



## Pathways to Employment: A Guide to Work Experiences

EXPERIENCE	DESCRIPTION	EXAMPLES	ROLE OF SITE PARTNERSHIP	ROLE OF JOB COACH	EXAMPLES
<b>JOB SHADOWING</b>	A career exploration activity in which students observe the workday of a professional on-site, interact with clients or customers, and attend meetings and other appointments throughout the day.	Participate in staff-arranged shadowing or events like Take Your Child to Work Day or Disability Mentoring Day.	Provide students an opportunity to see all aspects of your industry  Complete a Work-Based Learning Program Evaluation so that the program can be improved in the future.	N/A	Quality Work-Based Learning Toolkit
<b>SCHOOL-BASED ENTERPRISE</b>	A sustained, school-sponsored, and student-led activity that engages students in the production of goods and services for the school or community.	A coffee shop located in the school, run and staffed by students.		Within a school-based enterprise, the role of a job coach may involve not only teaching specific job task skills, but may include teaching decision-making, financial management, and entrepreneurial skills.	DECA: School-Based Enterprises  Guide for Starting and Managing School-Based Enterprises
<b>SERVICE LEARNING</b>	Hands-on volunteer service to the community that integrates with course objectives.	Students interested in agriculture work with the school's nutrition program to plant and tend a community garden.		N/A	National Service-Learning Clearinghouse  Disability Inclusion Resources  Engaging Youth With and Without Disabilities in Inclusive Service Learning



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<b>JOB SAMPLING</b>	Work by a student that does not materially benefit the employer but allows the youth to spend time in a work environment to learn aspects of potential job tasks and soft skills required in the workplace.	Students learn about careers within the hospitality industry by spending one week working with a caterer, the next week doing housekeeping, and the final week working in the kitchen.	Provide a location for exposure to work environments.	Within job sampling, a job coach's responsibility includes site analysis and gathering information about a student's job tasks and what could potentially make or break a student's success across different job settings. Since students spend little amount of time actually learning skills, a job coach can focus more on reinforcing soft skills and surveying potential job matches.	
<b>INTERNSHIPS</b>	Formal agreements whereby a student is assigned specific tasks in a workplace over a predetermined period of time.	A student who is planning a career as a personal trainer gets an internship at the YMCA.	<p>Provide a place for highly structured, time-limited experiences that occur at a worksite.</p> <p>Communicate successes and opportunities at the workplace that the teacher can use to enhance the value of classroom connections.</p> <p>Be on the lookout for opportunities at the workplace that will support the student's academic and workplace skill development.</p> <p>Complete program evaluation</p>	Within an internship, the role of the job coach may involve teaching pre-employability skills (e.g., role-playing future job interviews, teach self-monitoring strategies, work endurance) taught in the classroom that are then reinforced in the internships site in preparation for paid employment.	<p>Department of Labor: Wage and Hour Division</p> <p>Internships: The On-Ramp to Employment</p> <p>Internships: Think Beyond the Label</p>

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<b>MENTORING (CAREER AND TECHNICAL)</b>	<p>Career Mentoring: Matching students with a professional working in their field of interest.</p> <p>Technical Mentoring: Direct, systematic outside professional input in students' actual work products.</p>	Student interested in construction career is paired with a mentor who owns a construction company. They meet in person as well as via Skype.	Provides an employee to be used as a resource for the student by sharing insights and providing guidance about the workplace, careers and education.	N/A	<p>Cultivating Leadership: Mentoring Youth With Disabilities (Department of Labor)</p> <p>Creating Mentoring Opportunities for Youth with Disabilities: Issues and Suggested Strategies</p> <p>Paving the Way to Work: A Guide to Career-Focused Mentoring for Youth with Disabilities</p>
<b>PAID EMPLOYMENT</b>	Employment in competitive, integrated settings while student is still in school.	A student works a summer job bagging groceries at Publix.	Students are at a worksite doing real work for pay. They are held to the same expectations as all employees. The workplace supervisor conducts evaluations based on workplace expectations and performance.	Within a paid employment experience, a job coach may provide ongoing supports for the student, help to identify lasting workplace supports, and work more closely with the employer and/or supervisor.	<p>TennesseeWorks Finding Jobs</p> <p>JobTIPS (specific section on "Getting a Job")</p>
<b>APPRENTICESHIPS</b>	Formal, sanctioned work experiences of an extended duration. Learn specific occupational skills. Though they cross a wide breadth of occupations, there is a concentration within the building and construction trades.	Student is trained in cement masonry through Job Corps program and receives job placement assistance at the conclusion of the program.	The community business partner provides the pay and training through their experience in the industry-driven field.	Since much of the skills learned in an apprenticeship involves acquisition of specific skills, the role of a job coach may involve identifying a workplace support, like a colleague, to help teach these unique skills to the student. A job coach might also work closely with the school's CTE program.	<p>Preparing Youth and Young Adults for Apprenticeship Programs</p> <p>Increasing the Participation of Young Adults with Disabilities in Apprenticeship Programs</p>



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<b>COMMUNITY-BASED TRANSITION PROGRAM</b>	Programs offered in some LEAs to students 18-22 years of age who received a special education diploma. Usually specifically focus on vocational training and meeting transition goals.	Students in Metro Nashville's Community-Based Transition program complete vocational training through various unpaid internships throughout the Nashville area.	Provide the location so work skills could be taught in a community business.	A job coach in this role might assist students with the development of on-the-job supports, maintenance of the skills, and work closely with internship site supervisors to ensure smooth transition from site to site.	Starting a Community Transition Program for Students with Disabilities  Community-Based Programs for 18-21 Year Old Students  The Community Transition Program: Experiences Starting a Community-Based Program for Students Ages 18-21