school

o make informed decisions about where to focus change efforts.

OBJECTIVES FOR COMPLETING A RESOURCE MAP

- To identify the resources (programs, people, materials, etc.) available to your district, school and community to support the preparation of SWD for the workforce

- To provide documentation and/or a visual aid of what your district/school is doing to realize positive employment outcomes for SWD

- To assess how resources are being used and in what capacity

- To identify gaps, overlaps, and redundancies in resources

- To identify additional resources and/or programming that may be needed

Steps for Resource Mapping – See Worksheets in your Folder

o   Step 1: Pre-Planning

o   Step 2: Map Resources

o   Step 3: Analyze Resources

o   Step 4: Maintain Map and Consider Changing Resources

Step 1: Pre-Planning

o **Identify a resource mapping team and schedule a meeting time –** Include a variety of individuals with different roles in the district/ school and represent range of diversity

o **Complete the *PRE-PLANNING AND TEAM MEMBERSHIP* worksheets**

o **Consider use of a regular staff/administrator meeting** – ideally a district action team focused on workforce preparation for SWD

Step 2: Map Resources

o **Team revisits the *PRE-PLANNING* worksheet questions** – use the plan created to guide the mapping process

o **Identify and organize resources by making a list or visual aid – use *RESOURCE MAP TEMPLATE A & B***

o **Collect the full name of the program/services/activities** – contact person and the population served, how accessed and who coordinates

o Consider creating an electronic spreadsheet or document

Step 3: Analyze Resources

o **Using your resource map or list of resources,** start to observe and discuss any patterns or gaps

o **Use the** *ANALYZE YOUR RESOURCES MAP* **worksheet and your** *RESOURCE MAP* to help think about next steps

o **Data collected from talking with students, parents, and staff may reveal district/school areas of challenge** – inspire conversations about programming and resources

o *IDENTIFY GOALS/NEXT STEPS* **worksheet** – be specific and identify responsible individuals

Step 4: Maintain Your Map

o **Consider changing resources – ongoing process**

o **Set up a plan to maintain and update your resource map-** who will be responsible and how frequently it will be updated

o **Use the *CONSIDERATIONS FOR MAINTAINING YOUR RESOURCE MAP* worksheet** to establish a plan for keeping the map up to date.

o *UPDATE RESOURCE MAP* **worksheet –** any changes need to be communicated to all individuals who are involved/interested, make information easily accessible

Resources/ References

The Need for Innovative Collaborative Efforts to Support Students with Disabilities in Career and Technical Programs to Enable Them Access to High Demand, Meaningful Career Fields
Read Report

TAXONOMY FOR TRANSITION PROGRAMMING 2.0
A Model for Planning, Organizing, and Evaluating Transition Education, Services, and Programs
Read Report

Career Exploration in Middle School
Read Report

From College & Career Readiness & Success Center at American Institutes for Research
An Analysis of ESSA, Perkins V, IDEA, and WIOA
Read Report

mn DEPARTMENT OF EDUCATION

Successfully Preparing Students with Disabilities for Competitive Integrated Employment

Successfully Preparing Students with Disabilities for Competitive Integrated Employment Workbook

Questions?