

Job Development Toolkit Presentation

Presented by

Anjali Atkins, Long Beach Unified
Desiree Romero, San Diego Unified

PANEL MEMBERS

Ernesto Rivera, San Diego Workforce Partnership
Melissa Nickerson, California Department of Rehabilitation
John Filley, San Diego Regional Center
Mayra Martinez, Community Education Center
Charles Lomack, Long Beach Unified

Agenda

- Introductions
- Agenda
- Ice Breaker
- Characteristics of a successful job developer
- Serving Individuals with Disabilities in Transition and Workforce Development Jeopardy
- Toolkit Exploration Activity
- Build a Client
- Supply Side of Job Development: Job Search Steps and Employment Action Plan
- Demand Side of Job Development: Elevator Pitch Competition
- Panel talk: Question and Answer on the Demand side of job development and Workplace Supports (job carving, Customized employment)
- Employment Proposal Discussion and Activity
- Closure: evaluations

Ground Rules

- Embrace technology!
- Listen
- Participate
- Let's stick to the agenda/purpose of training
- Let's honor time limits
- Have fun, learning is fun!
- Presume competence
- Parking Lot for burning questions



Materials

- Slides and JD Toolkit, and webliography folders posted on Google Drive:
- Down load a free QR code scanner app on your phone/tablet and scan this QR code:



Getting to Know You Activity

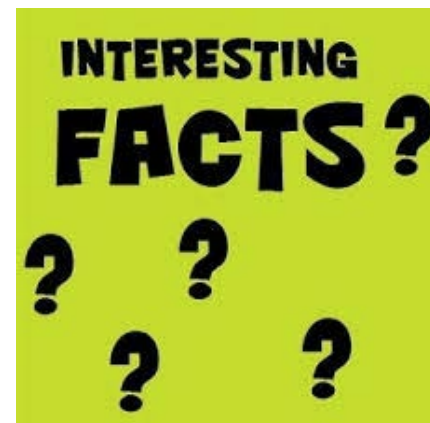
- Complete the Getting to Know You Sheet and share out with your tables!



Getting to Know You Activity

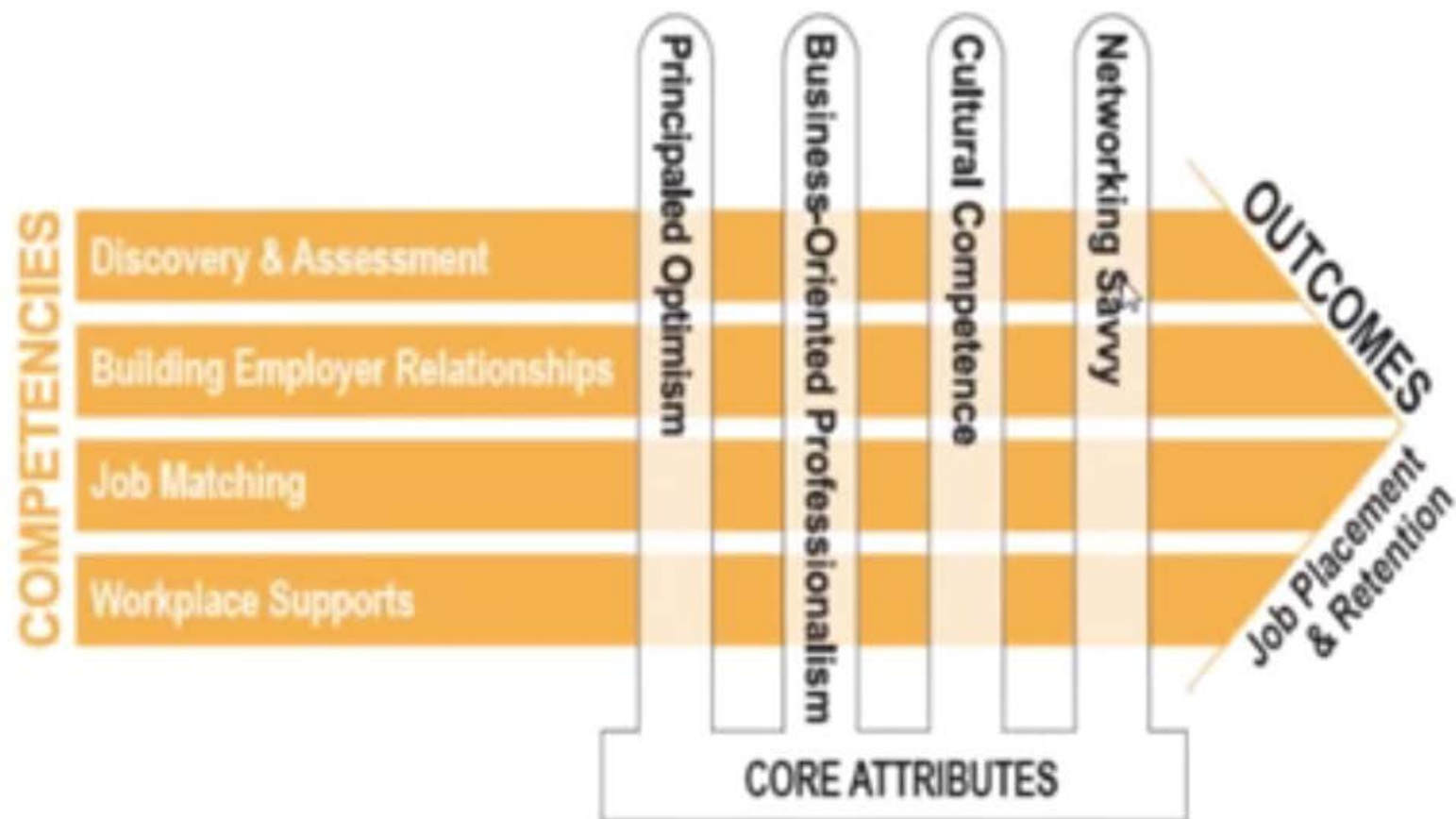
Cont.

- 1) On the large blue post it, add up the total number of years of job development experience at your table and write the number of years at the top
- 2) As a group, choose the most interesting facts at your table and write them on the blue post it to include the most interesting city, choose one non-traditional career, skills/strengths, passions/hobbies
- 3) Last, list barriers to employment that came up more than once in your group sharing



What are the four top qualities a job developer must have in order to achieve high employment outcomes?

In summary



Serving Individuals with Disabilities in Transition and Workforce Development

How does your brain think about disability?



Labels are so old brain



Get the facts right



JEOPARDY!



WEBSITES ON SELF ADVOCACY AND JOB DEVELOPMENT

A's: Google
411 on Disability
Disclosure

B's: Talent Knows No
Limits
<http://tknl.sdsu.edu/>

C's:
Whatcanyoudocampaign.org

D's:
<http://yodisabledproud.org/>

Website Scavenger Hunt

- Explore your assigned website (10 min)
- Be ready to share out:
 - Purpose of the website
 - What Self-Advocacy in Job Development tools you can find on the site
 - One tool you would like to use/try with clients/students

JOB DEVELOPMENT TOOLKIT TABLE OF CONTENTS

A's: Section 1 and
2: Individuals with
Disabilities
Section, Self
Advocacy Section

B's: Section 3 Supply
Side of Job
Development

C's: Section 4 Demand
Side of Job
Development

D's: Section 5
Workplace Supports
and Customized
Employment

Toolkit Scavenger Hunt

- Explore your assigned toolkit section (10 min)
- Be ready to share out:
 - Purpose of this section
 - What Job Development tools you can find in this section
 - One tool you would like to use/try with clients/students/program

BUILD A CLIENT

Look at Your Most Interesting Table Facts Sheet
and Begin Filling in Your Employment Action
Plan

Job Development: Supply and Demand Concept

Provide Employment Services
Assessment and goal development
Establish employment team
Awareness of job market
Job development or self-employment

'Supply Side'

Understand job qualifications
Job development planning
ID triggers/challenges
Independent or facilitated job search
Self-employment training
Asset development /financial literacy
Benefits advisement
Retention/advancement plan
Employment team
Ongoing support
Purpose: Meet job-seeker need

JD Should Be All 3

'Demand Side'

Business Advisory Councils
Labor market identification
Job site accommodations
Hiring incentives
Exploratory interviews
Job testing
Link to education/skills training
Involve in training program development
Purpose: Meet Employers needs

Jobs that meet job-seeker and employer needs

**Customized
Employment-job
carving, CIE**

Ongoing Support to Employee & Employer for Retention, Advancement

Supply Side: 8 Steps of the Job Search Process

- 1) Create a professional email/manage your online reputation
- 2) Assess your interests
- 3) Conduct company research
- 4) Network
- 5) Use other job search methods (job search engines/company websites)
- 6) Tailor your resume to the company and job description
- 7) Complete and submit an application
- 6) Create a personal pitch and follow up on the application
- 7) Interview and interview follow up
- 8) Send a Thank You Letter

The Ideal Linked In Profile



Email address

Password [Forgot your password?](#)

Sign

Join the world's largest professional network.



Get started – it's free.

Registration takes less than 2 minutes.

First name

Last name

Email address

Password (6 or more characters)

By clicking Join Now, you agree to LinkedIn's [User Agreement](#), [Privacy Policy](#) and [Cookie Policy](#).

Join now



Job Search Statistics

- Online only job search- 11 % placement in 1 year
 - Cold Calling job search- 14 % placement in 1 year
 - Walk in- 21 % placement in 1 year
 - Family/Friends connections- 52 % in 1 year
 - Networking- 63 % in 1 year...
-
- Be flexible with your methods! Encourage students to practice all 5 job search strategies!

Supply Side: Employment Action Plan

EMPLOYMENT ACTION PLAN part A sept 9.pdf - Adobe Acrobat Reader DC


File Edit View Window Help

Home Tools EMPLOYMENT ACT... x

1 / 2 202%

YOUTH EMPLOYMENT NETWORK: TPP WAI CaPromise

Employment Action Plan Date: _____



Student's Name: _____ Date of Birth/Age: _____

Student Phone: _____ Student Email: _____

Address: _____

Cross Streets: _____

School: _____ Grade: ____ SLC: _____ Check here if exited:

Teacher/Job Developer/Case Carrier: _____

Job Coach(College Aide, Instructional Aide): _____

Disability (ies): _____

Accommodations Needed: (from IEP and Job Accommodation Network-jan.wvu.edu)

8.50 x 11.00 in

Group vs. Individual Job Search

Group-Demand Focused

- Interview Bootcamp
- Job Fairs
- May be focused on particular industries or job types
- Collaborate with other grants or districts
- Fill an employer or America's Job Center hiring need

Individual- Supply Focused

- Job search focused on students Employment Action Plan
- Set up a work based learning opportunity based on students career pathway of interest (job shadow, Informational interview, internship, direct hire etc.)
- Customized employment

Mock Interviews for Group JD

Mock interview tips:

- Invite actual employers: target is three per school
- Treat this like a job fair
- Use a rubric, take an average score
- Individual panel and group interview: ask if they would hire the student
- Follow up for 2nd interviews



SAVE THE DATE :

Thursday, February 4, 2016

10:00am- 4:00pm

Sycamore Center in Lakewood, CA

5000 Clark Ave, Lakewood , CA 90712

Lunch will be provided.

EXPERIENCE LBUSD'S BEST....

**EDUCATED*EXPERIENCED*EMPLOYABLE
DISCIPLINED*DETERMINED*DEDICATED & READY TO WORK!**

COMING SOON!

**12TH ANNUAL INTERVIEW BOOT CAMP
HIRING EVENT!**

YOUR CHANCE TO FILL CRITICAL ENTRY-LEVEL POSITIONS QUICKLY & EFFICIENTLY!

**Focusing on entry level
positions for direct hire and
internships in the areas of
Warehouse, Health IT,
Customer Service, Retail
and more!**

For more information, contact:

Charles Lomack - clomack@lbschools.net

Kelsey Schafer- kschafer@lbschools.net

Estela Hayward - ehayward@lbschools.net

Mario Venegas - mvenegas1@lbschools.net

Main Office - 562-986-6870 Ext. 261

Demand Side: Getting yourself comfortable..

- Job developing is a form of sales...but you choose what type of salesperson you want to be!



VS



About.com says....

1. Create excitement!
2. Get their attention in the first 15 seconds or less!
3. Don't take "no" for an answer-sometimes 😊
4. Use emotion- but avoid the "Mother Theresa" approach
5. Close the sale with every prospect.



Nervous? Try these things..

- Practice asking for a manager when you're shopping
- Practice cold calling by calling!
- Practice approaching strangers by really approaching strangers- i.e. compliment someone on their shoes, ask what time it is, say hello in an elevator.
- **NEVER TAKE IT PERSONAL!**

Job Developing!

EMPLOYERS

- Do your research on industry
- Do your research on employers
- Know when to call/ stop in to discuss
- Find out the managers name before you call, if possible
- Accepting applications doesn't always mean they are hiring...
- If not hiring- do they anticipate hiring in the future or what are their hiring trends
- Be prepared to share the facts with the nervous employers! (Less workman comp claims, better attendance, accommodations that cost less than 500.00, etc) when disclosing disabilities. Assist with accommodations and supporting employer, as needed (www.jan.gov)

BUILD THEN BAM!!

- An elevator pitch that is clear about the value your institution can create for business
- Develop a relationship, make it personal if you can
- Make connections to local boards, associations, and the public workforce system
- Learn to speak “business.” Make it about THEIR COMPANY not about OUR PROGRAM
- Slow and steady gets the job



Tricks of the Trade...

- Keep conversation at store manager level, if possible. Have marketing materials & business cards ready for drop off or email when asked!
- Offer Incentives, such as the Work Opportunity Tax Credit, free advertising and marketing for their organization, recruitment and screening services, subsidized wages for students for work experience, and business to business networking opportunities.
- Use every opportunity as a networking opportunity! Your business cards are your best friend! Join/ attend industry clubs and events
- Don't know how to network- join a networking club---and network!
- Job developer clubs! They are like Job Clubs- but for Job developers

Tricks of the Trade, cont.

- Do as I say & as I do!- Employer Contact List! Follow Up!
- Use your strengths! Phone, face to face, email, all of the above. Work smart & hard- but never harder always smarter!
- Know what you're going to say, be prepared to answer questions, have materials (marketing and updated/ accurate resumes) available upon request
- Follow up every 2 to four months, depending on hiring trends - example trends:

Retail: Holiday Hiring: Mid July thru October
Retail: Summer Hiring: Early April thru late June

Football: Mid June-August
Baseball: Jan-March



Hidden Job Market

- The *vast majority* of jobs are never advertised — thus, the only way a job-seeker can find out about these jobs is through word-of-mouth. And it's only through networking that job-seekers can hear word-of-mouth news of unadvertised vacancies. This “vast majority” of unadvertised jobs is commonly referred to as the hidden job market.

Analysis by Katharine Hansen, Ph.D.



Sample Script!

- Phone: (After asking to speak with the manager, whom I get the name of prior to calling):

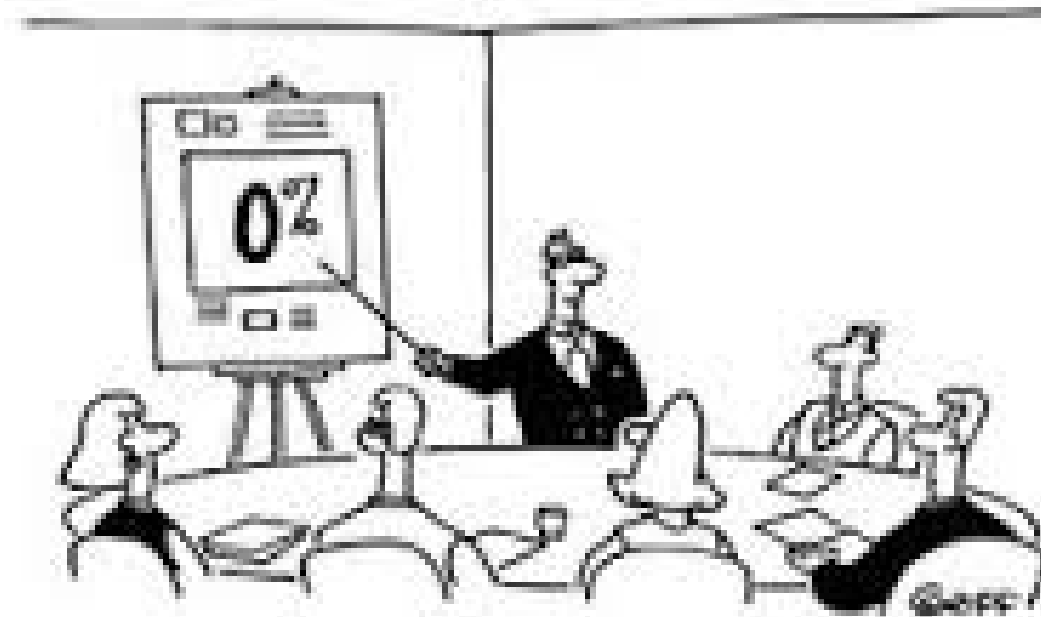
“Hi, my name is _____ and I am with the _____ school district. I am working with high school students to place them into employment and internship opportunities. I have a motivated and reliable student who is passionate about _____ and they are interested in an opportunity to intern at your organization. We offer great incentives for employers to partner with our program and I was wondering if we could set up a time for us to discuss the program and my student in greater detail.”

From the Mouth of Denise Bissonnette

- Conduct an in-depth employer assessment – What are their unmet needs?
- Resolve employer's concerns about hiring people with employment barriers – discover abilities rather than disabilities.
Use a “business minded” approach to creating employment opportunities.
- Look for ways to add value to the employer's workforce.
- Workforce Diversity for employers is an exercise in good corporate responsibility.
- Put aside what you think you know about the group, category or business and meet the potential employer with respectful inquiry.
- Don't forget about gender differences and communication styles.



Demand Side: Marketing Materials



"Our study concludes that this is the percentage of our customers who will buy from us without any effort whatsoever on our part."

Company Research/Job Description

- **NAME OF COMPANY AND WEBSITE:**
- **INDUSTRY:**
- **COMPANY’S MISSION AND VISION:**
- **COMPANIES DIVERSITY AND INCLUSION GOALS:**
- **OVERALL KNOWLEDGE SKILLS AND ABILITIES OF THE POTENTIAL JOB OPPORTUNITY**
- **WHO HAS THE AUTHORITY TO MAKE DECISIONS ABOUT PARTNERING?**

Demand Side: Elevator Pitch

- Create your own pitch
- Share out to your table
- Table chooses the top pitch
- Top pitch at each table will present to the panel for a prize

Demand Side of Job Development

- Employer Rejection
- How to get buy in
- Recruiting, hitting and retaining people with disabilities
- Work Opportunity Tax Credit

Workplace Supports, Job Carving, Employment Proposals

- Regional Center
- DOR
- Now create your own proposal based on the client profile and your company research

Customized Employment and CIE

- Section 5 of your toolkit
- Regional Center and DOR
- Video Resumes
- Employment Proposals- match employers business needs with clients qualifications

The information below regarding job matching is excerpted from *Life Journey through Autism: A Guide for Transition to Adulthood*, by the Organization for Autism Research:

Components of the Physical Job Match

Hours of employment

Acceptable noise levels at the job site

Pay, leave and other benefits

Acceptable activity levels

Physical requirements of the job (e.g. lifting)

Acceptable margin of error

Production requirements

Components of the Social Job Match

Acceptable level of interaction with coworkers

Clear job expectations

Grooming and hygiene requirements

Demands on communication skills

Personal space available

Phone/vending machine/cafeteria

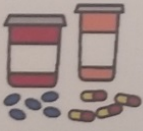
Coworker training and support

Community status

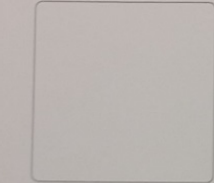
Michael's PM Schedule

DONE

1



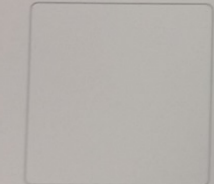
take medicine



2



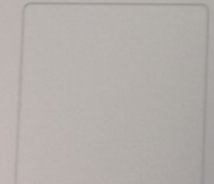
vacuum



3



take bath



4



hang up towel



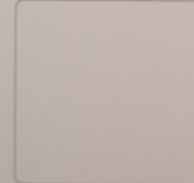
Michael's AM Schedule

DONE

1



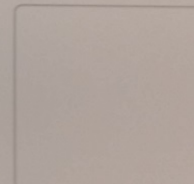
eat breakfast



2



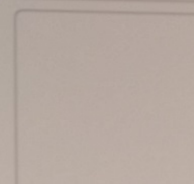
Brush Teeth



3



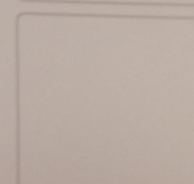
get dressed



4



fold blanket



Picture Schedule

Name each
component

Left to right

Top to bottom

Same names, setup
& expectation each
time



Organized Workflow

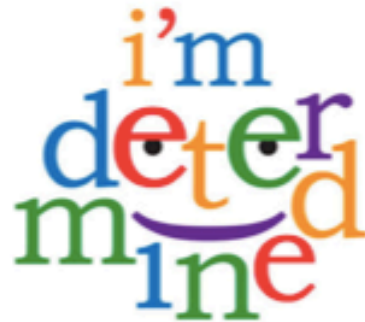
Employment Proposal

- Can be done through a video resume, a memo, letter, or formal proposal
 - A) Statement of benefit to the employer (Demand side)
 - B) Summary of how the service will be provided
 - C) Description of the Potential Employee (from resume)
 - D) Desired employment conditions

Katherine

My Strengths

- On time
- Friendly
- Likes to help others
- I like to keep busy



Interests

- I like collecting stuffed animals and Beanie Babies
- I like all sports
- Watching TV
- Cats

My Preferences

- I learn best by watching others
- I like to work with my hands
- Work with others



My Needs

- Extra time on new tasks
- Help with some directions
- Reminders to care for my personal hygiene: hands, face, hair
- A written schedule/routine



The Discovery Process



WHAT ARE THE ELEMENTS OF GOOD DISCOVERY?

Interviews	Observations	Situational Assessments
<p>Allows us to obtain more information about the job seeker's interests, support needs, successful support strategies, performance in various activities, as well as to identify connections.</p>	<p>Identify several typical life activities that the job seeker participates in successfully at:</p> <ul style="list-style-type: none">HomeSchoolVolunteer/Work SiteDay HabFavorite Community ActivityEvening/Weekend Activity	<p>*Is the site Individualized?</p> <p>*How many hours/days are needed to gather good information from the site?</p> <p>*Do the sites allow you to observe specific tasks you want to learn more about?</p>

ROUTINE CHARTS

It is very important to know what someone's typical routines are so that the facilitator knows where he/she needs to guide the Discovery process.

When creating routine charts, remember to include early mornings, evenings, and weekends.

EXAMPLE: ROUTINE CHART

Morning

- 6 AM, coffee and paper
- 8 AM, walk dog
- 8:30 AM, go to the office

Noon

- Buy lunch at local coffee shop

Afternoon

- Phone calls*
- E-mails
- Presentation or material development
- 5 PM go home

- 6 PM, play basketball at Recreation Center
- 7:30 PM, stop by grocery store
- 8 PM, prepare and eat dinner

Before bedtime:

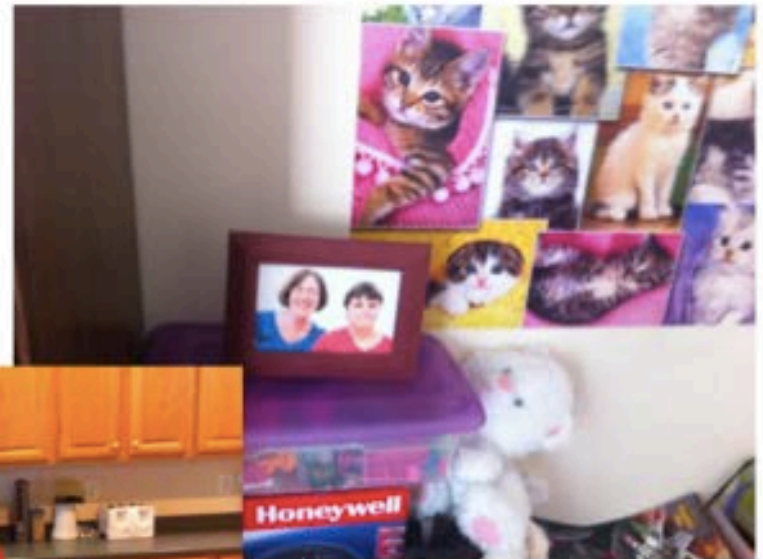
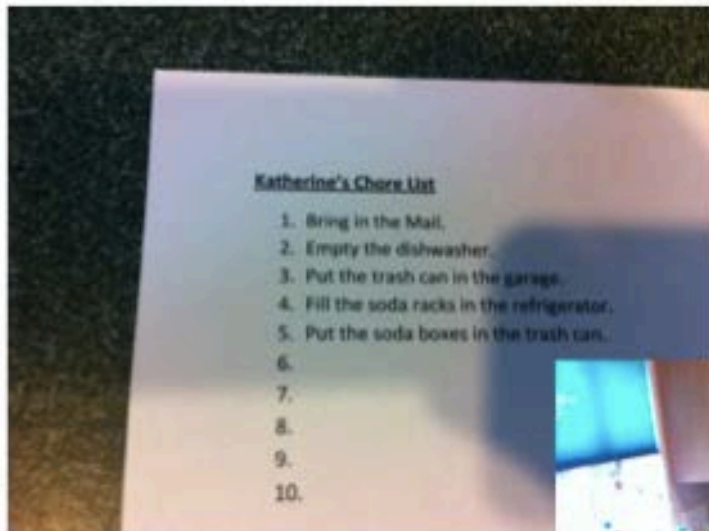
- Catch up on e-mails, read book or watch TV
- 11 PM bedtime

*How do the person's routines vary Monday through Friday? Or week to week?

*Are their activities of significant importance on the weekends?

What does discovery look like?

- Home visit to observe and interview student and family members



What does discovery look like?

- Interviewing other important people in the person's life
- Observe the student in a variety of settings



What does discovery look like?

- Situational assessments
- Participation with the student in activities both familiar and novel
- A review of records



Tasks: What Kat does

-
- 8H30
- 9H
- 9H30
- Can recognize, sort, match and organize merchandise according to size, color and visual placement.
- 10H
- 10H30
- 11H
- 11H
- Can unload a dryer, places towels in baskets and folds a variety of towels to be delivered to locker rooms.
- 12H
- 12H30
- 13H
- Unloads the dishwasher without being asked.
- 13H30
- 14H
- 14H30
- 15H
- Assists with food preparation by locating items needed for recipes.
- 15H30
- 16H
- Delivers messages to the school office and other parts of the building independently.
- 16H30
- 17H
- 17H30
- Strings beads
- Completes household chores such as dusting, vacuuming, feeding the cat, restocking sodas, bringing in the mail and trash cans

Katherine

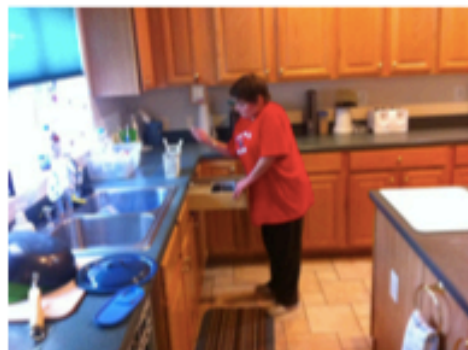
My Strengths

1. On time
2. Friendly
3. Likes to help others
4. Likes to help others
5. Likes to work
6. Creative
7. Leader in small groups
8. Good at organizing
9. Self starter
10. Good listener

My Preferences

1. I learn best by watching others
2. I like to work with my hands
3. Being around people
4. A quiet, structured environment
5. Fun, motivating environment
6. Listening to music while working
7. Repetitive tasks
8. Daytime work
9. Small group setting
10. I like working with women

i'm
deter
mine



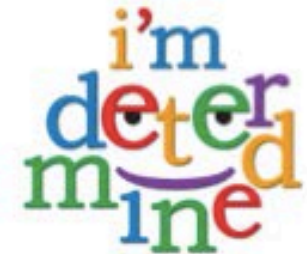
My Interests

1. Collecting stuffed animals and beanie babies
2. Sports
3. Watching TV: stock market, sports
4. Cats (Pictures)
5. Doing the dishes
6. Doing crafts
7. Listening to music
8. Spending time with family
9. Fishing
10. Traveling to Vegas
11. Special Olympics basketball
12. Playing poker with family

My Needs

1. Model and extra time on new tasks
2. Reminder to care for my personal hygiene: hands, face, hair
3. Written schedule/Routine
4. Structured environment
5. Taking short breaks for water
6. Working inside
7. Positive and patient co-workers and boss
8. Concrete tasks with a clear end

Develop a Visual Resume



My name is Mandy



I am a junior at Big Prairie High School, a business owner, and I am looking for a part time job for the summer.

I am an active member of my community



I swim for Big Prairie High School and Mystic Aquatic Club.

I play violin for my school orchestra and in recitals around Mystic and I act in theater productions at the Mystic Community Theater.



Skills and attributes that would benefit your business:

- ☐ Self-directed and internally motivated
- ☐ Diverse interests
- ☐ Conscientious and honest
- ☐ Good speller and typist
- ☐ Responsible
- ☐ Works independently to fulfill expectations
- ☐ Follow written task lists

- ☐ Enjoys recording and tracking events in writing and on calendars, and charting the completion of tasks
- ☐ Organized
- ☐ Detail oriented
- ☐ Focused on the task at hand
- ☐ Great manipulation skills with small objects
- ☐ Neat handwriting

Case Study Example: Andy

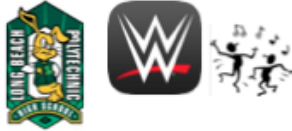
Andy Tuche-Avila

History

Born: Long Beach, CA

School: Poly High School

Activities: I enjoy playing video games, watching WWE, and dancing.



Places



Participants

Family: Mom, dad, brother, sister, and niece



Education

Class of
16



Recreation/Socialization

**VIDEO
GAMES**



Independent Living Skills

- I know how to take the trash out
- I collect cans
- I can make very simple meals
- I would like to be able to live on my own.



Video

Resume <https://www.youtube.com/watch?v=chm-CdGF8x0>



Mute

I am looking for a position where I can continue working with children

▶ ⏪ 🔊 0:11 / 2:00

⚙️ 📺 🗑️

Tips for Creating a Video Resume

- Create a script with student's response (Use ours!)
- Secure a iPad or Tablet
- Find a quiet area; recommend black butcher paper for background
- Type student responses from script into PPT
- Have 2 people to film; one to give interview cue cards (PPT slides) & one to film
- Use iMovie to create (see handout)

<https://www.youtube.com/watch?v=uftkRErGuHU>

