Presented by: Darla Wilkerson/Owner/The CSI Network
thecsinetwork@gmail.com

TRANSITION CAREER EXPLORATION
INVOLVING PARENTS/FAMILIES AND COMMUNITY
TRANSITION CAREER EXPLORATION
IN VOLVING PARENTS/FAMILIES AND COMMUNITY

Agenda

Work Experience

Roles of Parents/Family and Community

Resources
WORK EXPERIENCES!  
STARTS WITH YOU!
Discovery is NOT Assessment

To Assess: Determine the rate or amount of something, to make an official judgment, or to determine the importance, size, or value

To Discover = learn, realize, see, find, uncover, detect

Discovery = detection, finding, sighting, breakthrough
Discovery = understanding the pathway to employment

Everyone is on a path to the job/career that is right for them.

It’s our job to assist them along that pathway to discover and explore in order to make the best informed decision possible.
WORK EXPERIENCES

What is it.....

• Starts with the assumption that all people are employable

• Is a strategy that job seekers and employment professionals use to gather more information

• Helps create more information about conditions, preferences and contributions

• Time limited opportunity that enables a person to experience the job tasks as well as experience the work culture in order to make a more informed career choice
**WORK EXPERIENCES**

**Why** is it important for you to get to know the youth and help them to get to know themselves?

- Identify supports that are needed to enhance a person’s overall quality of life through work.
- Better determine career preferences, desires, and support needs
- Identify best possible *job match*
WORK EXPERIENCES

Why Discover/Why Experience?

1. Understand what you HAVE to have in a job/career
2. Design career options
3. Be aware of what steps are required
4. Ensure informed choice
5. Highlight marketable skills
6. Understand what supports will be needed to be successful
During job exploration the job seeker can:

- Observe someone doing the job
- Ask questions/interview someone who does that type of work
- Interview employers to gain insight on job requirements, expectations as well as any pre-requisites
- Try the job out for a short period of time
How can you assist the job seeker to explore?

- Know how to set up an informational interview, job shadow, tour, etc.
- Use tools to narrow down the career direction
- Use the connections in the job seekers support network.
- Reviewing current and past experiences, listing things to avoid and things to explore further.
### What do you want to do for a living?

<table>
<thead>
<tr>
<th>“I Want to be a….”</th>
<th>“I’ll know it when I see it.”</th>
<th>“I’m not really sure.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search careers with key Words</td>
<td>Browse Careers by Industry</td>
<td>Tell us what you like</td>
</tr>
</tbody>
</table>

You can search based on where you are at in designing your career goal.

WORK EXPERIENCES

www.careeronestop.org/
Explore Career – Career Videos
Nearly 250 videos

CareerOneStop is sponsored by the U. S. Department of Labor, Employment and Training Administration
UNDERDEVELOPED
CAREER GOALS =

Impulse shopping for jobs
ROLE OF PARENTS

YOUR ROLE

Support the parent and student
Employment After High School

Question Parents Have:

What are some of parents greatest fears for their sons/daughters after high school?

• What’s going to happen next?
• What if they fail?
• Will they be safe?
• Will they be happy?
• Will they be bullied?
• What if they lose their benefits?
Employment After High School

What we see!

• Lack of work experience
• Lack of social capital (soft skills)
• Lack of higher education
COMPANIES RECOGNIZE THE IMPORTANCE TO DIVERSIFY THEIR WORKFORCE

EMPLOYERS WITH STRONG DIVERSITY PRACTICE
“How can we best prepare transitioning youth for employment?”

- Two predictors of employment outcomes were
  1. Youth whose families expressed a preference for PAID employment in the COMMUNITY
  2. Youth who had paid work experiences were 4.5 times more likely to be in individual employment
- Other predictors were...community mobility skills and self determination skills

Predictors of Supported Employment for Transitioning Youth with Developmental Disabilities (Monica Simonsen, Ph.D. University of Maryland/TransCen, Inc. 2010)
Youth transition from an environment that talks about disability label and limitations to....

An environment that ask them to show what they offer the world of work....

And articulate what their strengths, abilities, hopes, desires, and career goals are.

What is the best way to do that???
EMPLOYMENT AFTER HIGH SCHOOL

“Exposure precedes Interest”
George Tilson

This helps ensure informed choice

Exposure
Interest
Motivation
Action
Gaining Work Experiences

- Summer Work Programs
- Work Experience
- Job Shadowing
- On the Job Training
- Internships
- Volunteering or Service Learning Programs.
What’s Needed for Success?

• Discovering Talents, Passions, Supports
• Exploration and Work Experiences
• Development of Soft Skills
• Networking and Connecting
• Family Support
A Guide for Career Discovery

Can be downloaded on the Missouri Council for Developmental Disabilities website at http://www.moddcouncil.org/

Under the resource tab
Employment After High School

• Development of Soft Skills or Applied Skills

• Many people who have not worked before lack work related soft skills such as communication, teamwork, decision making, etc.
13 Characteristics

- Conscientious
- Respectful
- Hospitable
- High Energy
- Infectiously Enthusiastic
  - Happy
- Presentable
  - Smart
  - Polite
- Motivated
- Ambitious
- Curious
- Honest
Employment After High School

Question:
How can teachers, parents and family members help young adults gain stronger soft skills?

- Practice
- Experience
- Sharpen listening skills
- Practice
- Experience
The Influence of Families on the Employment Process

• Start Early
• Have high expectations
• Be Aware – educate yourself on the possibilities
• Understand how the adult employment system works.
The Influence of Families on the Employment Process

- Family members can:
  - help motivate people to work
  - help them understand why work is important
  - help people develop a real understanding of themselves and their place in the workforce
  - be a role model
  - Set high expectations for paid community employment.
Family members can...

- Help plan for work and build towards a career path
- Help connect to businesses by using their network
- Help with continued support once a person is on the job
- Help ensure people get work experience at a young age
Employment After High School

Question:

What can you do to assist your son/daughter and/or student to have a smooth transition into the world of work?

- Have high expectations
- Give encouragement
- Help them identify their passions
- Use your network/connections
“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”

- Albert Einstein
Resources

Center for Parent Information and Resources: [www.parentcenterhub.org](http://www.parentcenterhub.org)


National Center on Secondary Education and Transition (NCSET): [http://ncset.org](http://ncset.org)

National Collaborative on Workforce and Disability for Youth (NCWD): [http://www.ncwd-youth.info/](http://www.ncwd-youth.info/)


Transition Coalition: [http://transitioncoalition.org](http://transitioncoalition.org)


PACER Center: [www.pacer.org](http://www.pacer.org)

O*NET Resource Center: [http://www.onetcenter.org/online.html](http://www.onetcenter.org/online.html)
Questions

Thank You!

Darla Wilkerson/The CSI Network

thecsinetwork@gmail.com