Resource Mapping:

Aligning Resources to Prepare Students with Disabilities for the Workplace

https://worklifeready.com/resource-mapping/

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Welcome to our workshop

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What?

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

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What Needs to Happen or Is Happening Now?

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

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

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

- Who are the key individuals that can make an impact on the system?

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What?

Prepare SWD for careers in the workforce.

Through -

- Explicit instruction
- Authentic experiences
- Interdisciplinary collaboration

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Who?

Who are the students?

- Students ages 14-21 with ALL disabilities

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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

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Common Core State Standards and Industry Standards

Industry Standards provide a consistent/clear understanding of what students are expected to learn to better position themselves to compete successfully in the workplace.

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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.

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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

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When?

...should SWD participate in career and technical education learning?

Beginning in middle school students can benefit the most from career exploration

- Building self-awareness
- Learning about potential careers
- Developing a plan for reaching future goals

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When?

Interrupt early disengagement from learning

Career exploration engages middle school students at a time when they are at a higher risk for disengaging from learning.

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Where? Where does career and college readiness happen?

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Where? Introductory CTE Courses

Introductory and exploratory CTE courses for middle school students is key to providing critical career exploration skills.

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Where? Experiential and authentic learning experiences

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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.

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Connecting SWD to Careers

- Career pathway strategies support a youth's progress
  from middle and high school education into the world of work.

- A combination of education and training, work-based
  learning, and support services leads to employment in a
  specific field or occupation.

- Mapping out a career pathway can help youth with disabilities
  understand the training, education, and skills needed to
  achieve their employment goals.

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POSSIBLE SOLUTIONS AND NEXT 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

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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.

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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

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Step 3: Create an 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

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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.

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What is Resource Mapping?

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

- Programs
- People
- Services
- Other resources

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Why Do Resource Mapping?

The information gathered via a resource map helps school leaders -

- better assess the needs of the district/school
- make informed decisions about where to focus change efforts.

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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

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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

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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?

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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

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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

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Questions?

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Slide 31

education: associates
Job Ready. Life Ready.

List of ALL Available Titles

Placement Checklist

Contact Sales Rep Heidi

project: discovery
Job Ready.

achieve: life skills
Life Ready.

Career Awareness:
Introduction to career pathways

Career Exploration:
Over 100 career choices to help students find their future

Adapted: ☑ case
Opening career doors for students with autism & other significant challenges

Job Skills Training:
Building marketable skills for high-demand jobs

Job Prep & Employability Skills:
How to get & keep a job

Independent Living Skills:
Daily life skills to promote self-reliance

Self-Confidence & Social Skills:
Improve social communication, self-confidence & behavior

Health & Nutrition:
Learn to care for your mind & body

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

Performance Summary Report

Workplace Skills

Contact Sales Rep Heidi

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

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